University of St. Thomas  
Houston, Texas  
Counselor Education Department- Online Cohort  
COUN 5358- Group Procedures: Dynamics of Group Counseling  
Summer 2016

<table>
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<tr>
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<tbody>
<tr>
<td>Distance Learning Format</td>
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</tr>
<tr>
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Social Justice Teachings

*Subsidiarity:* Integrated in each course in the Counselor Education program is a sense of *community*. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

*Dignity and rights of children:* The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

*People have a right to an education:* Equality is a major theme integrated in the Counselor Education program. In each course *equality* is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**Required Texts**


**General Course Description**

COUN 5358 Group Procedures: Dynamics of Group Counseling includes developing proficiency in the theories, strategies, and techniques of small group counseling including major elements related to group dynamics and methods for conceptualizing and effectively managing common group issues.
COUN 5358 Group Procedures: Dynamics of Group Counseling includes the mastery of content and processes related to group dynamics and methods used with common group challenges. It probes the challenges of interpersonal relationships including but not limited to those of language, race, ethnicity, class, gender, age, and historically devalued and privilege populations. It provides the opportunity to investigate content and practice related to group leadership, the stages of group process, the posing and solving of problems, which are specific to group process. It peruses the professional, legal, and ethical issues related to group counseling. Students have the opportunity to practice appropriate boundaries and self-disclosure. They participate in an educational group as leader and member.

COUN 5358 Group Procedures: Dynamics of Group Counseling involves three equally important components, namely, cognitive, affective, and professional:

- **Cognitive.** The cognitive components of this course include but are not limited to professional conversations with peers and professor in a learning community. Students will acquire knowledge, abilities, and skills in using the primary theories of counseling and modify traditional theories and practices to address issues of culture and diversity. Students will expand knowledge, abilities, and skills to serve successfully clients whose first language is not English.

- **Affective.** The affective components of this course include but are not limited to bringing life experiences to the table when they enhance the dialogue, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with peers and professor. Students will classify and analyze feelings, attitudes, and perceptions toward counseling as their potential profession.

- **Professional.** The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice and become acquainted with the professional organizations in the counseling profession. The capstone experience is the successful completion of the comprehensive, in-class final examination.

**Specific Competencies & Assumptions**

These competencies are adapted from:

**Assumptions**— *Professional counselors:*
1. Discern when individual or group counseling is more helpful for clients;
2. Use the basic principles of group dynamics and group procedures in keeping with the developmental stages of clients;
3. Demonstrate familiarity with the history of group work and the unique characteristics of major group theories;
4. Communicate familiarity with a number of group growth and intervention systems, strategies, and techniques and be able to choose among them for the development of groups;
5. Demonstrates a familiarity with typical stages of group development, developmentally appropriate interventions strategies associated with each stage, and core group leadership skills used throughout the group process;
6. Indicate an awareness of the most frequently observed facilitative and debilitative roles that group members may assume and relevant management strategies for each role;
7. Be conversant regarding the current and landmark research related to group counseling, particularly as it relates to one’s area of specialty, for example, elementary school, teen eating disorders, or grief counseling;
8. Demonstrate personal behavior and sensitivity to issues of language, race, ethnicity, class, gender, historically devalued and privileged populations, and other issues of culture and diversity relevant to group counseling.
9. Carry out legal and ethical practice in group work throughout the semester.

Professional counselors provide evidence of competencies by demonstrating ability to:
1. Specify types of problems that are particularly suited to group as contrasted with individual counseling;
2. Display a working knowledge of group dynamics including but not limited to content and process variables, various leadership styles, and conditions under which groups promote healthy growth;
3. Distinguish between group counseling, group psychotherapy, and self-help groups. Display an awareness of other variables related to groups such as process analysis, therapeutic factors in groups, cohesiveness, informed consent, and constructive feedback exchange;
4. Co-lead or lead ongoing psycho-educational group sessions supervised by the professor. Engage in group processing of the experience as leader or member. Reflect in writing concerning the experience of being a group leader or member;
5. Demonstrate appropriate use of blocking, clarification, confrontation, cutting off, linking, holding focus, reframing, rounds, here and now interaction, paraphrasing, imparting information, providing feedback, scanning, self-disclosure, shifting focus, using voice, verbal tracking group processing and process observing.
6. Organize and prepare for a group in the beginning stage, working stage, and termination procedures. Engage in formative and summative evaluations of group effectiveness.
7. Demonstrate ability to identify and manage member roles such as group joker, silent member, rescuer, intellectualizing member, hostile member, withdrawn member, overly dependent member, the Old Pro, the questioner, and help-rejecting complainer.
8. Demonstrate awareness and practice of professional standards of practice and codes of ethics such as that of the Association of Specialists in Group Word (ASGW);
9. Demonstrate competence and confidence in working with issues of language, race, ethnicity, class, gender, historically devalued and privileged populations, and other issues of culture and diversity relevant to group counseling.
Course Guidelines

Professional Standards of Behavior for Students and Faculty

- Use of UST Email Accounts: All email correspondence will be through the mysthom email system. Please check your email through your mysthom account daily for correspondence andannouncements.

- Attendance: Attendance is mandatory! In online course, attendance is defined as being online, assessable, and participating in the session. Students are expected to participate in all class interactions in a professional manner. Lack of participation in discussion boards and assignments will result as an absence including the renegotiation of this contract. Two absences will result in a reduction in grade. Three absences will result in an F in this course.

- Late Assignments: It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

Integrity

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2014) of ACA, the ASCA Ethical Standards for School Counselors, the Code of Ethics and Standard Practices for Texas Educators, and the LPC Board. Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Integrity includes commitment to the Counselor Education Program. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues by sharing and networking in the learning community.

Plagiarism

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. When writing any paper, reference information, websites, books, etc., the APA Manual (2010) rules for citing and referencing must be followed. Copying a paragraph or more or changing words here and there is plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

ADA Statement on Disabilities

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Professional Qualities
For retention in COUN 5358 Group Procedures: Dynamics of Group Counseling and the Counselor Education Program students are required to “demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop . . . professional counselors” (School of Education Catalog (2010-2012, p. 2). In other words, students are required to practice academic rigor, social generosity, and demonstrate the personal, physical, and mental health expected in the counseling profession. The emotional and mental health of professional counselors is essential to their functioning in a legal, ethical, confident, and competent manner. The responsibility of gate keeping on the part of the director of the Counselor Education Program at the University of Saint Thomas protects the students, the degree, and the profession.

Discipline, Commitment, Focus
Success in COUN 5358 Group Procedures: Dynamics of Group Counseling and in the Counselor Education Program requires personal discipline, commitment to academic excellence and professional development, and focus on excellent performance in all areas of professional practice. Successful students with these characteristics understand what plagiarism is and never use it for any reason.

Course Assignment Requirements
Stimulating Activity, Group Role-Play, and Reflections
Students will (1) facilitate and (2) participate in weekly group counseling sessions/discussions.

(1) Facilitator - Each student will facilitate one or more (depending upon the size of the class) group sessions as a group leader. Using a chapter from the book as the topic for this educational group, the student will design an original presentation that must include an electronic component [presentation (e.g., PowerPoint, Prezi, etc), website, blog, or wiki]. After presenting a capsule of concise information from the chapter, the facilitator is to lead an online group. The class can interact through the electronic method that the facilitator chooses. A copy of this plan will be provided to the professor (via Blackboard) prior to the group session.

The role-play must be a maximum of 30-minutes and must involve the members of the class. Facilitators may use a variety of methods to engage all learners (effective questioning, group activities, soliciting feedback, mobile poll, etc.)

a. Stimulating Activity - Each student group facilitator will begin the session with a 5-10 minutes structured group stimulating activity (i.e., Icebreaker) based on the needs of the group that the student has chosen to facilitate. The
one-page description is to be posted on a discussion board. The time for the SA is not included in the time for the chapter; so each presenter will have a maximum of 40-minutes total time.

(2) Participator - Students will actively participate in each group sessions/discussions. Additionally, everyone should maintain journals/portfolio (separate assignment) of their impressions and reflections of each class session. All students are encouraged to take notes and will then write up their reflection on the group process. Remember to support what you say using the text or other outside resources.

a. Reflections - Student group facilitators and class members will prepare a 2-page (minimum) reflection paper on each class session or other topic as noted in the syllabus. For group sessions, this paper will include:
   - goals, objectives, feelings and thoughts about how useful the stimulating activity was;
   - the chapter presented and the take-away from that information,
   - name and type of demo groups formed,
   - whether the goals of the group were achieved,
   - the effectiveness of the group process, and
   - reflection on feelings and insights related to leading or being a member of the group.

This reflection paper (or topic assigned in the syllabus) will be submitted via blackboard on the weekend following the class (by Sunday midnight).

Group Observation Assignment (In Vivo)
Each student will be required to visit a professional group counseling session. This should be a group setting such as a support group, agency, or private practice (other than where the student works) that provides counseling services to a group. Students must obtain permission from the group leader and attend at least 3 sessions of the same group (a personal interview can substitute for one of the personal observations).

Students will then write a paper that includes the following information:
- Group Name (same as the setting/agency name)
- Goals and objectives of the groups
- What is the theoretical framework of the leader
- Populations Served (homogenous or heterogeneous)
- Nature and Extent of Services
- Facilitators of effective Counseling Services
- Inhibitors to effective Counseling Services
- Overall Thoughts and Feelings (describe your overall experience and how this resonates with you as an observer and how this might impact you as a client in the group setting)
- What have you learned about group process from observing this group?
Journal/Portfolio
Using the weekly reflections (class reflections, lecture notes, and InVivo assignment as components of the journal/portfolio, students will design an original presentation that details what has been learned about the group counseling process. These journals/portfolios will include impressions and reflections of the group sessions, basic elements of the group process, theoretical approaches to group counseling, and integration/application of the group process (which will include the information gathered at or as a result of the site visit). This journal/portfolio can be presented in any electronic format that the student desires. Be creative!

Grading

<table>
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<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation Responsibilities</td>
<td>5</td>
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<tr>
<td>2. Facilitator of Group Role Play</td>
<td>20</td>
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<tr>
<td>3. Stimulating Activity</td>
<td>4</td>
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<tr>
<td>4. Journal/Portfolio</td>
<td>15</td>
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<tr>
<td>5. Group Observation Assignment</td>
<td>15</td>
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<td>6. Weekly class reflections (3 points each)</td>
<td>21</td>
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<td>7. Final Exam</td>
<td>20</td>
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<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
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Criteria for Grading Written Work
- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in grade reduction.

General APA guidelines must be used for all written papers
- Times New Roman
- Font 12 pt
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Use no more than three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual
### Grading Scale

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
<td>B</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>72-76</td>
<td>C</td>
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<tr>
<td>70-71</td>
<td>C-</td>
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<tr>
<td>&lt;70</td>
<td>F</td>
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### Course Session Schedule

*(Subject to Change)*

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<tr>
<th>Session</th>
<th>Due Date</th>
<th>Instructional Focus</th>
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| 1       | June 03  | **Introductions Syllabus**  
- Assignments for Class Presentations  
- Blackboard Course Organization  
  Introduction - Dynamics of the Group Process: An Overview  
  Chapter 1. Introduction to Group Work  
  Week 1 Class reflection due in Blackboard by Friday at midnight |
| 2       | June 10  | Chapter 2. Group Leadership  
Chapter 3. Ethical and Professional Issues in Group Practice  
Week 2 – Ethical Dilemma case is due in Blackboard by Friday at midnight |
| 3       | June 17  | Chapter 4. Early Stages in the Development of a Group  
Chapter 5. Later Stages in the Development of a Group  
Chapter 6. The Psychoanalytic Approach to Groups  
Week 3 – Brief (2 pages maximum) impressions on the Group Counseling article is due in Blackboard by Friday at midnight. |
| 4 & 5   | July 01  | Chapter 7. Adlerian Group Counseling  
Chapter 8. Psychodrama in Groups  
Chapter 9. The Existential Approach to Groups  
Week 4 & 5 - YouTube evaluations are due in Blackboard by Friday at midnight |
| 6       | July 08  | Chapter 10. The Person-Centered Approach to Groups  
Chapter 11. Gestalt Therapy in Groups  
Chapter 12. Transactional Analysis in Groups  
Week 6 – Theory, Integrative, or Eclectic? Your personal |
<table>
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<tr>
<th>Week 7 &amp; 8</th>
<th>July 22</th>
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<td>preference paper is due in Blackboard by Friday at midnight</td>
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| Chapter 13. Cognitive Behavioral Approaches to Groups  
Chapter 14. Rational Emotive Behavior Therapy in Groups  
Chapter 15. Reality Therapy in Groups  
Chapter 16. Solution-Focused Brief Therapy in Groups  
Week 7 & 8 – Which “Outstanding Articles” from the list (Journal for Specialists in Group Work) would you read first? Why? Two-page maximum paper is due in Blackboard by Friday at midnight.  
In Vivo Assignment Due in Blackboard by midnight |

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<tr>
<th>Week 9 &amp; 10</th>
<th>Aug 04</th>
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| Chapter 17. Comparisons, Contrasts, and Integration  
Chapter 18. The Evolution of a Group: An Integrative Perspective  
Group Presentations  
Journals/Portfolio  
Five Sequential Stimulating Activities  
Week 9 & 10 Which “Best Group Research Articles of the Year” from the list (Journal for Specialists in Group Work) would you read first? Why? Two-page maximum paper is due in Blackboard by Thursday at midnight. |

**Final Exam is Due: August 08**

**Professional Organizations**

American Counseling Association (ACA)  
Texas Counseling Association (TCA)  
American School Counseling Association (ASCA)

**Professional Journals**

*Journal of Counseling & Development*  
*Journal of Counseling Psychology*  
*Journal of the School Counselor*  
*Journal of Multicultural Counseling & Development*  
*Journal of Cross-Cultural Psychology*