University of Saint Thomas  
Houston, Texas  
Group Procedure Dynamics of Group Counseling  
COUN 5358 Section KK77  
Spring 2017

Instructor:  Dr. Crystal Collins  
Office Hours:  By Appointment
Location:  Internet  
Email:  collincj@stthom.edu

Social Justice Teachings of the Catholic Church and Counselor Education Program

**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 Description of Course

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.

This course 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. This course involves three equally important components, namely, cognitive, affective, and professional.

Cognitive
The cognitive components of this course include but are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with peers and professor in a learning community. Students acquire knowledge, abilities, and skills in becoming successful group members and leaders. They will be able to modify group theories and practices to address issues of culture, diversity, and historical privilege and oppression. They will expand their knowledge, abilities, and skills to facilitate the success of group members 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. Students keep journals on reflections regarding the experiences in this course, especially, their participation in the psycho-educational groups as members and leaders.

Professional
The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, and good judgment especially in their participation in the psycho-educational group as members and leaders. Students will be able to modify group theories, strategies, and techniques to meet a diverse group membership. They will consistently demonstrate legal and ethical behavior and demonstrate awareness of the limits of confidentiality as members or leaders of groups.
Competencies

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 Work (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.
Student Accommodations

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713.525.6983. Please let me know if I can be of any assistance in this regard.

Professional Standards of Behavior

<table>
<thead>
<tr>
<th>Attendance</th>
<th>This is an online course and all assignments, weekly reflections and discussion forums must be completed on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Assignments</td>
<td>Complete all assignments by the due date. 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. Late assignments will drop one letter grade.</td>
</tr>
<tr>
<td>Academic Integrity - Plagiarism</td>
<td>Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the Counselor Education Program and UST. Plagiarism is a violation of integrity.</td>
</tr>
<tr>
<td>Use of personal technology devices</td>
<td>Cell phones shall be silent or on vibrate during the class. When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible. All laptops, iPads, tablets and other electronic devices should be put away unless being used for class purposes.</td>
</tr>
<tr>
<td>Use of UST Email Accounts</td>
<td>All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.</td>
</tr>
</tbody>
</table>
**Learning Strategies**

This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas. This class is blended and requires a substantial amount of independent self-paced learning.

**On-Time Requirements for Assignments**

All assignments must be submitted on the date stated within the syllabus. If students cannot meet these dates for exceptional reasons, students and the professor may renegotiate the due date for major assignments. This does not include contacting the professor the day before the assignment is due requesting an extension. *Renegotiation of the due date will occur under extenuating circumstances.* **Otherwise a 10-point deduction per late day will apply.** The student and professor must have this conversation **before** the assignment is due.

**Professional Qualities**

For retention in COUN 5358 Group Procedure 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 Procedure 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 Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material
**Exercises** – written assignments designed to supplement and reinforce course material

**ASSIGNMENTS**

**Syllabus Quiz** (5%)

**Weekly Reflections** (10%)

Each week students must write a reflection of their group experience.

**Discussion Forum** (10%)

**Article Review** (15%)

**Group Observation Assignment** *(In Vivo)* – 15%

Students should visit a professional counseling setting. This should be a group setting such as a support group, agency, or private practice (other than where they work) 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. The student will then write a 3-4 page paper that includes the following information:

- Group Name
- Goals and objectives of the group
- What is the theoretical framework of the leader (facilitator)?
- Population served (homogenous or heterogeneous)
- Nature and Extent of Services
- Facilitator of effective Counseling Services
- Inhibitors to effective Counseling Services
- Overall Thoughts and Feelings (feel being a client in group)
- What have you learned about group process from observing this group?
Group Planning Assignment – (20%) 

Purpose: To sharpen knowledge, abilities, and skills in researching, planning, and executing 5 sequential group counseling sessions for a specific, homogeneous group with students as the leaders.

Title Page: Begin with a title page with a title commensurate with the directions in the APA Manual (2010). Students may add the due date.

Rationale: Provide evidence that the topic chosen and the activities used are research oriented. Write a 1-2 page rationale with at least 2-3 sources used in the rationale.

Activities: Write this part as if writing a plan for a class or workshop. Goals, objectives, and activities should be clearly described and sequential. List sources for any research based activities you include in your activities. This needs to be 5-6 pages total.

Note: Every part of this major assignment must be written in Times New Roman, 12-point, double spaced and in formal, academic APA style. This manuscript will be printed and brought to class on the due date and submitted via blackboard by midnight of the due date.

Final Exam – (25%) – Comprehensive multiple choice exam. Chapters 1-18.
### Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Instructional Focus</th>
</tr>
</thead>
</table>
| 1    | January 23-27 | 1. Introduction/Syllabus  
2. Syllabus Quiz  
3. Chapter 1: Introduction to Group Work  
4. Needs Assessment  
5. Complete Consent Forms  
6. Summary & Reflection |
|      | Learning Module 1 |  |
| 2    | January 30- Feb. 3 | 1. Chapter 2: Group Leadership  
2. Chapter 3: Ethical and Professional Issues in Group Practice  
3. Discussion Forum: Ethical and Professional Issues  
4. Week 1 Reflection |
|      | Learning Module 2 |  |
| 3    | February 6-10 | 1. Chapter 4: Early Stages in the Development of a Group  
2. Chapter 5: Later Stages in the Development of a Group  
3. Chapter 6: The Psychoanalytic Approach  
4. **Article Review Due in Blackboard**  
5. Week 2 Reflection  
6. Discussion Forum: Stages of a Group |
|      | Learning Module 3 |  |
| 4    | February 13-17 | 1. Chapter 7: Adlerian Group Counseling  
2. Chapter 8: Psychodrama in Groups  
3. Chapter 9: The Existential Approach to Groups  
4. Week 3 Reflection  
5. Discussion Forum: Therapeutic Factors |
|      | Learning Module 4 |  |
| 5    | February 20-24 | 1. Chapter 10: The Person-Centered Approach to Groups  
2. Chapter 11: Gestalt Therapy in Groups  
3. Chapter 12: Transactional Analysis in Groups  
4. Week 4 Reflection  
5. Discussion Forum: Leadership |
|      | Learning Module 5 |  |
| 6    | February 27-March 3 | 1. Chapter 13: Cognitive Behavioral Approaches to Groups  
2. Chapter 14: Rational Emotive Behavior Therapy in Groups  
3. Chapter 15: Choice Theory/Reality Therapy in Groups  
4. Week 5 Reflection  
4. Discussion Forum: Specialized Groups  
5. **Group Observation (In Vivo) Assignment Due** |
|      | Learning Module 6 |  |
| 7    | March 6-10 | 1. Chapter 16: Solution-Focused Brief Therapy and Motivational Interviewing  
2. Chapter 17: Comparisons, Contrasts, and Integration  
3. Chapter 18: The Evolution of a Group: An Integrative Perspective  
4. Week 6 Reflection  
5. **Group Planning Activity Due** |
|      | Learning Module 7 |  |

1. **FINAL EXAM** – March 11th at 11:55 p.m. on Blackboard.
## Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>2. Weekly Reflections</td>
<td>10</td>
</tr>
<tr>
<td>3. Discussion Forums</td>
<td>10</td>
</tr>
<tr>
<td>4. Article Review</td>
<td>15</td>
</tr>
<tr>
<td>5. In Vivo Assignment (Practice Site Visitation)</td>
<td>15</td>
</tr>
<tr>
<td>6. Group Planning Activity</td>
<td>20</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Total = 100 %

---

### University’s Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by University</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>
Criteria for Grading Written Work

- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follows directions
- 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 usually results in grade reduction.

The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab.
- Double space the entire paper
- Margins - 1" top, bottom, left and right
- Use no more than two lines (single spaced) for your name, assignment, date etc. at the top of the page

IMPORTANT NOTES:

- No late assignments will be accepted (10 pt deduction with exceptions).
- Please do not email or call the professor regarding missed assignments.
- Points are deducted for grammatical and spelling errors (2 pts. for each error).
- All assignments will be due Saturdays by 11:59 p.m.