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 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.
### 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><strong>Attendance to all classes is mandatory.</strong> Students are expected to be present for and participate in all class discussions. <strong>Three absences can result in administrative withdrawal from the class or may result in failing the course.</strong> Be on time each class period. Late arrival and leaving early is not acceptable and will result in lowering of grade. Class attendance and participation will count for 15 points of your grade.</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. <strong>Late assignments will drop one letter grade.</strong></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. <strong>Plagiarism is a violation of integrity.</strong></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

Group role play, observations, and reflections (30%): Students will form two groups of seven classmates each and conduct one 40 minutes group session. Each student will facilitate one group session as a group leader. Each student facilitator will prepare a one page description (Times New Roman, 12-point, double spaced) of a structured group stimulating activity based on the needs of the group which the students are facilitating. An electronic copy of this plan will be given to the professor one week prior to the group session facilitating begins.

Students will maintain journals of their reflections on each group session. Students are encouraged to take notes during the observation portion of the group and will then write up their reflection on the group process in the journal maintained.

Student facilitator will prepare a 2-page reflection paper on the group process using (Times New Roman, 12-point, doubled spaced). This paper will include:

The paper should include the following components:

1. Needs statement (name of group and mission statement)
2. Written proposal (group goals).
3. Advertising plan.
4. Selection of group members.
5. Calendar of group activities (minimum of 6 weeks).
6. Selected group theory utilized for your proposed group.
7. Evaluation criteria
8. Supporting documents.

One important goal of this course is that you learn to distinguish among major theoretical approaches to group work such as under what conditions group theories are most applicable and how group work may best be adapted to a potential counseling or mental health setting. This group proposal activity will assist you in gaining these competencies which involves submission of a typewritten proposal.

Students will (1) facilitate and (2) participate in a 40-minute weekly group counseling session.

Students will maintain journals of their reflections on each group session. One group of students can be the “group” while the other students observe the group. Observing students change positions with the original counseling group, and the group becomes the observers. Students are encouraged to take notes during the observation portion of the group and will then write up their reflections in class on the group process.

(1) Facilitator - Each student will successfully facilitate the leadership of a group session. Student group facilitators will prepare a one page description (Times New Roman, 12-point, double spaced) of a structured group stimulating activity based on the needs of the educational
group which the students are facilitating. A copy of this plan will be given to the professor prior to the group session facilitating begins.

The role-play must be a maximum of 40 –minutes and must involve members of the class. Facilitator may use a variety of methods to engage all learners (effective questioning, group activities, soliciting feedback, etc.)

a. Stimulating Activity – Each student group facilitator will begin the session with a 5-10 minute structured group stimulating activity (i.e. Icebreaker) based on the needs of the group that the student has chosen to facilitate.

(2) Participator (Group Member) - Students will actively participate in each group session.

Reflection - Student group facilitators will prepare a 2-page reflection paper on the group process (Times New Roman, 12-point, double spaced). This paper will include:

- feelings and thoughts about how useful the stimulating activity was,
- whether the goals of the group were achieved,
- the effectiveness of the group process; evidence will be explicit. In addition, this paper will include reflection on feelings related to leading the group.
- Feelings related to leading the group

A copy of this reflection paper will be submitted via blackboard no later the Saturday after the class meeting at 11:59 p.m.

Group PowerPoint presentation Assignment (15%): Students are required to form groups of three and compile a power point presentation on one of the following theoretical approach below. Each presentation must have a minimum of 15 power point slides and the information presented should be informative, creative, and clearly delineate the therapeutic Group Counseling Process. A total of 15-20 minutes would be assigned to each group. Rubric for the PowerPoint presentations will be posted on blackboard.

- Gestalt Therapy
- Existential Approach
- Psychodrama in Groups
- Rational Emotive Behavior Therapy in Groups
- Cognitive Behavioral Approaches to Groups
- Person-Centered Approach
- Solution Focused Brief Therapy in Groups
Group Counseling Observation & Interview (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?

Journal/Portfolio (15%)

Using weekly reflections (class reflections, lectures notes, and In Vivo assignments 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 the student desires. Be creative!

Comprehensive Final Exam (30%): Students will take a comprehensive final exam via Blackboard. The exam will be due on March 11th, 2017 by midnight. Exams that are not submitted by the due date will not be accepted and counted as a zero.
## Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Instructional Focus</th>
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</table>
| 1    | January 23| 1. Introduction  
2. Syllabus  
3. Group & Chapter Assignments  
4. Chapter 1: Introduction to Group Work  
5. Chapter 2: Group Leadership  
6. Module 1 |
| 2    | January 30| 1. Chapter 3: Ethical and Professional Issues in Group Practice  
2. Chapter 4: Early Stages in the Development of a Group  
3. Chapter 5: Later Stages in the Development of a Group  
4. Discussion Board: Ethical and Professional Issues  
5. Module 2 |
| 3    | February 6| 1. Chapter 6: The Psychoanalytic Approach  
2. Chapter 7: Adlerian Group Counseling  
3. Chapter 8: Psychodrama in Groups  
4. Article Review Due in Blackboard (Module 3)  
5. Discussion Board: Stages of a Group  
6. Module 3  
7. Group role play Due  
8. Group presentations Due |
| 4    | February 13| 1. Chapter 9: The Existential Approach to Groups  
2. Group Counseling Sessions  
3. Chapter 10: The Person-Centered Approach to Groups  
4. Chapter 11: Gestalt Therapy in Groups  
5. Discussion Board: Therapeutic Factors  
6. Module 4  
7. Group role play Due  
8. Group presentations Due |
| 5    | February 20| 1. Chapter 12: Transactional Analysis in Groups  
2. Chapter 13: Cognitive Behavioral Approaches to Groups  
3. Chapter 14: Rational Emotive Behavior Therapy in Groups  
4. Module 5  
5. Group role play Due  
6. Group presentations Due |
| 6    | February 27| 1. Chapter 15: Choice Theory/Reality Therapy in Groups  
2. Chapter 16: Solution-Focused Brief Therapy and Motivational Interviewing in Groups  
3. Chapter 17: Comparisons, Contrasts, and Integration  
4. Group Counseling Sessions  
5. Group Observation Assignment Due  
6. Discussion Board: Specialized Groups  
7. Module 6  
8. Group role play Due  
9. Group presentations Due |
| 7    | March 6    | 1. Chapter 18: The Evolution of a Group: An Integrative Perspective |
2. Module 7
3. Group role play Due
4. Group presentations Due
5. Journal/Portfolio Due March 8th by 11:59 pm on Blackboard
6. In Vivo Assignment Due March 25th by 11:59 pm on Blackboard

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>1. Group role play, observations, and reflections</td>
<td>30%</td>
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<tr>
<td>2. Group PowerPoint presentation Assignment</td>
<td>15%</td>
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<tr>
<td>3. Group Counseling Observation &amp; Interview (In Vivo)</td>
<td>15%</td>
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<td>4. Journal/Portfolio</td>
<td>10%</td>
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<tr>
<td>5. Final Exam</td>
<td>30%</td>
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Total = 100 %
University’s Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83 - 85</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>76 - 79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>73 - 75</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69</td>
<td>1.3</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 64</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
<td>0.0</td>
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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
APPENDIX A

Facilitation Evaluation of Group Counseling
COUN 5358 Group Procedures Dynamics of Group Counseling

Name: ________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCORE</th>
</tr>
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<tbody>
<tr>
<td>Effective Communication (confidentiality, purpose, reflecting, summarizing)</td>
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<tr>
<td>Establishing Rapport</td>
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<tr>
<td>Maintaining group cohesiveness</td>
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<tr>
<td>Goal Setting</td>
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<tr>
<td>Overall Facilitation</td>
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Comments: