University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5358- Group Procedures: Dynamics of Group Counseling  
Spring 2018

<table>
<thead>
<tr>
<th><strong>Instructor:</strong> Denise Chevalier, PhD</th>
<th><strong>Phone/Email:</strong> 832-541-3208/chevald@stthom.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room:</strong> San Jacinto Main – Pasadena</td>
<td><strong>Appointments:</strong> By appointment</td>
</tr>
<tr>
<td><strong>Date/Time:</strong> Tuesdays/5pm-8pm</td>
<td><strong>Preferred Contact:</strong> Email</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Textbook(s) Required</th>
<th>General Description of Course</th>
</tr>
</thead>
</table>
| Corey, G. (2012). Theory and practice of group counseling. (8th ed.). Belmont: CA, Cengage. | 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**

**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

| Attendance | **Attendance to all classes is mandatory.** Students are expected to be present for and participate in all class discussions. **Three absences can result in administrative withdrawal from the class** or may **result in failing the course.** 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% of your grade. |
| Late Assignments | 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.** |
| Academic Integrity - Plagiarism | 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.** |
| Use of personal technology devices | 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 on mute unless they are being used for class purposes. |
| Use of UST Email Accounts | All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements. |
ASSIGNMENTS

Stimulating Activity, In-Class Group Role-Play, and Reflections

Students will (1) facilitate and (2) participate in weekly group counseling sessions.

(1) Facilitator - Students will participate in 5 mock group sessions, with each student facilitating one group session. One group of students will 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 while the observers become the group.

Each student will successfully facilitate the leadership of a group session and will prepare a 1 page description of a structured group with probable activities based on the needs of the educational group. A copy of this plan will be given to the professor prior to the group session that the student is facilitating.

Student group facilitators will prepare a 2-page reflection on the group process, due the class after facilitation. This reflection will include feelings and thoughts about how effective the group was, whether the goals of the group were achieved, and the overall content of the group process. In addition, this paper should include reflection on the feelings related to leading the group.

Facilitation description & reflection (20%)

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. 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.

b. Stimulating activity (5%)

(2) Participant - Students will actively participate in each group session. 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 mock group session. 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-aways 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.

- Observations (5% due each class =20%)

  *The week that you are acting as the facilitator, you are NOT required to submit a reflection of the other group.*

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

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 15%**

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 format that the student desires. Be creative!

**Final Exam – 10%**

Theoretical Approach to Group Counseling
Students are required to form five groups of two and compile a power point presentation on one of the following theoretical approaches presented in the text. Each presentation must not exceed 20 power point slides and the information presented should be informative, creative and clearly describe the utilization of the therapeutic approach within the Group Counseling Process.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>2. Facilitator of Group Role-Play</td>
<td>20%</td>
</tr>
<tr>
<td>3. Stimulating Activity</td>
<td>5%</td>
</tr>
<tr>
<td>4. Journal/Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>5. Group Observation Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>6. Weekly class reflections (5 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>7. Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Final Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</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
# CLASS SCHEDULE (Subject to change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
</table>
| 1       | Week 1 1/23/2018 | Introductions Syllabus
|         |                | Assignments for Class Presentations
|         |                | Blackboard Course Organization
|         |                | Introduction - Dynamics of the Group Process: An Overview
|         |                | Chapter 1. Introduction to Group Work |
| 2       | Week 2 1/30/2018 | Chapter 2. Group Leadership
|         |                | Chapter 3. Ethical and Professional Issues in Group Practice
|         |                | **Mock Group Session 1** |
| 3       | Week 3 2/6/2018 | 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
|         |                | **Mock Group Session 2** |
| 4       | Week 4 2/13/2018 | Chapter 7. Adlerian Group Counseling
|         |                | Chapter 8. Psychodrama in Groups
|         |                | Chapter 9. The Existential Approach to Groups
|         |                | **Mock Group Session 3** |
| 5       | Week 5 2/20/2018 | Chapter 10. The Person-Centered Approach to Groups
|         |                | Chapter 11. Gestalt Therapy in Groups
|         |                | Chapter 12. Transactional Analysis in Groups
|         |                | **Mock Group Session 4** |
| 6       | Week 6 2/27/2018 | 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
|         |                | **Final Mock Group Session (5)**
|         |                | Journal/Portfolio Presentations |
| 7       | Week 7 3/6/2018 | Chapter 17. Comparisons, Contrasts, and Integration
|         |                | Chapter 18. The Evolution of a Group: An Integrative Perspective
|         |                | **Final Exam Presentation** |