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.

Text Books and Readings


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).
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.

**Online Course Guidelines**

**Course Participation:** Participation in all course activities are required and frequent visits to Blackboard is encouraged. You should log in at least 2-3 times a week to check announcements, review discussion board feedbacks, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class. Lack of participation in discussion boards and assignments will result as an absence including the renegotiation of this contract. Two absences will result in an F in this course. The student is encouraged to communicate with the professor at all times.

**Learning Modules:** Two learning modules will be available at all times as the week unfolds. All modules will NOT be available at once. Its student’s responsibility to ensure that each module is completed as per the course schedule listed in the syllabus. Professor will grade assignments as per the due date listed in the course schedule. Students are encouraged to work on their own pace and complete the assignments by the due date (Friday Midnight). Completed learning modules will become unavailable post Friday midnight.

**Late Assignments:** Details on the due dates for each assignment are presented in the course schedule below. Assignments must be submitted to the instructor by Friday Midnight each week, if listed otherwise. **When turning in assignments via email, students are expected to save the document as: Last Name_First Name_Name of the assignment.** It is your responsibility to ensure that the instructor receives your documents. It is the instructor’s policy that late assignments will NOT be accepted. Submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

**Writing Requirement:** All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. A running head, headings, cover page, and a reference page as per APA Manual 6th edition is a must for all assignments.

**Academic Integrity:** Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.** 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 any information, websites, books, etc. that is not your own, as directed by the *Publication Manual of the American Psychological Association* (6th ed.), (2010).
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.

Technology Requirements and Guidelines: This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at www.firefox.com or www.google.com/chrome.) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu). Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard.

Use of UST email accounts: You are encouraged to use your UST email account. The instructor may send messages through Blackboard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

Instructor Availability: The instructor will be available for queries via email, with a 24-hour return policy. If a student may need to consult regarding course assignments or learning modules, instructor is available via phone or skype with scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please be prepared with questions so that the consultation time can be spent effectively.

Americans with Disabilities Act: 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.

Language Diversity: The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.
Evaluation and Grade Assignments

1. **Scavenger Hunt (5%)**: Students will take the scavenger hunt after reviewing their syllabus and demonstrate their understanding of the course objectives and expectations.

2. **Weekly Readings and Discussion Boards (25%)**: Review assigned readings for each week based on the syllabus. Post your thoughts on the questions/prompts for each discussion board as instructed on Blackboard. You are then required to respond to at least 2 other peers with a substantial response. Responses should be thoughtful, insightful, and well written.

3. **Group Role Play (20%)**: This assignment has been divided into three parts for student convenience. Follow the steps below to complete this assignment.
   - **Conducting group (7pts)**: Students will conduct and video record 40-minute psychoeducational counseling group at their school or church. Psychoeducational topics involve self-esteem, motivation, anger management. Please review the counseling need of the group before you choose a topic. The group should include a minimum of 5 participants. Each student will facilitate only one group session as a group facilitator. The recorded session link may be included in the reference section of the reflection paper for constructive feedback from the instructor.
   - **Activity template (3pts)**: Student facilitator will provide a 1-2-page detailed structured group activity based on the various topics/needs of the group. The template is attached to the syllabus below. Students will email the copy of this activity to the professor by week two (refer schedule below).
   - **Reflection paper (10pts)**: Lastly, student facilitator will write a 2-3-page reflection paper about their experiences leading the group. The following factors should be highlighted in their papers:
     - The **name and type of group formed** (1pt) (use terms from the text)
     - **Goals and objectives** implemented (1pt) (use terms from the text)
     - **Feelings and thoughts** about how useful the stimulating activity was (1pts)
     - Whether the **goals of the group** were achieved, how? (2pts)
     - The **effectiveness of the group** process (2pts)
     - What could you have done differently (2pts)
     - **Thoughts and feelings** related to leading the group (2pts)

Please ensure to abide by APA standards of writing. Include a title page, header, headings, and reference page as per APA manual 6th edition. You may use the highlighted words as headings. An electronic copy of the reflection paper will be emailed to the instructor at nayars@stthom.edu by Feb 16th, 2018 midnight.
4. **Community Observation Reflection (20%)**: For this assignment students will visit a professional group counseling setting in the community and observe the leader conduct group work. This community group setting could either be a psychotherapeutic group, psychoeducational, or a support group in a private practice, school, church, or an agency. To obtain maximum practical and experiential exposure to group process, it is encouraged to find a site other than student’s place of work, however this is not mandatory. Students are recommended to attend at least two sessions of the same group of the population of their choice. Ethical guidelines of the organization/group and university professional standards should be maintained by students when observing and/or when participating in these groups. Students will then write a 3-4 page reflection paper that includes the following information as it reflects in the textbook and the experiential group session:

- **Group name, goals, and objectives** (use terminologies from the text) (2pts)
- **Populations served** (homogenous or heterogeneous) (1pt)
- What is the **theoretical framework** of the leader? (1 pt)
- **Leadership style(s)** observed in the group (use terms from the text) (2 pts)
- Discuss the **techniques used** (3 pts)
- What would you have **implemented differently**? (refer to some concepts you learned in your class) (3 pts)
- What have you **learned about group** process from participating in this group? (4 pts)
- Overall **thoughts and feelings** (describe your overall experience, and how this resonates with you as a client in group setting) (3 pts)
- APA requirement of title page, running head, headings, page numbers (1pt)

An electronic copy of the reflection paper will be emailed to the instructor at nayars@ssthom.edu by Feb 23rd, 2018 midnight.

5. **Comprehensive Final Exam (30%)**: Students will take a comprehensive final exam that will include a series of multiple choice questions from the chapters covered during the course. The exam will be posted on Blackboard and will be taken electronically. This exam is an open book. However, students may NOT use each other, the internet, or other resources while taking this exam. Only the textbook is permissible as a reference when taking the exam. Students will be allowed one attempt only. The final exam is due on March 9th, 2018.

### Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Scavenger Hunt</td>
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</table>
### Weekly Discussion Board

### Group Role Play

### Community Observation Reflection Paper

### Comprehensive Final Exam

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<tbody>
<tr>
<td><strong>Total</strong></td>
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### Grading

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<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>90-93%</td>
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<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
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<td>78-79%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
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<td>Below 65%</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.

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus Assignments/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 26th</td>
<td><strong>Learning Module One</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>- Scavenger Hunt</td>
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<tr>
<td></td>
<td></td>
<td>Introduction - Dynamics of the Group Process: An Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1. Introduction to Group Work</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Learning Module</td>
</tr>
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</tbody>
</table>
| 2    | Jan 26th | Learning Module Two | Chapter 2. Group Leadership  
Chapter 3. Ethical and Professional Issues in Group Practice | **Discussion Board Two Due**  
**Group Role Play Template Due** |
| 3    | Feb 3rd  | Learning Module Three | 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  | **Discussion Board Three Due** |
| 4    | Feb 9th  | Learning Module Four | Chapter 7. Adlerian Group Counseling  
Chapter 8. Psychodrama in Groups  
Chapter 9. The Existential Approach to Groups  | **Discussion Board Four Due** |
| 5    | Feb 16th | Learning Module Five | Chapter 10. The Person-Centered Approach to Groups  
Chapter 11. Gestalt Therapy in Groups  
Chapter 12. Transactional Analysis in Groups  | **Discussion Board Five Due**  
**Group Role Play Reflection Paper Due** |
| 6    | Feb 23rd | Learning Module Six | 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  | **Discussion Board Six Due**  
**Community Observation Paper Due** |
| 7    | Mar 2nd  | Learning Module Seven | Chapter 17. Comparisons, Contrasts, and Integration  
Chapter 18. The Evolution of a Group: An Integrative Perspective  | **Discussion Board Seven Due**  
**Final Exam Due on March 9th, 2018** |

*Note: The syllabus and schedule are subject to change in the event of extenuating circumstances.*
## Activity Template

**Topic:** What topic are you conducting your group session on?  
**Source:** In APA format list the references/sources that the activity has been inspired from.  
**Facilitator:**  
**Date:**

<table>
<thead>
<tr>
<th>Considerations before writing:</th>
<th>In detail mention your rationale/reason for this activity. How do you think your clients may benefit from this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective/Goal:</td>
<td>What are you trying to achieve? Highlight the main goal for the session and also mention how you will achieve those goals?</td>
</tr>
<tr>
<td>Description: (1 points)</td>
<td>Broadly give an overall summary of the activity being conducted.</td>
</tr>
<tr>
<td>Procedures: (1 point)</td>
<td>Provide a detailed step by step instructions of the activity. Explain how you are going to begin the session to how you may end it. Include the resources that will be used and explain how the activity is going to be conducted such that someone else could conduct it using your template.</td>
</tr>
<tr>
<td>Discussion Questions: (1 point)</td>
<td>List questions that you will ask to elicit discussion from the group. Ensure to ask questions that reflective and may begin with What, When, How, Where?</td>
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<tr>
<td>Materials:</td>
<td>List all materials needed to accomplish the task.</td>
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