
COUN 567

Group Counseling
3 Semester Hours, Spring 2010
Office Hours: By appointment
Class Meeting Room: SEM 109
Class Meeting Time: Thursday 8:30 a.m. -12:00 noon

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COURSE DESCRIPTION: The purpose of this course is to introduce students to the theory and practice of group counseling. The course will provide information about and training in establishing, leading, and evaluating counseling groups of various types. Within this course students will explore different theoretical approaches to counseling groups, basic principles of group dynamics which include leadership tasks, group developmental stages, and member roles. Consideration will be given to ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style.

This course consists of a combination of lectures, discussions in class and via blackboard, textbook and journal article readings, classroom exercises, and actual group experiences.

COURSE OBJECTIVES:

1. In regard to group theory, practice, and personal leadership style students will be able to:
 - a. identify group theory options (K.6.c)
 - b. identify their own group-counseling theoretical orientation and personal group-leadership style (K.6.b)
2. In regard to training for group leadership students will be able to:
 - a. identify the function(s) of group counseling within the practice of professional counseling (K.6.f)
 - b. overview theories of group counseling (K.6.c)
 - c. recognize group phase/stage development (K.6.a)
 - d. implement effective group leadership skills (K.6.b)
 - e. recognize the potential roles group member play within the therapy group (K.6.d)
 - f. identify and analyze group-level process and factors which impact outcome (K.6.d)
 - g. plan, implement, and evaluate effective group experiences as professional counselors (K.6.f)
 - h. identify approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (K.6.e)

3. In regard to ethical, legal, and professional issues in the practice of group counseling, students will be able to (K.6.e,g)

- a. identify ethical and legal issues related to the practice of group counseling
- b. identify the challenges inherent in the practice of group counseling
- c. identify issues related to group dynamics with culturally diverse populations

NOTES ABOUT EMAIL INTERACTIONS WITH INSTRUCTOR

AVAILABILITY: Technology, specifically email, can take over your life if you do not intentionally manage your email response commitment. Therefore, in the interest of my own self-care and modeling good self-care to students in training for life as Professional Counselors, I want to clearly state my email availability and limits. Between Monday and Thursday, when I am in town, I check my email frequently during the day (9:00 a.m. to 4:00 p.m.) and often, but not always, up until eight in the evening. You can generally expect timely responses to your email inquiries sent between **9 a.m. and 4 p.m. Monday through Thursday. On Fridays (9 a.m. until 4 p.m.) and Saturdays until noon**, I do check my email from time to time and respond to emails that need to have an answer before Monday morning. **Between noon on Saturday and Monday morning**, I engage in self-care and generally do not respond to email messages.

CLASS RELATED CONCERNS: When I receive an email that asks a question about class material, assignments, readings, etc., the question and my response may be sent to the entire class. This makes sure all students have the same information, students benefit from one another's inquiries and my responses, and I only have to answer a given question via email one time. If you send an email that is related to your own personal or idiosyncratic concern, the email and my response will be held in confidence between the two of us, unless the email reports a concern that needs to be shared with the faculty team. Sharing with the faculty team will be done only after the student expressing the concern has been informed about this needed communication.

REQUIREMENTS AND EVALUATION

- **Attendance Policy:** Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. It is expected that students will arrive on time with basic assignments completed. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

If students have a life circumstance that **necessitates** an **absence**, they **must**, (a) notify the professor as early as possible prior to the class period and/or at the earliest possible time after the occurrence of the event, (b) make arrangements to have the class taped when possible, (c) review the tape and email a short response to the professor prior to the next class meeting, and (d) make arrangements with the professor to make-up experiences not transferable to tape and response paper assignments. **Random absences, failure to follow these guidelines, and/or lack of class participation will result in reduction of final course-letter grade up to one full letter grade.**

- **Readings:** Students are expected to read and be prepared to discuss in class and/or on

discussion board assigned readings from required texts and library reserve assignments on dates assigned. Written reviews may include questions covering all assigned reading material.

- **Group Member/Leader Reflection Paper** (K.6.b,d). Due date is listed in the “Course Schedule” below. Specific instructions for this assignment are attached to the end of this syllabus document. Students are encouraged to keep a personal journal related to their group member and leader experiences. You will find journaling your experience a helpful tool in constructing your “Reflection Paper.”
- **Student Presentations:** Student presentations expectations and instructions are attached to the end of this syllabus document.
- **Written Review:** There will be one written review opportunity for students to demonstrate their knowledge and ability to apply the material for this course. The review will be comprehensive.
- **Quizzes:** Seven designated class periods will begin with a short quiz over the assigned reading material for that week and may include items that need further review from previous weeks. When items are to be repeated, students will be informed prior to the quiz date. These short exercises will be multiple choice, true or false, matching, short fill in the blank, and short (very short) essay type questions. Quizzes cannot be made up unless there are significant life reasons to miss the quiz time. Those who arrive late will be expected to complete the quiz at the same time as the rest of the class unless the tardiness is a result of significant life disruption.
- **Small Group Experience** (K.6.a,b,d): Students are required to participate in a group experience during the semester. The purpose of the group experience is to provide an opportunity for students to experience group theory, development, and leadership “from the both sides of the couch.”

Group Attendance. The small group experience will involve 10 sessions of one hour each during the semester. Students are required to attend all of the sessions for the entire scheduled time. More than one absence, tardiness, or early exit will result in an adjustment of the student’s final grade up to one full letter grade.

Group Leadership (K.6.a,b). Your small group will be student lead. You will each have a minimum of two opportunities to fill the role of group leader. **Prior to** each group session for which you are one of the designated co-leaders you will have supervision and need to:

- Communicate with your co-leader and be able to discuss (a) a general understanding of the current group stage, (b) group dynamics and stated tasks, and (c) your theoretical orientation and the desired approach for the session;
- Meet with the instructor for supervision for 30 minutes prior to your group leadership experience class. These supervision group appointments will be scheduled for the first 30 minutes of the regular class time. *If you are a designated group leader on that day, you will be expected to be at the group supervision session promptly at 8:30 a.m. If you are not a group leader on a given day, you will be expected to arrive for class at 9:00 a.m.*

- **Following your group leadership experience, you will be expected to meet with the instructor for supervision** for 30 minutes immediately following the group. These appointments will occur during the last 30 minutes of the regularly schedule class time. *If you are a designated group leader on a given day, you will be expected to be at the group supervision session from 11:30a.m. until 12:00 noon. If you are not a group leader on a given day, your class period will end at 11:30 pm.*

GROUP WORK CONTENT IMPORTANT NOTE: The material you will work with in group will be related to your experience within the training program for becoming professional counselors. It is important that you do not work with deep personal material. Group members are your peers now and, in most cases, for a long time to come. Keep good clean boundaries and you will have a more enjoyable, directional, and clean group experience.

GROUP WORK CONTENT VERY IMPORTANT NOTE: All information in your supervision sessions will be about group dynamic. **ABSOLUTELY NO personal information is to be presented that would identify any individual group member.**

Technology in the Classroom: The use of technology in education is potentially an enhancement to the learning process. However, technology can also be a distraction to individual and community learning experiences. Please note the following classroom policies related to technology.

Handouts: Your instructor will only on rare occasions distribute power-point and other handout materials during class time. You can expect to receive power-point and other lecture outlines via-email attachment. These materials will be sent in time for students desiring printed copies to assist with their learning process to make copies for class. When handout material is not well transferred via email and/or are considered necessary paper handouts will be distributed.

Cell Phones: Cell phones are to be turned to vibrate or off during class time. If students need to respond to *emergency* calls, they are asked to leave the room quietly and return to class in a timely manner. This policy respects the learning energy of all class members.

Lap-top Computers: It has become a custom for some to use lap-top computers for taking lecture notes. This note-taking style is acceptable but has limitations. All students using lap-tops for note-taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion), it is expected that all lap-top computers will be folded to the closed position so as to remove the relational barrier open lap-tops create.

Grading Note on Cell Phones and Lap-Top Computers: The final grade for any student who needs to repeatedly leave class to respond to calls, requires reminders to close their lap-top computer during discussion time, surfs the net and/or manages email during class time will be lowered up to one full letter grade.

Evaluation Criteria:

Assignment/Task		Points	Grade%	Grading System
Quizzes	(5 points each)	35	35 %	Point system and given a cumulative letter grade at end of term
Presentation Project		20	20 %	
• Use of Classroom Time	10 pts			Based on content, presentation style, creativity, ability to hold interest
• General Handouts	5 pts			Based on content, usefulness, and style
• Annotative Bibliography	5 pts			Based on content, and style
Written Review		20	20 %	Based on insight and demonstration of understanding of group intervention strategy and skill
Group Member & Leader Tasks/Reflection Paper		25	25 %	Based on content and format
Class Attendance and Participation				Missed/unexcused class-time, lack of class participation and/or misuse of technology may lower grade up to one full letter grade
Total Possible %			100%	

Translating Percentage Grades into Final Letter Grades:

Final Total Percentage = Letter Grade	
100 -93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C

72 – 70	C-
69 and below	F

NOTE: Students MUST complete ALL assignments in order to receive a grade of C or better for the course.

Required Texts/Readings:

Yalom, I. D. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York: Basic Books.

Dugo/Beck Handout will be distributed via email attachment

Ethics and Standards Statements from designated websites

ACADEMIC HONESTY: Good academic work must be based on honesty. The attempt of any student to present as his/her own work that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of "F" for the course involved and may be suspended or dismissed from the program.*

DISABILITY STATEMENT: If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center (432-4233).

* EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the *2009-2010 Undergraduate Catalog*, pp. 16-19.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

COUN 567 Spring 2009		TENTATIVE CLASS ASSIGNMENT SCHEDULE			Wednesday 3:00 – 6:30
Wk	Date	Topic	Reading(s)	Class Activities Group Time	Assignments Written
1	1/14	Introduction to Class History of Group Work		9:00-1200	Presentation Form: Parts A & B Due Via Email by Wed. Jan 27 at noon
2	1/21	Therapeutic Factors Interpersonal Learning	Yalom Ch 1 & 2	Quiz 9:00-12:00	
3	1/28	Therapeutic Factors Group Cohesiveness	Yalom Ch 3 & 4	Quiz Group Experience	
4	2/4	The Therapist Basic Tasks Here & Now - Transference Effective Leadership	Yalom Ch. 5, 6, & 7	Quiz Group Experience	
5	2/11	Creating a Group	Yalom Ch. 8, 9, & 10	Quiz Group Experience	
6	2/18	Theory and Group Work Stages of Group Development	Yalom Ch. 11 & 12	Quiz Group Experience	
7	2/25	Dugo & Beck Model Member Roles	Yalom Ch. 13 Dugo & Beck Electronic Reading	Group Experience	
8	3/4	Group Work Ethical Considerations and Catch-Up	ACA Code of Ethics (2005) ASGW Best Practice Guidelines* ASGW Core Group Work Competences* APGA & NRCGP Guidelines*	Quiz Group Experience	Presentation Form: Parts A & B Due Via Email By Wed. March 3 at noon
9	3/11	----- Spring Break -----			
10	3/18	Termination		Group Experience	
11	3/25	Cultural Diversity & Groups Specialized Formats	Yalom Ch. 14 & 15 (16 optional)	Quiz Group Experience	
12	4/1	Student Presentations (Catch-up/extras/review group leadership skills)		Group Experience	Group Member/Supervisor Reflection Paper
13	4/8	Student Presentations (Catch-up/extras/review group leadership skills)		Group Experience	
14	4/15	Guest		9:00-1200	
15	4/22	Written Review/Pulling it All Together		9:00-1200	
16	4/29	Student Presentations		9:00-1200	

NOTE ON CLASS TIME SCHEDULE: This class is scheduled as a lab class. Class time, group work, and supervision sessions for each student are designed to average out to be no less than the expected two hours and 40 minutes of class per week per student as required by the deans' office.

Class periods that have scheduled "Group Experience" begin with supervision for designated group leaders at 8:30. The whole class is scheduled from 9:00 to 11:30. The designated group leaders will meet from 11:30 until 12:00. When "Group Experience" is not scheduled, class times are from 9:00 until 12:00.

*These Reading are found on the web. The URLs will be listed on Blackboard and sent to you via email.

Group **Member** Reflection Paper¹

(Due 4/6)

Please write a brief introduction and use the following section headings to organize your paper (Yes it is APA format☺) **Item in bold are your headings.** *You may add headings but these concepts must be there as your basic outline.* (You do not have to use these exact titles. Feel free to be creative but make sure you include each item in this outline in your discussion.)

Title

Introduction (be sure you have one but do not use heading)

Group Process

- Stages, Phases, etc. – talk about group dynamic
- Group Cohesion or Not
- Other

My Overall Reaction to the Group Experience

Group selection and size – Talk about

What I learned as a member

- How I viewed my self as a group member (what role I took).
- What I learned about myself as a group member

What I learned about group leader task.

Include something about how the experience shaped you as a group leader

My Vision for Future Group-Work

¹ No identifying information about any other group member is to be used in this reflection paper!!! Please review you paper for *any possible* identifying information and edit accordingly. Talk about dynamic and not content and you will be fine. If specific and personally identifying information for any group member other than yourself emerges from your paper, I will return the paper without a grade and will not reread. Note: *I apologize for the perhaps harsh tone of this paragraph but hope you understand that for you to use identifying information about classmates puts me in an ethical dilemma. As a professor who holds significant academic power in the academic process of each student in the class, I am ethically mandated to maintain boundaries between personal and academic information when that personal information is not related to academic task or gained without the knowledge of a given student. As group members in training as professional counselors, you are bound by standards of confidentiality. Help me and yourself out here. Thanks*

Presentation Instructions, Topic, Member, Format Form

Presentation Guidelines:

- Each student is expected to participate in a 45 minute group presentation about group work.
- Students are to form groups of three, four, or five members. There will be class-time for no more than five groups.
- Presentation topics **must relate to group-work**. This is the place in the course where we will look at various types of group-work. You may select special group topics (e.g. abuse groups, grief groups, support groups for children of divorce, grief etc.). These topics may or may not be age group specific. Presentations may also be built around life-span development stages (e.g. teens, seniors, etc.).
- Each presentation will be accompanied by an **annotated bibliography**, which is to be emailed to all class members and instructor the Monday before your presentation. Annotated bibliographies should include three to five references per group member depending on available key/significant literature and/or group member research by interview and be in APA format. It is expected that each group member will contribute to the completed annotated Bibliography.
- Each presentation needs to be accompanied by a **handout** that would be useful for potential or current group members. Handouts are expected to be of the quality that class-members could use within a “real” group or that presenters would use in a community presentation offering this service at your place of practice.
- Presentations are to be scholarly, educational, creative, AND engaging for the class. Each presentation must include discussion about the population or technique you are presenting on, how you will recruit group members (recruitment flyers are often helpful here as handouts), and literature supporting (and possible controversy in the literature about your group topic) the need and format for your selected group. You may present via lecture, dramatic enactment, or any other creative methods that will increase learning and interest.

Group Presentation Form

Parts A & B are due by Wednesday Jan. 27 at noon

A. Student Presenter Names (groups will have varying numbers of participants)

- | | | |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | |

B. Topic

Parts C - F are due by Wednesday March 3rd at Noon (*please resubmit Parts A & B with these sections*)

C. Title:

D. Description of presentation: (75 words max)

E. Description of project development and process:

(This is the individual part of this form – What will you as an individual be contributing to the project)

- Activities such as interviews, observations, exercises etc.
- Literature review (give some indication of your current understanding of the literature available for your presentation topic, including professional journals, popular culture books and/or magazines, internet sites, etc.)

F. Presentation Ideas: (Just give some summary remarks about your presentation plans/format)

NOTE: These forms are to be handed in by each individual in each group but emailed in a group with each group members individual tasks listed with Title and Description of Presentation being the same for each group member.