

COUN 7340 (section 001)
Group Counseling

Spring 2014

- - - - -

**Department of Special Education,
Rehabilitation, Counseling/School
Psychology**

College of Education

INSTRUCTOR INFORMATION:

Chippewa M. Thomas, Ph.D.
Associate Professor
2056 Haley Center
Thoma07@auburn.edu
334-844-2895

- - - - -

OFFICE HOURS:

By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 7340-001
 Course Title: Group Counseling
 Credit Hours: 3 semester hours
 Prerequisites: COUN 7350
 Co-requisites: None
 Place and Time: HC 1126, Tuesdays, 4:00 p.m. CST

Instructor: Chippewa M. Thomas, Ph. D., LPC, NCC
 Associate Professor
 2056 Haley Center
 thoma07@auburn.edu

CED Doctoral
Teaching Assistants: Shanna Willingham
 Julie Matsunaga

2. **Date Syllabus Prepared:** Summer 2006; reviewed and updated Spring 2013

3. **Texts or Major Resources:**

Gladding, S. (2012). *Groups: A counseling specialty*. 6th ed. Boston, MA: Pearson Publishing. ISBN13: 978-0-13-705152-6

Paleg, K. & Jongsma, A. E. (2000). *The Group Therapy Treatment Planner*. New York: John Wiley and Sons.

Recommended Texts:

American Counseling Association (2005). *American Counseling Association Code of Ethics*. Alexandria, VA: Author.

Bevilacqua, L. J. (2002) *Group Therapy Homework Planner*. New York: John Wiley and Sons.

Additional reading (See Appendix A) will be selected and assigned throughout the semester. These will be made available as a link to an on-line article, in class, and if needed, in the department main office HC 2084 on reference.

4. **Course Description:**

Leading, developing, evaluating a counseling group; including group proposal, session development, group dynamics, group leadership and evaluation, treatment planning; group intervention, multicultural counseling skills.

Expanded Course Description:

Theoretical and experiential understanding of groups including purpose, development, dynamics, theories, methods, skills and approaches.

5. Course Objectives:

Upon completion of this course, students will demonstrate knowledge and understanding of the following:

- a. principles of group dynamics, including group processes, developmental stage theories, members' roles and behaviors, and therapeutic factors of group work; **CACREP 2.K.6.a.; SDE 290-3-3.50(2)(a)1; SDE 290-3-3.50(2)(a)3; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)7; SDE 290-3-3.50(2)(b)2**
- b. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature; **CACREP 2.K.6.a.; CACREP 2.K.6.c.; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)12**
- c. group counseling methods, including group counselor orientation and behavior, selection-criteria and methods, and methods of evaluating effectiveness; **CACREP 2.K.6.d.; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)7**
- d. approaches for use of various types of group work **CACREP 2.K.2.c; CACREP 2.K.6.e.SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6**
- e. group leadership styles and approaches, and professional preparation standards for group leaders; **CACREP 2.K.6.a., CACREP 2.K.6.f.; CACREP 2.K.6.b.SDE 290-3-3.50(2)(a)14**
- f. ethical and legal considerations for group counselors; including the ability to recognize and respond appropriately to group crisis. **CACREP 2.K.6.g. SDE 290-3-3.50(2)(a)14; SDE 290-3-3.50(2)(b)8**
- g. managing groups in community mental health settings and agency environments and schools; **CACREP 2.K.6.e.; CACREP CC.C.7**

6. Course Content and Schedule:

- History of group work in mental health settings and schools
- Types of groups
- Definitions and conceptual perspectives of groups
- Principles of group dynamics
- Facilitation of cohesion
- Developmental stages of effective groups
- Group member's roles and behaviors
- Group leadership styles and approaches
- Analysis and synthesis of group counseling theories
- Structures and foci for different ages of group members
- Professional guidelines and standards
- Planning, facilitating, evaluating, and managing groups

- Contributions of self-disclosure and feedback
- Observational skill development
- Learning to trust the process

Date:	Class Topic:	Assigned Reading:	Assignment Due:
01/14	Course Overview and Syllabus Discussion	Gladding 1-3 and 10 ACA Code of Ethics	<i>Identify which group theory will be presented and stage (date) of group to lead or co-lead. In class persona development.</i>
01/21	Group Work in Counseling: Ethics, Development, Dynamics, and Stages (Group Beginning, Transition, Working Stage, Termination and Evaluation)	Gladding, 4-7	<i>Group members will identify the topic and overall goal for their experiential group. Group leaders for each week/theory will be confirmed</i>
01/28	Group Counseling in the Community and Schools: Dynamics, Leadership, Efficacy and Evaluation	Gladding, 6-9	<i>Personas due Session plan due</i>
02/04	Culturally Diverse Clients in Groups Ethical & Legal Issues (video)	Gladding, 11-14	<i>Session plan due Theory Presentation draft due</i>
02/11	Life-span Period Groups Experiential Group: Beginning Stage	Gladding, 15	<i>Session plan due Theory Presentation draft due</i>
02/18	Transactional Analysis Groups Experiential Group: Beginning Stage	Gladding, 15 Supplement	<i>Theory Presentation Session plan due Theory Presentation draft due Self-Assessment and Group Progress Note due</i>
02/25	<i>Mid-Semester</i> Reality Therapy Groups Experiential Group: Transition Stage	Gladding, 15 Supplement	<i>Theory Presentation Session plan due Theory Presentation draft due Self-Assessment and Group Progress Note due</i>
03/04	Adlerian Therapy Groups Experiential Group: Transition Stage	Gladding, 15 Supplement	<i>Theory Presentation Session plan due Theory Presentation draft due Self-Assessment and Group Progress Note due</i>
Spring Break – No class 3/11/14			
03/18	Person-centered Therapy Groups Experiential Group: Working Stage	Gladding, 16	<i>Theory Presentation Session plan due Theory Presentation draft due Self-Assessment and Group Progress Note due</i>
03/25	Existential Therapy Groups Experiential Group: Working Stage	Gladding, 16	<i>Theory Presentation Session plan due Theory Presentation draft due</i>

			<i>Self-Assessment and Group Progress Note due</i>
04/01	Gestalt and Psychodrama Groups Experiential Group: Working Stage	Gladding, 16	<i>Theory Presentation Session plan due Theory Presentation draft due Self-Assessment and Group Progress Note due</i>
04/08	REBT Groups Experiential Group: Working Stage	Gladding, 16	<i>Theory Presentation Session plan due Self-Assessment and Group Progress Note due</i>
04/15	CBT/Behavioral Therapy Groups Experiential Group: Working Stage/Termination	Supplement	<i>Theory Presentation Out of Class Group Observation Reflection Paper Due Self-Assessment and Group Progress Note due</i>
04/22	Course Evaluation and Review Experiential Group: Termination	Gladding, 17 ACA Code of Ethics	<i>Practice Test Self-Assessment and Group Progress Note due</i>
04/29	Final Exam Canvas	<i>None</i>	<i>Self-Assessment and Group Progress Note due</i>

7. Course Requirements/Evaluation:

Students are reminded that the course syllabus provides a general plan for the course. The general format of the class includes discussion of course content and experiential groups. However, the format may be altered in response to the learning needs of the class. The course will provide opportunities for students to examine relevant issues and to demonstrate their group counseling skills in working with diverse clients over a broad range of mental health settings. The course includes didactic content, personal reflection, and experiential elements designed to facilitate students' growth and development as competent group workers. Lecture, discussion, role-plays; small group interactions, structured large group exercises, and brief in-class presentations and activities are learning strategies that will be used in this course. All these activities are designed to complement the assigned readings and other didactic information provided in class to increase understanding of various group work concepts, to increase personal awareness of group and interpersonal dynamics, and to help increase understanding of oneself as a group leader. Therefore, personal and active involvement in the process is essential for successful completion of this course.

This course emphasizes the theoretical and experiential aspects of group counseling. This includes the development of knowledge and skills related to developing, conducting and evaluating groups within a community or agency setting. As part of this experience students will participate in a total of 6 hours of an experiential group. The groups will be goal focused and **will not be therapy groups**. Students will be required to lead (co-lead) one – 1 hour session.

a) Assignments

Class Preparation (Assigned Readings), Attendance, and Participation (In-class activities) - 20 pts: Because this course relies heavily upon the ongoing experience of class members with one another, every effort should be made to complete assigned readings in preparation for each class, to be punctual to and attend all class sessions, participate in-class activities and actively engage in reflection. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in discussions and in practice sessions of techniques derived from selected theories. All students will be involved in small experiential groups. Active participation is essential and will be evaluated in the following way:

Excellent (20-16 pts) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (15-19 pts) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (10-6 pts) - Passive participation: present, awake, alert, attentive, but not actively involved.

Unsatisfactory (5-0 pts) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit or impede the progress of class discussion

Experiential Group Session Leadership Demonstration - 70 pts: (due on the selected date). Each student will lead (co-lead) one experiential group session. Students will submit a plan for the session, a progress note and a self-assessment of leadership. Student's plans for session must be submitted two weeks prior and will be consistent with the goals, topic and stage of group. Sessions will be followed with a supervision/debriefing in class lead by the course instructor. Subsequently, leader(s) will submit a one session progress note and individual self-assessment of group leadership skills. Self Assessment and a progress note reflecting the group leadership experience are due one week after the session and are to be submitted electronically to the instructor. All students participate in 10 hours of simulated group interaction. For this purpose, students will develop a group member persona for the simulated group experience.

Group Theory Presentation – 70 pts: 20-30 minutes (due on the assigned theory session date). Theory presentation on the theory and the application of the theory for working in a school or agency setting (e.g., specific topic or population). Power point slide presentation (copy to instructor and participants) including a reference list are to be submitted electronically to the instructor two weeks before the scheduled presentation.

Out of Class - Group Observation/Facilitation – 40 pts: Observe 60-90 minute group sessions (group assigned and coordinated by instructor). Students will develop one reflection paper / progress-case note (minimum 1.5 – 2 pages) at the conclusion of the experience.

b) Examination

Comprehensive Final Examination - 100 pts: will test students' comprehensive knowledge of group counseling content covered in the course, as well as students' ability to apply group counseling content knowledge. The final examination will likely consist of multiple choice questions. This examination will be administered on Canvas during the summer semester exam schedule.

c) Evaluation

Requirement	Points	Pt. Range	Grade
Participation/Attendance	20	300-275	A
Group Session Leadership	70	274-250	B
Group Theory Presentation	70	249-225	C
Group Observation/Facilitation	40	224-200	D
Final Examination	<u>100</u>	under 200	F

300 Total possible points

8. Class Policy Statements:

- a. Active, cooperative, and collaborative learning is a strongly emphasized in this course. Learning often takes place when students are open to self-awareness and exploration, to becoming knowledgeable of diverse perspectives, and to being reflective about what is learned. Students are expected to participate in all class discussions and participate in all exercises. This class an opportunity to strengthen counseling and cultural competence skill and ability. Course planning, instruction and evaluation will emphasize cultural inclusiveness and responsiveness.
- b. Please *turn off* or turn to vibrate all electronic devices before entering class. Cell phones are not to be answered in class or use for text or instant messaging. If you receive a call or a message (text/IM), please exit the classroom or wait until a scheduled break before answering the call or respond to a message. Lap top computers will be permitted only to take notes in class. Any use of the lap top to connect to the internet, answer email, or to work on other activities is prohibited. If it is determined or suspected that a lap top is being used for reasons other than those appropriate for class use, the student will be prohibited from using the lap top for the remainder of the semester in class.
- c. Attendance is required at each class meeting. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are

responsible for initiating arrangements for missed work. If an assignment, exam is missed; make-ups will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to complete a make-up must be made in advance. Students who miss an assignment or exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Submitting an assignment after the due date *without* prior communication with the instructor, the assignment will be penalized *two* points per day it is late. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

- d. Regarding assignments, paper copies and/or handwritten work ***will not be*** accepted. It is incumbent upon the student to notify the instructor how the assignment will be submitted no later than the day the assignment is due and at least two hours before class begins. Assignments that do not meet the aforementioned guidelines will not be graded. When guidelines are not followed one point per day will be deducted until the assignment is resubmitted.
- e. There will be no unannounced quizzes and examinations
- f. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, 844-2096 (V/TT).
- g. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
- h. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality

9. **Justification for Graduate Credit (for Graduate Credit Only)**

Graduate courses "should be progressively more advanced in academic content than undergraduate programs" and should "foster independent learning" (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

APPENDIX A
COUN 7340 Group Counseling Resources
Spring 2014

Books

- Delucia-Waack, J.L., Gerrity, D.A., Kalodner, C.R., & Riva, M.T. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA Sage.
- Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2nd ed.). Belmont, CA: Brooks/Cole Wadsworth.
- Forsyth, D.R. (2006). *Group dynamics* (4th ed.). Belmont, CA: Thomson Wadsworth.
- Fuhriman, A., & Burlingame, G.M., Eds. (1994). *Handbook of group psychotherapy*. New York: Wiley.
- Janis, I.L. (1972). *Victims of groupthink*. Boston: Houghton-Mifflin.
- Johnson, D.W. (2003). *Reaching out: Interpersonal effectiveness and self-actualization* (8th ed.). Boston: Allyn & Bacon.
- Trotzer, J. (1989). *The counselor and the group* (2nd ed.). Muncie, IN: Accelerated Development.
- Wheelan, S.A. (2005). *The handbook of group research and practice*. Thousand Oaks, CA: Sage.
- Winston, R., Bonney, W., Miller, T., & Dagley, J. (1988). *Promoting student development through intentionally structured groups*. San Francisco: Jossey-Bass.
- Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Book Chapters/Journal Articles

- Barlow, S., Fuhriman, A., & Burlingame, G.M. (2004). Therapeutic application of groups: From Pratt's thought control classes to modern group psychotherapy. *Group Dynamics, Theory, Research and Practice*, 4(1), 115-134.
- Barlow, S., Fuhriman, A., & Burlingame, G.M. (2004). The history of group counseling and psychotherapy. In J. Delucia-Waack, D.A. Gerrity, C.R. Kalodner, & M.T. Riva, Eds.). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA Sage.
- Burlingame, G.M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics, Theory, Research and Practice*, 7(1), 3-11.

- Burlingame, G.M., Kapetanovic, S., & Ross, S. (2005). Group psychotherapy. In S.A. Wheelan (Ed), *The handbook of group research and practice* (pp. 387-406). Thousand Oaks, CA: Sage.
- Burlingame, G.M., MacKenzie, K.R., & Strauss, B. (2004). Small group treatment: Evidence for effectiveness and mechanisms for change. In M. Lambert (Ed.), *Handbook of psychotherapy and behavior change* (pp. 213-249). New York: John Wiley.
- Delucia-Waak, J. (1997). Measuring the effectiveness of group work: A review and analysis of process and outcome measures. *Journal for Specialists in Group Work*, 22, 277-293.
- Forsyth, D. (Ed.). (1998). Special issue: Research methods. *Group Dynamics: Theory, Research and Practice*, 2(4).
- Forsyth, D. (Ed.). (2000). Special issue: 100 years of research. *Group Dynamics: Theory, Research and Practice*, 4(1).
- Forsyth, D. (Ed.). (2002). Special issue: Groups: The internet. *Group Dynamics: Theory, Research and Practice*, 6(1).
- Kivlighan, DM., Jr., & Goldfine, D.C. (1991). Endorsement of therapeutic factors as a function of stage of group development and participant interpersonal attitudes. *Journal of Counseling Psychology*, 38, 150-158.
- White, R.K., & Lippitt, R. (1968). Leader behavior and member reaction in three "social climates." In D. Cartwright & A. Zander (Eds.), *Group dynamics: Research and theory* (3rd ed., pp. 318-335). New York: Harper & Row.

Websites

- American Counseling Association: <http://www.counseling.org>
- American Group Psychotherapy Association: <http://www.groupsinc.org>
- American Psychological Association: <http://www.apa.org>
- APA Division 49: Group Psychology and Group Psychotherapy: <http://www.apa.org/about/division/div49.html>
- Association for Specialists in Group Work: <http://www.asgw.org>