

COUN 7340
Group Counseling

Spring 2015

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**Department of Special
Education, Rehabilitation,
and Counseling**

College of Education

INSTRUCTOR INFORMATION:
Marilyn A. Cornish, Ph.D.
Assistant Professor
2052 Haley Center
mcornish@auburn.edu
334-844-7601

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OFFICE HOURS:

**Tuesdays 2:50-3:50pm or
by appointment**

COLLEGE OF EDUCATION



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**

Auburn University is an equal opportunity educational institution.

SYLLABUS

1. Course Number: COUN 7340

Course Title: Group Counseling – Auburn University

Credits: 3 semester hours

Prerequisites: COUN 7320/7326 and COUN 7350

Instructor: Marilyn A. Cornish, PhD

Contact Info: 2052 Haley (mail: 2084); mcornish@auburn.edu; 334-844-7601

Class Meeting: Tuesdays 12:00-2:50pm (S1) or 4:00-6:50 (S2) in 1126 Haley Center

2. Date Syllabus Prepared: 1/2015

3. Required Textbook:

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

Additional Required Readings:

Furr, S. R. (2000). Structuring the group experience: A format for designing psychoeducational groups. *The Journal for Specialists in Group Work*, 25, 29-49. doi: 10.1080/01933920008411450

Green, Z., & Stiers, M. J. (2002). Multiculturalism and group therapy in the United States: A social constructionist perspective. *Group*, 26, 233-246.

Luke, M. (2014). Effective group leader skills. In J. L. DeLucia-Waack, C. R. Kalodner, & M. T. Riva (Eds.), *Handbook of group counseling and psychotherapy 2nd ed.* (pp. 107-119). Los Angeles, CA: Sage.

Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best practice guidelines 2007 revisions. *The Journal for Specialists in Group Work*, 33, 111-117. doi: 10.1080/01933920801971184

4. Course Description:

This course consists of a didactic (theoretical and empirical) and experiential introduction to group counseling. Topics include group dynamics, therapeutic factors of group counseling, developmental stages of groups, effective group leadership, ethics and diversity in group work, planning and implementation of groups, and evaluation of effectiveness.

5. Course Objectives:

Upon successful completion of this course, students will demonstrate the following:

1. Knowledge of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
2. Understanding of group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
3. Knowledge of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
4. Awareness of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
5. Skills in group counseling facilitation, as demonstrated through co-leadership during a session of a 10-week experiential group

6. Course Schedule:

An overview of the course content and schedule is included below. This schedule may change based on the learning needs of the class or other unforeseen circumstances.

DATE	CLASS TOPIC	READINGS	ACTIVITIES, ETC
Jan 20, 2015	Course Overview Types of Groups		
Jan 27, 2015	Therapeutic Factors	Yalom Ch 1 and 2	
Feb 3, 2015	Therapeutic Factors, cont Group Leadership Skills	Yalom Ch 3 Luke (2014) Yalom pp. 443-448	Video: The Beginning Group
Feb 10, 2015	Overview of Group Stages The Early Stages Basic Therapist Tasks	Tuckman (1965) Yalom Ch 11 Yalom Ch 5	Video: Transition into Working Stage
Feb 17, 2015	The Working Stage Here-And-Now Work Transference & Transparency	Yalom Ch 6 Yalom Ch 7	Experiential Group
Feb 24, 2015	The Advanced Group "Problem" Members	Yalom pp. 345-382 Yalom pp. 391-405	Experiential Group
Mar 3, 2015	Client Selection Group Composition Multiculturalism & Group	Yalom Ch 8 Yalom Ch 9 Green & Stiers (2002)	Experiential Group
Mar 10, 2015	Creation of the Group Ethics in Group Counseling	Yalom Ch 10 Thomas & Pender (2008)	Video: Working & Termination Experiential Group
Mar 17, 2015	Time-Limited Groups Psychoeducational Groups	Yalom pp. 475-481 Furr (2000)	Experiential Group

Mar 24, 2015	SPRING BREAK – NO CLASS		
Mar 31, 2015	Group Theories and Special Populations	(presenters will provide supplemental readings)	Theory Presentations Experiential Group
April 7, 2015	Group Theories and Special Populations	(presenters will provide supplemental readings)	Theory Presentations Experiential Group
April 14, 2015	Group Theories and Special Populations	(presenters will provide supplemental readings)	Theory Presentations Experiential Group
April 21, 2015	Termination Evaluating Group Effectiveness	Yalom pp. 382-390	Experiential Group
April 28, 2015	Class Wrap-Up		Experiential Group
May 5, 2015	FINALS – NO CLASS		

7. Course Requirements/Evaluation:

Course Requirements:

A. Class Participation (30 points): 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, and to actively participate in in-class activities. In addition, students are expected to actively engage with the experiential group component of class. Participation will be evaluated in the following way:

Excellent (A quality): 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 (B quality): 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 (C quality): Passive participation -- present, awake, alert, attentive, but not actively involved.

Unsatisfactory (D/F quality): Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

B. Experiential Group Session Leadership (50 points): Each student will co-lead one experiential group session during class time. Dates for leadership will be selected by the third week of class. The experiential group will be a simulated 10 week process-oriented

counseling group in which classmates act as group members during weeks they are not co-leading (or observing, in the case of large classes). Students are required to adopt a client persona for these group sessions, as the groups will not cover students' real-life concerns. The following components are required of students regarding session leadership:

- a) By noon on the Monday before co-leading, students are required to submit general goals for the group session, along with possible interventions or strategies for making progress toward those goals. The goals and interventions should take into account the group's developmental stage and recent events in the group. This requirement is co-submitted by the co-leadership team.
- b) On the day of co-leadership, students will facilitate the experiential group and engage in a supervision/debriefing session led by the instructor immediately following the group.
- c) By the beginning of class the week following co-leadership, students will submit a session progress note and individual self-assessment of the leadership experience.

C. Group Theory Presentation (50 points): Students will individually or in pairs conduct a 20-30 minute presentation on a specific theoretical approach to group work and the application of that theory to a specific client population. Pairings, dates for presentations, and theories will be determined by the third week of class. The presentation must include a PowerPoint component with references, but students are encouraged to also find creative ways to teach their peers about their selected theory through group activities or other experiential methods.

D. Group Proposal (50 points): Students will write a detailed plan/proposal for the development of a 10-12 week themed group in your preferred setting with a specific client population. The purpose of this assignment is to give students the opportunity to think through the various theoretical and practical issues involved in starting and conducting a short-term therapy group that is at least somewhat structured and psychoeducational in nature. A more detailed document with requirements will be provided, but your paper should include the following components: a) general description of the group, including theme of the group, purpose or structure of the group, and overall goals; b) brief review of the relevant literature, c) target population and recruitment/selection plan; d) outline of the sessions; e) specific ethical and/or diversity issues; and f) techniques to evaluate effectiveness. The Group Prospectus is due no later than the start of class on Tuesday, April 28.

E. Final Reflection Paper (20 points): Students will write a brief (3-4 pages) paper reflecting on the experiential group component of class. The focus of the paper is on how the experiential component helped to highlight and/or consolidate didactic information learned in the class. Students should address what the experiential component taught them about group dynamics, therapeutic factors, and effective group leadership. The paper is due by 4:00pm on Tuesday, May 5th.

Course Evaluation:

As described above, course requirements total to 200 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A	90% or greater
B	80-89%
C	70-79%
D	60-69%
F	59% or lower

8. Class Policy Statements:

Late Work Policy: It is expected that you have completed all assignments by the start of class on the day assignments are due. Unless otherwise noted, I prefer email submissions of assignments. Late assignments will receive a penalty equivalent of 10% of the assignment's point value for each business day it is late.

Attendance and Participation: You are expected to be in class and to be prepared. Any necessary absences should be communicated in advance. You are responsible for initiating arrangements for missed work due to excused absences. Missing more than one class period requires instructor approval. Active, cooperative, and collaborative learning are strongly emphasized in this class. Skill-based learning occurs best when students are open to self-exploration and reflection, as well as a willingness to learn about diverse perspectives. Thus, open and active participation is expected from students.

Respect: This course will require students to practice new skills. During class discussions and experiential activities, students are expected to be respectful of one another. Any feedback provided should be done in a way that communicates respect, facilitates your peers' learning, and conveys your interest in learning from your peers. Cell phones are to be turned off or set to silent. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook: http://www.auburn.edu/student_info/student_policies/ will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: 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

Office Hours: I will hold an office hour from 2:50-3:50pm on Tuesdays during the academic semester. I am also available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

9. Justification for Graduate Credit:

This course includes advanced content in graduate psychology education and counselor education, and is designed to partially meet standards for accreditation by the American Psychological Association (APA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach group counseling skills to future counseling professionals, only students enrolled in approved counseling-related masters and doctoral programs are eligible to take this course.