

<b>Course</b>	<b>COUN 5600 Techniques of Group Counseling</b>
<b>Term, Day, Time</b>	Spring 1, 2010 – Saturday #2 – 8:00am-5:00pm 1/9, 1/23, 2/6, 2/20, & 2/27 (1pm - 5pm)
<b>Instructor</b>	Name: Derenda Edmondson, EdD, LMHC, LPC Phone: (904) 502-6545 Email: <a href="mailto:derenda@webster.edu">derenda@webster.edu</a>
<b>Catalog Description/ Content Area</b>	<p><b>COUN 5600, Techniques of Group Counseling</b></p> <p>This course examines and defines theoretical and experiential understandings of group theory and types of groups; group purposes, practices, development, methods, related ethics, and dynamics; and facilitative counseling skills in a multicultural society. This course involves student participation in a direct experience as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.</p> <p>Content Areas: group techniques, social and cultural, helping relationships, professional practice</p>
<b>Knowledge and Skills Outcomes</b>	<p><b><i>Upon successful completion of this class students will be able to:</i></b> (Knowledge)</p> <ol style="list-style-type: none"> <li>1. describe a variety of models and theories related to group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;</li> <li>2. identify the impact of crises, disasters, and other trauma-causing events on people in a group counseling setting;</li> <li>3. label group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;</li> <li>4. describe group counseling methods/techniques, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;</li> <li>5. describe current literature (in the field of professional counseling) that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders;</li> </ol> <p>(Skills)</p> <ol style="list-style-type: none"> <li>1. apply principles of group dynamics, including group process</li> </ol>

	<p>components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; and</p> <p>2. use group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.</p>																												
<b>Materials</b>	<p>Corey, M.S. and Corey, G. (2010). <b>Groups Process and Practice</b>. (8<sup>th</sup> Edition). Cengage. ISBN# 0-495-60076-8</p> <p><b>To Order Textbooks go to the local North FL website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks or go directly to <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</b></p> <p><b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b></p>																												
<b>Method of Instruction</b>	<p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, group therapy observation and participation as a group member.</p>																												
<b>Grading</b>	<table border="1" data-bbox="542 932 1406 1339"> <thead> <tr> <th data-bbox="542 932 1089 989"><b>Assignments</b></th> <th data-bbox="1089 932 1406 989"><b>Maximum Points</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="542 989 1089 1052">• Group Proposal</td> <td data-bbox="1089 989 1406 1052">40 Points</td> </tr> <tr> <td data-bbox="542 1052 1089 1115">• Ethical Issue Paper</td> <td data-bbox="1089 1052 1406 1115">20 Points</td> </tr> <tr> <td data-bbox="542 1115 1089 1178">• Focus Questions</td> <td data-bbox="1089 1115 1406 1178">30 Points</td> </tr> <tr> <td data-bbox="542 1178 1089 1241">• Class Participation and Attendance</td> <td data-bbox="1089 1178 1406 1241">10 Points</td> </tr> <tr> <td data-bbox="542 1241 1089 1339"><b>TOTAL</b></td> <td data-bbox="1089 1241 1406 1339"><b>100 Points</b></td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" data-bbox="727 1520 1219 1906"> <thead> <tr> <th data-bbox="727 1520 1078 1577">Percentage of Total Points</th> <th data-bbox="1078 1520 1219 1577">Grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="727 1577 1078 1619">95%-100%</td> <td data-bbox="1078 1577 1219 1619">A</td> </tr> <tr> <td data-bbox="727 1619 1078 1661">90%-94%</td> <td data-bbox="1078 1619 1219 1661">A-</td> </tr> <tr> <td data-bbox="727 1661 1078 1703">88%-89%</td> <td data-bbox="1078 1661 1219 1703">B+</td> </tr> <tr> <td data-bbox="727 1703 1078 1745">84%-87%</td> <td data-bbox="1078 1703 1219 1745">B</td> </tr> <tr> <td data-bbox="727 1745 1078 1787">80%-83%</td> <td data-bbox="1078 1745 1219 1787">B-</td> </tr> <tr> <td data-bbox="727 1787 1078 1829">70%-79%</td> <td data-bbox="1078 1787 1219 1829">C</td> </tr> <tr> <td data-bbox="727 1829 1078 1906">Below 70%</td> <td data-bbox="1078 1829 1219 1906">F</td> </tr> </tbody> </table>	<b>Assignments</b>	<b>Maximum Points</b>	• Group Proposal	40 Points	• Ethical Issue Paper	20 Points	• Focus Questions	30 Points	• Class Participation and Attendance	10 Points	<b>TOTAL</b>	<b>100 Points</b>	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
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	<p>The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.</p> <p><b>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.</b> As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>
<p><b>Activities</b></p>	<p><b>This course requires students to complete 10 hours of direct experience as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.</b></p> <p>Student Activities may include: presentations, role play, case vignettes, research assignments, current events, genograms and field experiences.</p> <p>An important component of this course is a process experience. Each student will act as a group facilitator once during this course. As the group facilitator, students will direct and lead the small group in a 45 minute group session that focuses on a particular topic from their group design. They are responsible for a beginning, middle and ending activity.</p> <p><b>Group Proposal/Class Presentation:</b></p> <p><b>Developing a Proposal – (guidelines 110-130)</b></p> <ul style="list-style-type: none"> <li>• Write a group proposal on your assigned special type of counseling group. Here are a few topics to choose: social skills, self-esteem, coping with divorce, grief and loss, ACOA. You may also select a particular topic of interest. Notice that all these topics have a psychological component or deal with some manner of emotional adjustment.</li> <li>• Show how you will screen, select, and orient members; discuss the practical considerations in setting up this group. (Please follow guide-line on page 110-130 in your text). Discuss the rationale for your group and also how you would evaluate the outcomes. <b>Due Feb 20</b></li> </ul> <p><b>In Class Training Group</b></p> <ul style="list-style-type: none"> <li>• Each student will participate as a member and as a leader of an in-class training group. This will enable students to experience leading a group</li> </ul>

while applying the learning from this course.

**Focus Questions:**

- Focus questions have been assigned for each chapter. Answer each focus question assigned to the corresponding chapters. Focus questions will be turned in during class.

**Paper: Ethical Issue Paper**

- Select a particular ethical issue to you as a group leader and develop your ideas on this question. Paper should be 3 pages double-spaced. **Due Feb. 6**

**Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in **no later** than one

	<p>week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.</p> <p>Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</p> <ol style="list-style-type: none"> <li>1. This course requires students to complete 10 hours of direct experience as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.</li> </ol>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b><u>Academic Honesty</u></b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b><u>Drops and Withdrawals</u></b> Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b><u>Special Services</u></b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b><u>Disturbances</u></b> By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. <b>Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.</b> Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.</p> <p>The carrying of weapons onto campus is forbidden.</p>

	<p><b><u>Conduct:</u></b>  Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> <li>1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> <li>3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.</li> <li>4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.</li> </ol> <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p><b>Course Policies</b></p>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b>  In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards</p>

will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

**Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**  
 The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

**Note:**  
 To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

<b>Weekly Schedule</b>	<p><b>Pre-Assignments for Sessions 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Find an article in the popular press that addresses the ethical aspects of training group counselors. Bring this article to class (along with publication source and date) and be prepared to share the main points in 2-3 minute discussion.</li> <li>• Read Chapter 1-3</li> <li>• Answer focus questions: 1-8 (pg.28) and (pg. 70) 1-12</li> </ul>
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	<b>Session 1</b>	<b>A.M. Session (8-NOON)</b> <b>THEME: Introduction to Group Work: Legal Issues</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Overview of course and Perspective on Group Counseling</li> <li>• Overview of various types of group</li> <li>• Overview of professional organizations in groups</li> <li>• Presentation on Legal Issues article</li> <li>•</li> </ul>	
	<b>Session 2</b>	<b>P.M. Session (1-5PM)</b> <b>THEME: Forming a Group</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Forming a Group</li> <li>• Film: Evolution of a Group Process</li> </ul> <b>Assignments</b> <ul style="list-style-type: none"> <li>• Read Chapter 4 &amp; 5</li> <li>• Answer focus questions: 1-10 (page 110)</li> <li>• Answer focus questions: 1-10 (pg. 132)</li> </ul>	
	<b>Session 3</b>	<b>A.M. Session (8-NOON)</b> <b>THEME: Initial Stage of Group</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group Facilitators- Role Play</li> <li>• Film: Evolution of a Group Process</li> </ul>	
	<b>Session 4</b>	<b>P.M. Session (1-5PM)</b> <b>THEME: Transition Stage of Group</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group Facilitators</li> <li>• Film: Evolution of a Group Process</li> </ul> <b>Assignments</b> <ul style="list-style-type: none"> <li>• Read Chapter 6-7</li> <li>• Answer focus questions: 1-10 (page 180)</li> <li>• Answer focus questions: 1-10 (page 228 )</li> </ul>	
	<b>Session 5</b>	<b>A.M. Session (8-NOON)</b> <b>THEME: Working Stage of Group</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Group Facilitators- continued</li> <li>• Discussion on specific techniques</li> <li>• Film: Evolution of a Group Process</li> </ul>	

	<b>Session 6</b>	<p><b>P.M. Session (1-5PM)</b>  <b>THEME: Working State of Group- continued</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Group Facilitators</li> <li>• Film: Evolution of Group Work</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 8-10</li> <li>• Answer focus questions: 1-10 (pg. 266)</li> <li>• Answer focus questions 1-5 (pg. 288)</li> <li>• Answer focus questions 1-10 (page 322)</li> </ul>	
	<b>Session 7</b>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Group Termination</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discussion- Final Stages of Group</li> <li>• Film: Evolution of Group Work</li> </ul>	
	<b>Session 8</b>	<p><b>P.M. Session (1-5PM)</b>  <b>THEME: Groups for Adolescents</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group Facilitation</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Group Proposal Due Session 9</li> <li>• Read Chapter 11-12</li> <li>• Answer focus questions 1-10 (pg. 388)</li> </ul>	
	<b>Session 9</b>	<p><b>A.M. Session (8-NOON)</b>  <b>THEME: Group for Adolescents &amp; Adults</b>  <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Discussion Chapters</li> <li>• Ending process of group work</li> </ul>	

Reviewed by: Dr. Stephanie Vavilala

Job Title: Counseling Coordinator

Date: 11/24/09

Revised