

Texas A&M University - Central Texas
COUN 5354 – Group Procedures for Counselors
INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jeremy Berry, Ph.D., LPC-S, NCC
 Class Time: Mondays 6:00-8:50pm
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 Office hours: M-10-1, T-3-6, W-10-4

COURSE INFORMATION

Course Overview and description:

A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. This course will introduce the basic theories and procedures of group counseling. Lecture, class discussion, demonstration and video-taped material will be utilized. Upon course completion, class participants should be able to demonstrate an understanding of theories and procedures used in group settings

STUDENT LEARNING OUTCOMES:

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF6: Group Work)- Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO2
b. Multicultural counseling competencies (IIF2c);	Group Proposal	SLO2
c. Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO2
d. Counselors’ roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO2
d. Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Proposal	SLO2
e. Therapeutic foundations of group counseling and group work (IIF6a);	Group Leading	SLO1

f. Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO2
f. Characteristics and functions of effective group leaders (IIF6d);	Group Leading	SLO1
g. Dynamics associated with group process and development (IIF6b);	Group Leading	SLO1
h. Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO2
h. ethical and culturally relevant strategies for designing and facilitating groups (IIF6g); and	Group Proposal	SLO2
i. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (IIF6h);	Group Journal	SLO3
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO2

Required Textbook:

Author: Gladding

Title: Groups: A Counseling Speciality

Edition: 7th

ISBN: 9780133905205

Additional Recommended Texts:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

<http://owl.english.purdue.edu/owl/resource/560/01/>

Gladding, S. (1999). *Group work: A counseling specialty (3rd ed.)*. Upper Saddle River: Prentice-Hall.

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

Academic honesty statement:

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Absence / Late work policy (with any exceptions):

Attendance is expected for all classes and all groups. Because of the experiential nature of this class, missing even a small part of class leaves a large void in your learning and understanding of group theory and process. If you need to miss part of the class, that is not a problem, but you will need to do some type of additional assignment to make up for the time not spent in class. The most common way to make up for a missed class is to read one of the Yalom paperbacks.

Active participation in this class is essential. Come to class prepared to participate. Participation at an "A" level means initiating spontaneous comments or questions during class session.

An open, curious, and honest attitude toward learning from others and about one's self will facilitate intellectual growth and development for everyone, including me. This is not a time to be shy. Conversely, it's also not a forum to dominate and monopolize. Exercising *social awareness* is essential.

Confidentiality is essential. Due to the experiential nature of the course, any information obtained during class will be held in confidence. Any breach of confidentiality will be considered an ethical violation and may result in dismissal from the program. Continuation in this course is contingent upon acceptance of these conditions.

Journaling personal experience weekly provides an opportunity to reflect on the experience, lessons learned and growth areas. Journaling should include: your experience regarding the group, how the group coincides with your assigned readings, questions regarding the group procedures, what you learned about group work and what you learned about yourself. There will be four times you turn in your journals (5 points per journal = 20 points) [June 14 and 28, July 12 and 19]

Attendance: absence free for one ½ of one class: 10 points per missed class thereafter

COURSE REQUIREMENTS

- 1) **Group Experience (15%):** Students will participate in a facilitated group experience where the emphasis will be on engaging with and understanding group processes and dynamics. Students will maintain a personal log that describes their reflections of experiences in the group. Student performance in the group is not being graded, but attendance and completeness of the log is. Participation in the group experience counts for 10 points, logs count for another 15 points. Students will be required to co-lead at least one group. If everyone co-leads at least once, students may have the opportunity to co-lead with other students.
- 2) **Group proposal and short presentation (40%):** Students will outline a group that they would implement and facilitate. In tandem, students will give a short (7-10minute) presentation outlining their proposal to the class. The proposals count for 30 points and the presentation counts for 10 points.
With regard to the group proposal: One important goal of the course is that you learn to distinguish among the major approaches to group work (e.g., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to you potential counseling or mental health work setting.
An activity to help you to gain these competencies involves your preparing a typewritten proposal (10-15 pages) describing a group you might conduct in your desired work setting (e.g., communication skills for a adolescents in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents have recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, etc.). You should describe the group in detail, provide a rationale, identify group goals, present your plans for recruitment, screening, consent, orientation and other pre-group issues, identify theoretical issues that will apply and techniques you may employ; and describe methods you will use to evaluate the group.
- 3) **Mid-term (20%):** An exam consisting of multiple choice and short answer questions will be administered for the mid-term. This exam will count for 25 points.
- 4) **Final (25%):** An exam consisting of multiple choice and short answer questions will be administered for the final. This exam will count for 30 points.

Grade Distribution

Group Experience:	15 %
Group Proposal/Presentation:	40 %
Mid Term:	20 %
Final Exam:	25 %

Total: 100 %

- A:** 90-100 %
- B:** 80-89 %
- C:** 70-79 %.
- D:** 60-69 %
- F:** < 59 %

COURSE OUTLINE AND CALENDAR

Date	Topics	Readings	Assignments
Week One 8/28	Types of Group Group Dynamics	Chapter 1 Chapter 2	
Week Two 09/04	Group Leadership Beginning a Group	Chapter 3 Chapter 4	
Week Three 09/11	The Transition Period	Chapter 5	
Week Four 09/18	The Working Stage	Chapter 6	
Week Five 09/25	Closing a Group	Chapter 7	
Week Six 10/2	Diverse Groups	Chapter 8	
Week Seven 10/9	Specialty Groups	Chapter 9	
Week Eight 10/16	Group Ethics	Chapter 10	Midterm Exam

Week Nine 10/23	Groups for Children and Adolescents	Chapter 11 Chapter 12	
Week 10 10/30	Groups for Adults	Chapter 13	
Week 11 11/6	Groups for Older Adults	Chapter 14	
Week 12 11/13	TA, Reality Therapy, Adlerian, & Person Centered	Chapter 15	
Week 13 11/20			
Week 14 11/27	Existential, Gestalt, REBT, & Psychodrama Groups	Chapter 16	Group Proposals Due/Presentations Begin
Week 15 12/4	History, Present Realities, and Trends of Groups	Chapter 17	
Week 16 12/11	Wrap Up		Final Exam

Performance Indicator

Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.

Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. Proposals should be drafted based on the student's counseling track (CMHC or SC).

Group Experience (SLO1) (25pts):

Name _____

Grade ____/25

1	Through the Group Experience , students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO1
1 BELOW 60	2 60-74	3 75-84	4 85-94	5 95-100	
Candidate has no ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	Candidate has limited ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	Candidate has basic ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	Candidate has above average ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	Candidate has superior ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features	IIF6; SLO1

Students will participate in a facilitated group experience where the emphasis will be on engaging with and understanding group processes and dynamics. Students will maintain a personal log that describes their reflections of experiences in the group. Student performance in

the group is not being graded, but attendance and completeness of the log is. Participation in the group experience counts for 10 points, logs count for another 15 points. Students will be required to co-lead at least one group. If everyone co-leads at least once, students may have the opportunity to co-lead with other students.

Group proposal and short presentation (SLO2) (40pts):

Name _____

Grade ____/40

2	Through the Group Proposal , students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO2
1 BELOW 60	2 60-74	3 75-84	4 85-94	5 95-100	
Candidate has no ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has limited ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has basic ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has above average ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has superior ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	IIF6; SLO2

Students will outline a group that they would implement and facilitate. In tandem, students will give a short (7-10minute) presentation outlining their proposal to the class. The proposals count for 30 points and the presentation counts for 10 points.

With regard to the group proposal: One important goal of the course is that you learn to distinguish among the major approaches to group work (e.g., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to your potential counseling or mental health work setting. An activity to help you to gain these competencies involves your preparing a typewritten proposal (10-15 pages) describing a group you might conduct in your desired work setting (e.g., communication skills for adolescents in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents have recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, etc.). You should describe the group in detail, provide a rationale, identify group goals, present your plans for recruitment, screening, consent, orientation and other pre-group issues, identify theoretical issues that will apply and techniques you may employ; and describe methods you will use to evaluate the group.