

COUN 528 Syllabus

Groups: Process & Practice

Course Description

This is a graduate level course in group counseling and group process. Group counseling is an effective and efficient way to help individuals acquire personal knowledge, express difficult emotions, and learn new interpersonal behaviors. Counselors-in-training need to have experience learning how to form and lead groups while having a working understanding of group process and dynamics. The purpose of the course is to provide an academic and experiential exposure to group counseling.

Course Objectives

The course will help students:

1. Demonstrate an ability to explore the dynamics, processes, and stages of group work.
2. Demonstrate a continuing ability to become aware of your own characteristic style of group functioning.
3. Demonstrate leadership procedures related to at least two group counseling theories as contained in the primary textbook for the course.
4. Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. Applying group theory and skills should be executed in a way that respects client diversity.
5. Demonstrate professionalism, maturity & commitment through regular attendance.
6. Demonstrate a minimal degree of self-processing skills through the use of a journal and by asking for a receiving feedback to improve group counseling leadership skills.
7. Demonstrate an ability to effectively address members at critical junctures in the group.
8. Demonstrate the ability to conceive, generate, plan, conduct, terminate, and summarize a counseling group with a co-counselor. This includes practice leading groups.
9. Demonstrate an appreciation for and ability to utilize both the *ACA Code of Ethics* and the *ASGW Training Standards of Practice* as they apply to professional group work. This includes becoming familiar with the unique ethical issues faced by group leaders as specified in the professional codes.
10. Demonstrate a minimal and developing ability to build the skills, knowledge, and confidence to be able to lead groups in a variety of settings.

Pre-Requisites

COUN 511A or 511B

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for

Calendar is only an example and may be quite different 2

Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student’s individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class includes two items from *Case Conceptualization and Treatment Planning*, and the department is using your final paper. Please see the rubric on titanium/canvas.

Calendar

Week	Topic	Due
1	<ul style="list-style-type: none"> • Welcome (PPT); • Informed Consent; • Syllabus; • Introductions; 	<ul style="list-style-type: none"> • Read Syllabus • Start Journals
2	<ul style="list-style-type: none"> • Best Practices for Group Work; • Best Practices for Ethics, Cultural Competence & Social Justice in Group Work (PPT) 	<ul style="list-style-type: none"> • Chs. 1 & 2; Appendices A, B, C, & D • Bring Journal Entry • Due on Canvas Sunday 8/28 b4 10pm <ol style="list-style-type: none"> 1. Informed Consent 2. General Quiz 3. Personal Goal Statement
3	<ul style="list-style-type: none"> • Group Formation (PPT); • Discuss Short-term Structured Group Assignment 	<ul style="list-style-type: none"> • Bring Journal Entry
4	<ul style="list-style-type: none"> • Attending Behaviors; • Techniques (PPT); • Focusing, Pacing, Leading & Linking 	<ul style="list-style-type: none"> • Chs. 3 & 4 • Bring Journal Entry •

5	<ul style="list-style-type: none"> • Critical Incidents & Difficult Group Members (PPT); • Conflict Resolution 	<ul style="list-style-type: none"> • Ch. 5 • Bring Journal Entry • Short Term Psychoeducation Paper Due Sunday, 9/18 before 10pm
6	<ul style="list-style-type: none"> • Group Dynamics (PPT); • Drawing Out the Story 	<ul style="list-style-type: none"> • Ch. 6 • Bring Journal Entry
7	<ul style="list-style-type: none"> • Co-Leadership Skills (PPT); 	<ul style="list-style-type: none"> • Bring Journal Entry
8	<ul style="list-style-type: none"> • Facilitating a Theme Centered Group; • Group Stages (PPT); • Types of Groups (PPT) • Theme Centered Group in Action; • Initiating the Group • Co-Leaders: 	<ul style="list-style-type: none"> • Ch. 7 • Ch. 8 • Bring Journal Entry • Co-Leader meeting and Form;
9	<ul style="list-style-type: none"> • Assessment & Diagnosis (PPT) • Interpreting, Self-Disclosure and Giving Feedback • Co-Leaders 	<ul style="list-style-type: none"> • Ch. 9 • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due.
10	<ul style="list-style-type: none"> • How are we doing (discussion)? Only 4 more weeks of regular sessions. • Structuring Strategies, Exploring Logical Consequences, Eliciting and Reflecting Meaning • Co-Leaders 	<ul style="list-style-type: none"> • Ch. 10 • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due.

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11	<ul style="list-style-type: none"> • Theoretical Approaches (PPT) • Co-Leaders 	<ul style="list-style-type: none"> • Ch. 11 • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due. •
12	<ul style="list-style-type: none"> • Developmental Stages (PPT) • Co-Leaders 	<ul style="list-style-type: none"> • Ch. 12 • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due.
13	<ul style="list-style-type: none"> • Group Process & Outcomes (PPT) • Termination (PPT) • Assessing Your Personal Leadership Style • Co-Leaders 	<ul style="list-style-type: none"> • Ch. 13 • Take Yalom Quiz Due Sunday, 11/13 before 10pm • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due. •
14	<ul style="list-style-type: none"> • NO CLASS: Fall Break 	<ul style="list-style-type: none"> • Do NOT drink and drive
15	<ul style="list-style-type: none"> • Discuss Yalom (PPT) • Co-Leaders (back up) 	<ul style="list-style-type: none"> • Bring Journal Entry • Co-Leader meeting and Form; • Previous week's co-leader journal entry and case notes are due. •
16	<ul style="list-style-type: none"> • Termination – Full Day of Group 	<ul style="list-style-type: none"> • Bring Journal Entry • Previous week's co-leader journal entry and case notes are due. •

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17	<ul style="list-style-type: none">• Final Meeting	<ul style="list-style-type: none">• My Behavior in Groups Paper due Sunday, 12/11 before 10pm• Journal Summary Due 12/13 before 1pm
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