

5780 Group Counseling

CATALOG DESCRIPTION: An introduction to group dynamics and group processes as presented and viewed from a systems perspective. Uses of groups for growth, prevention, and therapy are explored. Participation in group experiences, both in class and community placement, is an integral part of the course.

Instructor:

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1000 Cherry Road
Memphis, TN 38117

Semester: Fall 2010 (8/19 - 12/9)

Format: Blended (On-campus/online)

Day(s) Class Meets: Thursday

Time Class Meets: 1:00 - 3:45 p.m.

Location: Ijams Administration Building, Room 226

Office Hours: Mon: 1 - 5 p.m./Thurs: 8 - 11 a.m. (by appointment)

Office Phone: (901) 432-7715

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Website: <http://www.jfkepa.com>

Skype ID: jfk1465

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, Associate Dean, at (901)761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). Under the "Library" tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC INTEGRITY: Harding University's Three Principles of Integrity:

- 1. Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- 2. Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- 3. Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

I. COURSE DESCRIPTION

This course focuses on experiential learning and your development of interpersonal competency through the small, face-to-face group interaction. The course is designed to give you an overview of group psychotherapy, to help you become acquainted with the group psychotherapy literature, and to prepare you to be leaders of counseling and psychotherapy groups in both Christian and secular settings.

II. COURSE OBJECTIVES

1. Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following by:
 - a. identifying and discussing principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. exploring group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. indemnifying, discussing, and comparing theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. exploring and practicing group counseling methods, including group counseling orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
 - e. identifying approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
 - f. identifying professional preparation standards for group leaders; and
 - g. identifying ethical and legal considerations involved in group counseling.

III. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation. Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements: Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE, and use of Moodle. You may be asked to participate in asynchronous and, synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. **Your professor should be notified in advance regarding any absence or missed deadline for an assignment.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

An additional group experience outside of class will be designed to introduce students to various group practices and techniques. The date and time will be determined with student participation the first two weeks of class. Students participation grade will not include an assessment of students' participation in the outside group experience; however, students will receive individual feedback about their participation in the process. Participation in the discussion forums is part of this portion of your grade.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation at the beginning of each class

to help determine the participation portion of your grade. *Use the following link to access the reading evaluation form for this course: <https://www.surveymonkey.com/s/L6GYKJ7>* *If you are unable to access the link, make copies of the form on page 10 of this syllabus for your evaluation. This course requirement is worth 20% of your grade*

Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally 	A-level
<ul style="list-style-type: none"> • Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy) 	B-level
<ul style="list-style-type: none"> • Present, but not involved in discussions. 	C-level

2. Student workbook/video

Students will watch the assigned *Groups in Action* video and complete the accompanying student workbook pages per the course schedule. Students will turn in the workbooks at the beginning of class the day of midterm and final exams. Points will be awarded based on the quality of responses to the assignment. *This assignment is worth 20% of the course grade and is due at the beginning of class September 30, 2010 and December 2, 2010.*

3. Midterm exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the Yalom and Corey text readings and class lectures. *The midterm exam is worth 20% of the course grade and will be given in class on September 30, 2010.*

4. Two Process Papers

As part of this course, you will prepare two process papers that demonstrate your relating to group counseling via our text and group experience. The first paper is from your perspective as a group participant. You should demonstrate an integration of your readings, class lectures and discussions, and your group participation experience. This paper is about you and should not be a recap of the group experience, but a reflection of the insights you gained into yourself in a group.

The second paper is a leadership process paper. In this paper, you integrate what you have read and learned with your group experience in a way that highlights how your group leadership skills have grown.

Each paper should be **5-6 pages long**. The papers must follow APA 6th edition style and format. *The two papers are worth 20% of your course grade. The participant process paper is due by noon on Thursday, September 30, 2010 via the Moodle assignments link. The leadership process paper is due by noon on Thursday, November 18, 2010 via the Moodle assignments link provided.*

5. Final exam

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 100 points and will be given December 9, 2010.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	20%
2. Student workbook/video (due Sept 30 th & Dec 2 nd)	20%
3. Midterm Exam (Sep 30 th)	20%
4. 2 Process Papers (due Sep 30 th & Dec 2 nd)	20%
5. Final exam (Dec 9 th)	20%
<hr/>	
Total for course	100%

V. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possible invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and

experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

As part of your participation, I have set up discussion forums under the Moodle classroom for you to process your thoughts and emotional reactions to the readings. The content of the course often elicits thoughts and feelings that are best dealt with through interaction with your peers and instructor; therefore, I suggest participating in posting and reading the discussion forums on a weekly basis as you prepare for the course. Try to keep your post lengths as brief and concise as possible.

VI. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

VII. TEXTS/MATERIALS

A. Required Texts/Readings:

Textbooks are available through our book services on campus. You can order them online at www.hugsr.edu/books. Direct bookstore questions to Brenda David (phone 901-432-7735 or 800-366-7481, or fax 901-761-1358). **Older editions of these materials will not work.**

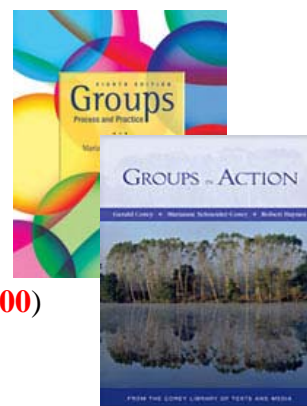
Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5thed.). New York: Basic Books. ISBN 0-465-09284-5

Corey, M., S., & Corey, G., (2010). *Groups: Process and Practice* (8th ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Groups in action: Evolution and challenges DVD- includes workbook* (1st ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.

Bundle: ISBN-10: 0495754986 (**saves you \$41.00**)
Corey & Corey text only: ISBN-10: 0495600768
Workbook/DVD only: ISBN-10: 0534638007

Selected research articles or materials to be downloaded per schedule.



Bibliography (recommended but not required texts):

Corey, G., Corey, M. S. & Haynes, R. (2006). *Groups in action: Evolution and challenges*. Thomson—Brooks/Cole. ISBN 0-534-61909-6

DeLucia-Waack, J., Kalodner, C., & Riva, M. Eds. *Handbook of Group Counseling and Psychotherapy*. Thousand Oaks, CA: Sage Publications.

Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy (2nd ed.)*. Belmont, CA: Wadsworth.

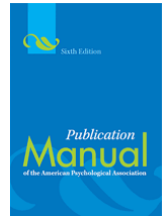
White, J. R., & Freeman, A.S. (Eds.). (2000). *Cognitive-behavioral group therapy for specific problems and populations*. Washington, DC: American Psychological Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed)*. Washington, DC: American Psychological Association.

*****Must use 6th edition. Be sure to get the CORRECTED version!**

*Paperback ISBN: 1-4338-0561-8

Spiral ISBN: 1-4338-0562-6



Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

VII. COURSE SCHEDULE *(subject to modification)*

Date	Topics/Assignments Due	Readings
Aug 19 (1)	Introduction to Group Work	Corey: Chapter 1 and 2
Aug 26 (2)	Therapeutic Factors in Group Work Group session #1	Yalom: Chapter 1, 2, 3, 4
Sep 2 (3)	Role of the Group Therapist Group session #2	Yalom: Chapters 5, 6, 7
Sep 9 (4)	Working in the Here-and-Now Group session #3	Yalom: Chapters 8, 9, 10, 11
Sep 16 (5)	The Advanced Group, Problem Clients, Ethical & Legal Issues Group session #4	Yalom: Chapter 12, 13, 14 Corey: Chapter 3 Workbook pages: 1-40
Sep 23 (6)	Forming a Group and the Initial Stage Group session #5	Corey: Chapters 4 & 5 Workbook pages: 41-57
Sep 30 (7)	Mid-term exam Turn in Workbooks at start of class for grading Participant Process Paper #1 Due (5-6 pages)	Corey: Chapter 6 Workbook pages: 41-53
Oct 7 (8)	No classes – Fall Break	None
Oct 14 (9)	The Transition Stage of a Group Group session #6	Corey: Chapter 6 Workbook pages: 58-76
Oct 21 (10)	The Working Stage of a Group Group session #7	Corey: Chapter 7 Workbook pages: 77-92
Oct 28 (11)	The Ending Stage of a Group Group session #8	Corey: Chapter 8 Workbook pages: 95-123
Nov 4 (12)	Specialized Groups Group session #9	Corey: Chapter 9, 10 SELECTED ARTICLES ON RESERVE Workbook pages: 124-139
Nov 11 (13)	Techniques Group session #10-Final Group Session	Corey: Chapter 11, 12 SELECTED ARTICLES ON RESERVE Workbook pages: 140-165
Nov 18 (14)	“The In-patient Group” Leadership Process Paper #2 Due (5-6 pages)	Yalom: 14, 15
Nov 25 (15)	No classes – Thanksgiving Break	
Dec 2 (16)	Spiritual Issues in Group Counseling Review for Final Exam Turn in Workbooks at start of class for final grading	SELECTED ARTICLES ON RESERVE
Dec 9 (17)	Final exam	

Name _____ Date _____

5780 Group Counseling – Fall 2010

Use this form only if you cannot access the online link below:

<https://www.surveymonkey.com/s/L6GYKJ7>

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading. **Please turn in full-size page (do not cut).**

Yalom: *The Theory and Practice of Group Psychotherapy*

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Corey & Corey-Groups: *Process & Practice*

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____

Assigned Article(s): Author(s): _____ (on reserve in library)

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of pages read: _____
