

**COUNSELING 634-7**

Autumn Term, 2010

3 Credits

COURSE SYLLABUS**TIME/LOCATION:** THURSDAY EVENING, 6:00 pm to 10:30 pm Grand Island Campus**INSTRUCTOR:** Donald P. Belau, Ph.D. NCSP LIPC
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donald.belau@doane.eduhome phone: 402-759-4574
cell phone: 402-759-0573**REQUIRED TEXTS:** Required: Forsyth, Donelson R. (2010) **Group Dynamics**, Fifth Edition, Wadsworth Publishing.**COURSE DESCRIPTION AND OBJECTIVES**

Counseling 634 is a three (3) semester hour graduate level course that examines group theories and research, practice and methods, and group processes as they occur in intervention counseling groups (therapy, psycho-educational, support), in group treatment settings, and in professional work groups (treatment and case management teams, committees, and work teams). This course is designed to increase student's awareness and develop the knowledge and skills necessary for successful participation in and leadership of groups. In addition, the student will develop a comprehensive understanding of how individuals are affected by their identification with and membership in primary and secondary groups.

The student will also be given the opportunity to lead or co-lead psychoeducational groups in class. The student is expected to read the text and interpret the material. Study groups are encouraged, but not required.

Professional counselors must possess the ability to apply social science theory in the assessment and treatment of an individual within the context of their environment and their social system, and possess a thorough understanding of the clinical issues associated with treatment of individuals in group therapy and group settings. Successful group intervention requires a thorough understanding of theory and research, adequate training and preparation, and an ability to apply clinical skills in a group setting.

By the end of the term, each student should understand the diversity, nature, and value of groups. Students will also understand how roles, norms, and stages of development affect group structure and how the aspects of power, conflict, decision-making, and leadership pertain to group success. This course also seeks to acquaint students with a fundamental knowledge of group theory, the dynamics of group counseling, and the basic skills needed for effective group work, both as a leader and as a participant. Leadership styles, the therapeutic value of group therapy, group counseling methods, and ethical considerations will be examined.

The students will have opportunities for practical application of group theory throughout the course to allow for experience in applying skills and concepts. This will include classroom experiences and discussions, videos, live observation and analysis of a treatment or support/growth group, and the development of a comprehensive group intervention plan.

Course Requirements and Evaluation:

Evaluation will be based on attendance and classroom participation, successful application of the course information, and a final examination. The course grade will be calculated as follows:

- 32% Attendance & classroom participation including group facilitation skills
- 35% Weekly quizzes (10%)
Completion of group observation requirement and journal (25%) with a minimum of 6 group observations
- 33% Final exam

Participation

A high premium is placed by the instructor on class participation. Ideal class participation, that earns the highest number of participant points, will exemplify the following:

Integrating class readings into participation:	Often cites from readings, uses readings to support points; often articulates fit of readings with the topic at hand and,
Interacts in classroom discussions:	Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
Interaction in classroom learning activities:	Always a willing participant; acts appropriately during all role plays, etc; responds frequently to questions; routinely volunteers point of view

Class participation is expected and is critical. There will be no makeup opportunities unless excused by the instructor. If you miss one class, your grade will drop one grade level. (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Evaluation Process:

Grades will be calculated based upon the percent of points earned out of the total possible points. The following percentages will apply.

A+=100-98	B+=89-87	C+=79-77
A =97-94	B = 86-84	C = 76-74
A- =93-90	B-= 83-80	C-= 73-70

Feedback:

Students may request feedback at any time during the course. Formal evaluation and feedback will follow the routine format for the college.

Methods of Instruction:

This will be an interactive course that includes completion of reading assignments, student interaction and discussions, lecture and instruction, and participation in cooperative learning opportunities. Class schedule, reading assignments, quizzes, group participation, journaling, and final exam format will be discussed during the first class session.

Weekly Assignments:

Students will be responsible for reading the assigned chapters according to class schedule, demonstrate an ability to discuss theory and research using critical thinking and professional standards, and demonstrate mastery of the material through weekly quizzes.

Students will be responsible for participating in a group learning experience in lieu of 8 hours of instruction time during the quarter. This is for the purpose of facilitating experiential learning of new concepts. The requirements will be discussed in the first class.

Journaling:

The journal may be reviewed on weekly basis by the instructor at the student's request. The final journal to be submitted should be in the 20 to 30 page range.

The journal needs to be APA style that has each entry identifying each session observed (journal entry #), references to text material and integration of text material, diagrams of verbal interactions, attendance log, along with the following questions being addressed in the discussion of each session:

- 1) Where did you find your group?
- 2) What are the characteristics of the people in the group?
 - a. Name
 - b. Number of participants
 - c. Date
 - d. Time arrived
 - e. Time departed
- 3) How were the people arranged in the physical environment?
- 4) What are the characteristics of the group?
 - a. Interaction: How do the group members interact with one another?
 - b. Structure: What do the group's norms appear to be? What roles are evident? What communication patterns did you observe? An what status hierarchy was evident?
 - c. Cohesiveness: Did the group seem unified? How would you describe the level of cohesion and why?
 - d. Identity: Do the members share a sense of identity with one another? Explain.
 - e. Goals: What is the group's purpose or goal?
- 5) Was this aggregate of individuals and group according to the definition contained in the text? Was it high in entitativity? Explain using the characteristics and definitions that describe entitativity.
- 6) Critique your study of this group from a measurement standpoint. How might you increase the scientific accuracy of your observations
- 7) Did anything about the group puzzle or surprise you? Did your observation raise any questions that might be answered by further observation or research?

Final Exam:

The content of the final exam will come from the classroom lectures and discussion, classroom and group learning experiences, and the text used in course. The proposed format will likely be a take home exam, which will be due at the end of the last class (10:00 pm). The exam is designed to allow the student an opportunity to write a comprehensive plan for group therapy. It is to be a paper that is in an APA format with a minimum length of 10-12 pages. The final exam expectations will be distributed in Week #8.

Schedule:

There will be a total of 8 hours of course work required outside of the classroom. This course work will be in the form of participation in and analysis of a formal group.

Students should read the first two chapters in Group Dynamics and review the table of contents in the textbook prior to the first class session.

Reading Assignments

Week #1	Chapter 1 & 2	
Week #2	Chapter 3, 4, & 5	session #1
Week #3	Chapter 6, 7	session #2
Week #4	Chapter 8, 9	session#3
Week #5	Chapter 10, 11	session#4
Week #6	Chapter 11, 12	session#5
Week #7	Chapter 13, 14	session#6
Week #8	Chapter 15, 16	session#7
	final exam issued	
Week #9	final exam due & feedback	

Journal Grading Criteria:

Group selection and attendance

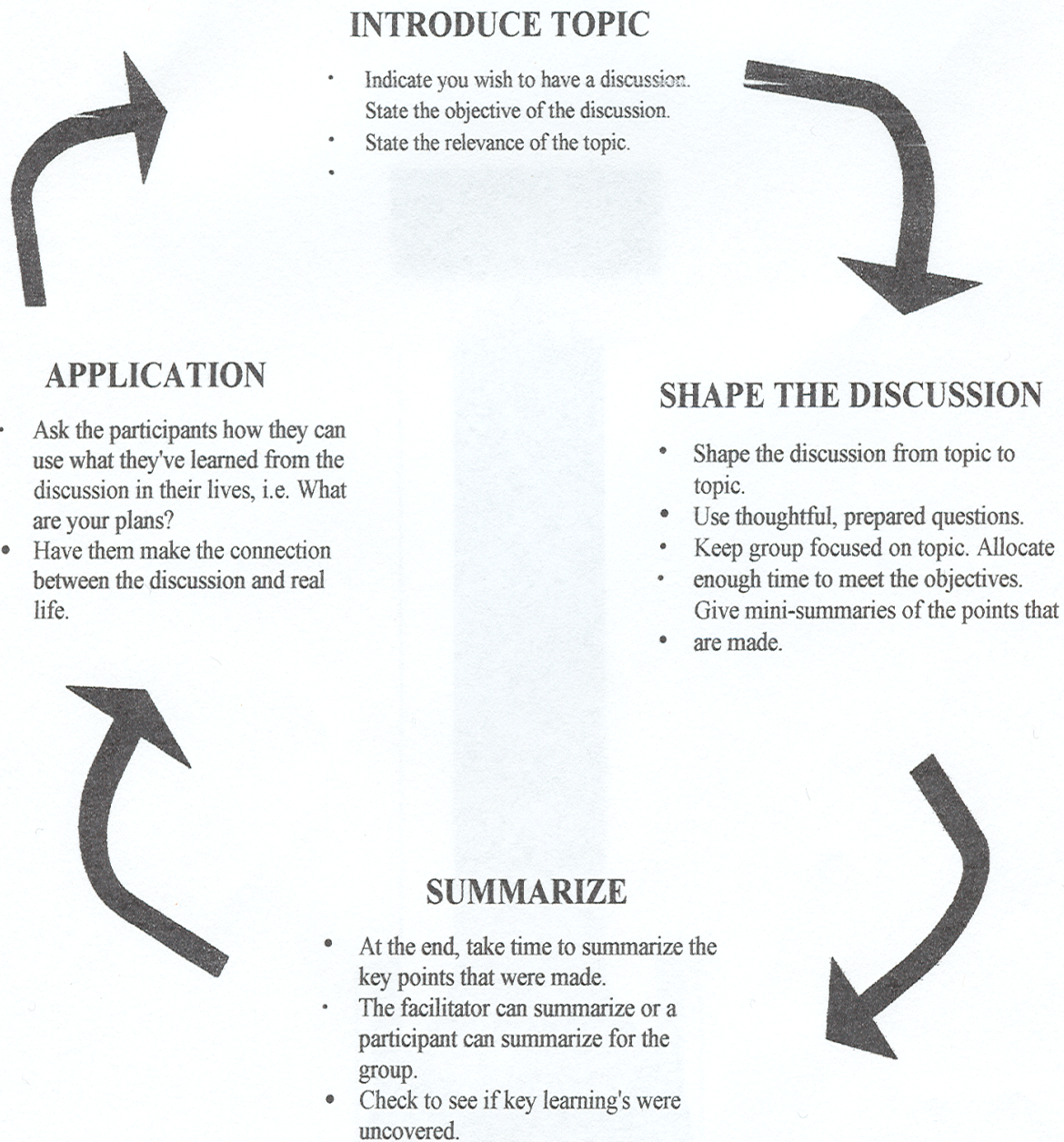
Use of text information

Demonstrated ability to apply information and engage in critical thinking

Form and structure of written work

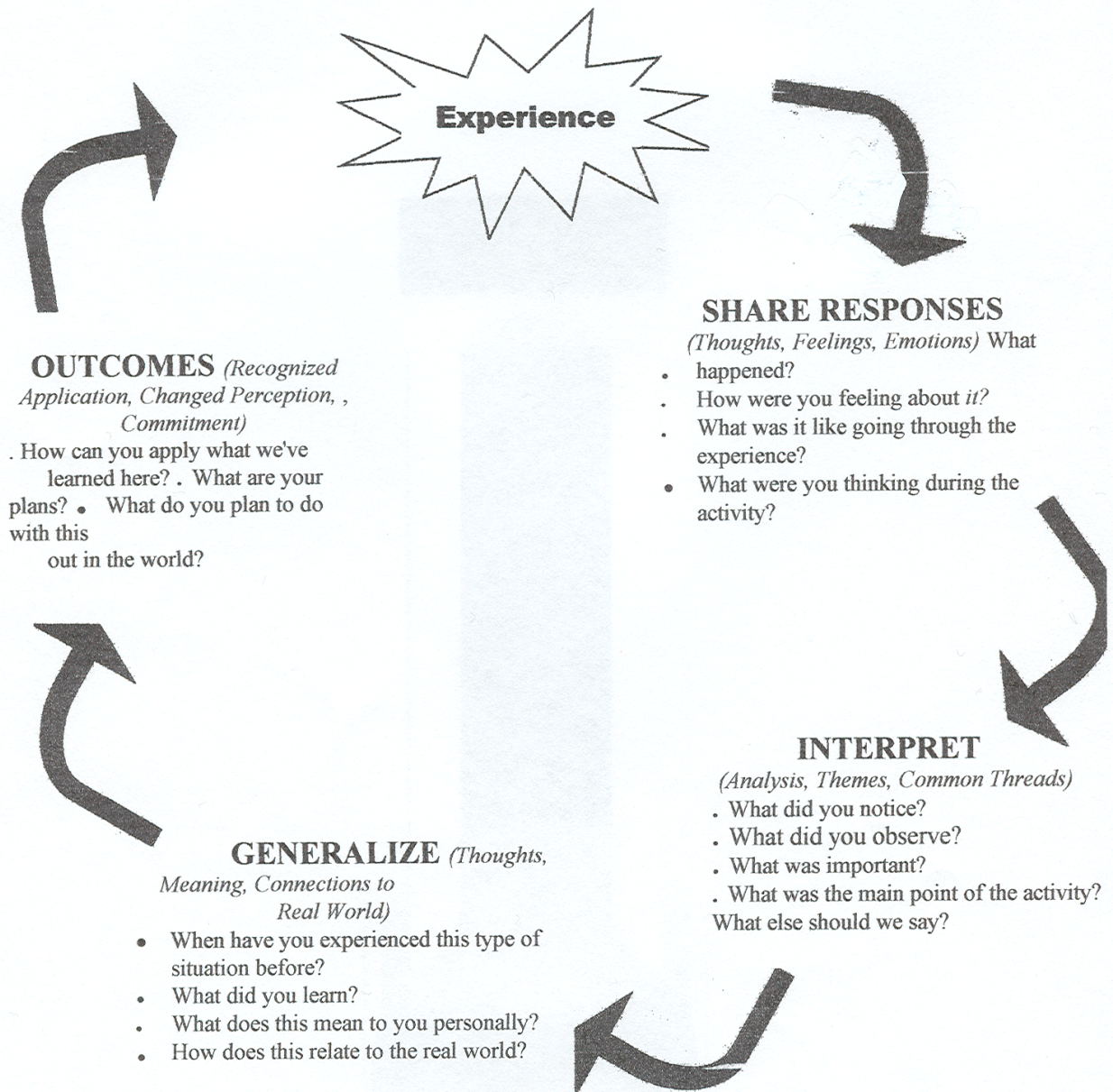
The following pages provide a structure for the psychoeducational groups to be lead/co-facilitated in class

GROUP DISCUSSION MODEL DIAGRAM 1



EXPERIENTIAL MODEL DIAGRAM

2



Preparation: Set the stage. Decide on introductory remarks, decide how to deal with objective, plan the debriefing questions.

Ideas for Making Discussions Interesting and Lively

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Communicate clearly and understand your objectives. . Stay in

touch with the group and be a good listener.

- . Give acknowledgement and validation to participants as they share in the discussion.
- . Try to engage everyone in the group in the discussion.
- . Keep your transitions clear.
- . Use your prepared questions to introduce points and check for understanding.

The following statements and questions can keep a good discussion going and the participants talking:

- . *What do you think about that?*
- . *What are you thinking?*
- . *Tell me more about that.*
- . *Give me an example.*
- . *How do you feel about that?*
- . *Tell me some specifics.*
- . *What else do you think?*
- . *What are some important issues about this discussion?*
- . *How can you apply what we've talked about?*
- . *What can we learn from this?*

In general, statements and questions that begin with "WHAT," "HOW," AND "TELL ME..." will keep a discussion going.

1. To identify types of experiences that occurs when partying - wanted and unwanted.
2. To examine high-risk partying behaviors and the potential consequences.
3. To explore possible alternatives to high risk partying.

Shape Discussion:

(Ask questions relating to Objective # 1)

1. What sorts of experiences do teens (girls, guys) seek when attending parties?
 What kinds of activities go on at parties? What makes a party really fun? What makes a party a drag? How does a party become a bad time? Tell me about your experiences with parties? What unwanted experiences have you had or observed?

(mini-summarize)

(Ask questions relating to Objective #2)

2. What are the behaviors of teens that can increase the likelihood of unwanted experiences?
 What are people's reasons for participating in some of these behaviors? How do kids decide whether to participate in higher risk activities? Tell me what ends up happening to girls or guys when these types of incidents occur? What experiences of this sort have affected you?

(mini-summarize)

(Ask questions relating to Objective #3)

3. How do teens have a really fun time without increasing the likelihood of unwanted experiences happening to them? What are some of the best things you know going on that are safe and fun for people? How do you decide whether to participate in activities that have the potential for danger? How difficult is it for a teen to keep his or her self reasonably safe while partying? Tell me about a time when you made a choice that you realized was a wise choice?

(mini-summarize)

Summarize. At the end of the discussion, take time to summarize all of the key points that were made and the discussion as a whole. The facilitator can do the summarizing or you may ask a participant to summarize for the group main points made in discussion. *Tell them what THEY said.*

Application Question:

What is one thing you do this coming month to enjoy yourself socially AND be safe-minded?