



DOANE UNIVERSITY

SYLLABUS

COU 634 Group Counseling

Course Content

<i>Course Number:</i>	COU 634
<i>Course Title:</i>	Group Counseling
<i>Course Dates:</i>	May 24-July 19, 2018
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Blake Sandusky, PhD, LIMHP, LMFT, LPC
<i>Office Phone:</i>	402-467-9035
<i>Office Email:</i>	blake.sandusky@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Thursday 6:00pm – 10:30pm

Course Description

This course explores the historical and theoretical foundations of group counseling and group work. The role of group dynamics, group formation, and group leadership are examined. Students gain competency in the use of effective group counseling techniques and demonstrate an understanding of therapeutic factors that contribute to the effectiveness of group counseling. The course includes ethical and culturally relevant strategies for designing, screening and facilitating groups.

Course Objectives:

- A. A thorough understanding of the principals of group dynamics including the components of group process, developmental stage theories, roles and behaviors of group members, and the therapeutic factors associated with group work

- B. A demonstrated ability to define and distinguish different types of groups, the goals associated with each, and the tasks and roles of the leader and members of each type of group.
- C. An ability to describe different leadership styles and approaches, skills and techniques appropriate for each stage of the group process, and the roles of leaders and members within each phase
- D. Familiarity with theories of group counseling, including commonalities, distinguishing characteristics and research literature associated with its application in practice.
- E. A demonstrated ability to discuss different applications of group techniques related to setting and the developmental/life stage and cultural background of the population being served.
- F. Demonstrated competency in discussing the legal and ethical issues associated with group counseling and familiarity with ASGW Best Practice Guidelines
- G. An ability to describe the implications of socio-cultural factors and dynamics when working with groups.
- H. Reading questions with planning, selection and screening, orientation, and evaluating the effectiveness of the group experience.
- I. Competency in discussing and demonstrating group counseling methods and techniques, and in analyzing group leader orientation and behaviors.
- J. An ability to clearly describe how to apply theory in practice and implement groups in professional work settings.
- K. A demonstrated ability to learn through participation in a group experience.

REQUIRED TEXT: Corey, M.S., Corey, G., & Corey, C. (2014, 2010). *Groups Process and Practice* (10th edition). Belmont CA., Brook/Cole. ISBN 9781305865709

SUPPLEMENTAL TEXT: Any supplemental readings will be posted to Blackboard

CACREP Standards Addressed in this Course

Program Objective	Standard Identifier	Standard	Assessment
P.O.6	2.F.5.a	theories and models of counseling	<ul style="list-style-type: none"> • Group development project • Reading questions
P.O.6	2.F.6.a	theoretical foundations of group counseling and group work	<ul style="list-style-type: none"> • Group development project • Reading questions

P.O.6	2.F.6.b	dynamics associated with group process and development	<ul style="list-style-type: none"> • Group development project • Critical learning analysis • Reading questions
P.O.6	2.F.6.c	therapeutic factors and how they contribute to group effectiveness	<ul style="list-style-type: none"> • Group development project • Reading questions • Critical learning analysis
P.O.6	2.F.6.d	characteristics and functions of effective group leaders	<ul style="list-style-type: none"> • Reading questions • Critical learning analysis
P.O.6	2.F.6.e	approaches to group formation, including recruiting, screening, and selecting members	<ul style="list-style-type: none"> • Group development project • Reading questions
P.O.6	2.F.6.f	types of groups and other considerations that affect conducting groups in varied settings	<ul style="list-style-type: none"> • Reading questions • Group development project • Critical learning analysis
P.O.6	2.F.6.g	ethical and culturally relevant strategies for designing and facilitating groups	<ul style="list-style-type: none"> • Reading questions • Group development project
P.O.6	2.F.6.h	direct experiences in which students participate as group members in a small	<ul style="list-style-type: none"> • Group member experience

		group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	
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Measurement of Outcomes

Assignments (Direct): Reading Questions, Group Development Project, Community Group Experience

Instructor Evaluations (Indirect): Participation

Instructional Methods

This will be an interactive course which requires an elevated level of classroom participation utilizing brief lectures and presentations by the instructor and students, discussions of reading materials with an emphasis on application in practice. Students will be required to integrate content, knowledge, and application in practice. Active participation is essential to your learning.

Additionally students will be required to attend/participate in a group experience. This experience will be different from other assigned group activities. Students will experience group from the perspective of a group member. *See Group Member Experience.*

Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading questions for each assigned reading that will be reflected in your final grade.

3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.

Course Requirements

1. Participation (80 points)

Students are expected to come to class prepared (i.e., having read, completed their reading questions, have assignments ready, etc.). A participation grade will be given based on students being prepared to engage in class through in class activities (i.e. discussion, role-plays, asking questions, etc.). Students will be given 10 points per class meeting. Points for participation will be given based on the following:

Full participation: (10-8)

Most participation (7-5)

Partial participation (5-3)

No participation (2-0)

Full Participation: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Most Participation: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Partial Participation: Passive participation -- present, awake, alert, attentive, but not actively involved.

No Participation: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

2. Community Group Experience (180 Points)-Black Board

Each student will be **required to attend 2 consecutive sessions of an existing psycho educational, or support group in the community. This must be the same group for both sessions.** Students will be strongly encouraged to explore groups that are related to their areas of interest or areas in which they have limited experience. Reviewing local papers or doing an Internet search might be helpful in contacting a group for attendance.

A critical analysis of this experience will be required. In this critical analysis you will focus on your observation of the group process including:

- Type of group
- Structure/format of the group
- Description of facilitation of the group
- Group dynamics observed
- Population served
- Appropriate client that could be referred to this group.

Do not include any names of group members. The critical analysis is not intended to be a report of group content but an opportunity to offer a summary of the group as a resource for other students. You will be asked to give a brief presentation in class related to the group and your learning experience.

Remember you are a visitor to the group session. You should expect to follow all group norms and rules. Your main goal is to observe the group to gain the information needed to present to your classmates. You should NOT involve yourself in the process of group; attempt to facilitate the group, etc. Be respectful to group members and group facilitators.

3. Reading Assignments (20 points each; total 160 points)-Black Board

You will be given a reading assignment to complete prior to each class meeting including discussion-based questions. This means that you are asked to thoroughly answer each question based on your understanding of the reading assignment for the week. Your answers to these questions should be uploaded as a word document to the corresponding assignment in Black Board. These questions are in-depth questions designed to ensure you have some grasp on the content. Any issues/questions about the assignments should be addressed via email to the instructor at least one day prior to class meeting times.

4. Group Development Project (360 Points total)- Black Board

The group development project represents an evaluation of mastery related to the course objectives. Each student will be required to write a proposal for a group. This proposal is broken down into three distinct areas including:

Paper One-120 Points

- Target population
- Setting
- Type of group
- Theory and techniques selected

Paper Two-120 Points

- Decisions related to planning and the group environment
- Decisions related to member selection including referral, screening, and orientation
- Leadership role, style and skills

Paper Three-120 Points

- Developmental stages of the group and expectations at each level
- Post group issues including evaluation and follow-up
- Significant curative factors related to the group
- Elements necessary for the success of a group
- Possible negative side effects of the group experience
- Major ethical and cultural issues

Group Member Experience

Students will be required to participate in a group experience. This group will be held during the allotted class time and will be facilitated by an instructor who is not connected with assessment of learning objectives/outcomes for the course. This means that the facilitator is not involved in assigning grades or evaluating student assignments. Additionally, any assignment associated with the group member experience will not be assessed for a grade, but group member experience assignments will be assessed for completeness by the group facilitator.

The purpose of the group member experience is to allow students a chance to experience being a member of a group. Students are expected to keep a reflective journal of their experience in this group. The journal should include such content as experiences as members (i.e., feelings, frustrations, desires for group change, etc.); thoughts on the group change process; group change theories associated with group activities; etc. A reflective journal outline will be provided to students, as a guide should they choose to use it. While reflective journals will not be assessed for a grade they will be checked to ensure they have been completed. Students should keep up with writing their group

member experience journals each week. All journals will be due at the end of the last group member experience.

The group member experience will meet for 1 hour and 30 minutes beginning week two and ending week nine. Students will discuss and agree to a back up plan to ensure completion of all hours. Per CACREP requirements, there is a minimum of 10 hours **REQUIRED** to complete a group experience. Completing the group experience is a requirement of this class. Therefore, you should not miss one session of group experience and should come to group member experience even you are not able to make it to the group class. **You must complete 10 hours of group member experience to receive a passing grade in this course.** This requirement is in compliance with CACREP and must be followed. No exceptions will be given.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Participation	10%
Community Group Experience	23%
Reading Assignments	21%
Group Development Project	46%
Group Member Experience	Pass/Fail

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

1. **Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading quizzes. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Should you

miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class. Participation is 15% of your grade in this class.

2. **Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
3. **Late Assignments:** Students will receive a **5 point deduction** for all late assignments. This includes all reading questions, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and questions any day prior to class day, however you are open to complete them before class if you choose.
4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1 5/24/2018	Syllabi Overview Introduction to Group Work	Chapter 1	• Reading Questions- 1/12/2018

	Multicultural Aspects of Group Work 2.F.6.b; 2.F.6.f ; 2.F.6.g		
Week 2 5/31/2018	Being a Group Counselor Ethical and Legal Issues 2.F.6.d; 2.F.6.g	Chapter 2-3	• Reading Questions
Week 3 6/7/2018	Theories and Techniques 2.F.5.a; 2.F.6.a	Chapter 4	• Reading Questions •
Week 4 6/14/2018	Theories and Techniques Continued		• Reading Questions
Week 5 6/21/2018	Forming a Group 2.F.6.e	Chapter 5	• Group Development Project (Paper One) • Reading Questions
Week 6 6/28/2018	Initial and Transition Stages 2.F.6.b; 2.F.6.d	Chapter 6-7	• Reading Questions
Week 7 7/5/2018	Working Phase of Group 2.F.6.b	Chapter 8	• Group Development Project (Paper Two) • Reading Questions
Week 8 7/12/2018	Final Stages of Group 2.F.6.b; 2.F.6.c	Chapter 9	• Reading Questions
Week 9 7/19/2018	Community Group Experience Discussion		• Group Development Project (Paper Three) • Community Group Experience

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the

instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.

3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.