

**Portland State University
Graduate School of Education**

“Preparing professionals to meet our diverse communities’ lifelong educational needs.”

Diversity & Inclusiveness

- to work in diverse settings
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

Impact on Learning and Development / Personal and Professional Growth

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- to use evidence to solve problems of practice and enhance therapeutic decisions

COUN 571: GROUP COUNSELING

Instructor: Rick Johnson, Ph.D.

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Term: Spring 2012

Location: ED 408

Time: Monday 4:00-6:30 p.m.

Office hours: TBA

DEPARTMENT POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>
Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student

Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

COURSE DESCRIPTION

This course is designed to provide students with opportunities to learn about group counseling theories and skills. Particular emphasis will be placed on understanding group dynamics and leadership skills as they may apply to different populations and settings. In addition to traditional group counseling, the course will provide information about other approaches such as psychoeducational groups, which are common in community and school settings. Class time will include lecture/discussion and group-based experiential learning.

COURSE OBJECTIVES

1. To promote students' understanding of group counseling theories.
2. To promote students' understanding of group dynamics and processes.
3. To promote students' group leadership and co-leadership knowledge and skills.
4. To promote students' awareness of the therapeutic process.
5. To promote students' awareness of research regarding predictors of effective group counseling.
6. To promote students' sense of professional identity as a counselor and awareness of professional and ethical issues relevant to group counseling.
7. To promote students' awareness of the impact of culture and client/counselor characteristics on the counseling process.
8. To promote students' understanding of group counseling issues that are related to specific populations and settings.

REQUIRED READING

Chen, M., & Ryback, C. J. (2004). *Group leadership skills*. Belmont, CA: Brooks/Cole-Thompson.

RECOMMENDED READING

Yalom, I. D. (1995). *The theory and practice of group psychotherapy (4th ed.)*. New York: Basic Books.

Gladding, S. T. (2003). *Group work: A counseling specialty*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Corey, G, & Corey, M. *Evolution of a Group* (DVD and workbook).

COURSE REQUIREMENTS & EVALUATION CRITERIA

1. Attendance & Participation: Students are expected to attend all classes and to participate actively and respectfully, including experiential activities. However, students are NOT required to reveal any specific information during experiential activities; each student decides what to discuss. The experiential activities are designed to enhance learning of group counseling processes and skills. Students can miss up to one class without penalty. After the 1st missed class, the overall point total will be deducted 5 points for every missed class.

2. Needs Assessment, Lit Review, and Group Design (100 points): Students will conduct an informal needs assessment related to a counseling group at an actual or potential internship site or work setting. They will also conduct a literature search on their group topic and approach. Then, students will type a 5-6 page paper focused on designing and implementing a counseling group at the site. The paper needs to be *double-spaced*, have *one-inch margins*, be *paginated*, be in *size 12 font*, and be *proofread for spelling and grammar*.

Use APA style for citations. Students must provide a hard copy to the instructor and cut & paste a copy of the paper into TK20. Technical questions should be directed to tkhelp@pdx.edu. The paper will be graded on (a) adequateness of the needs assessment/lit review (45 points), (b) adequateness of the group proposal (45 points), and (c) writing clarity (10 points). The assignment will assess and document student learning outcomes for CACREP standards. The paper should include the following headings:

(a) *Needs Assessment/Lit Review*

- Summarize what you learned through your interviews/needs assessment
- Summarize your literature review

(b) *Group Proposal* (see page 383 in book for an example)

- Rationale: need for the group
- Purpose of group: Goals and objectives
- Type of Group
 - psychoeducation, support, therapy, etc.
 - Target clientele (including homogeneous vs. heterogeneous)
- Basic Information
 - Voluntary or nonvoluntary membership
 - Closed or open group
 - Group size
 - Length of session, frequency of meeting, and duration
 - Location
 - Ethics: Informed consent, confidentiality, scope of practice/supervision, etc.
 - **Attach your informed consent document**
- Recruitment procedures
- Screening and preparation procedures and criteria
- Norms/Ground rules
- Topics for Group
- Evaluation Methods

3. Group Prac Integrative Paper (100 points): Students will type a 5-6 page paper based on their experiences in the ETC/Group Practicum as informed by material learned in this class. The paper needs to be *double-spaced*, have *one-inch margins*, be *paginated*, be in *size 12 font*, and be *proofread for spelling and grammar*. Do NOT use actual names of group members. The paper should include the following headings:

(a) *Self-Learning*: Discuss what you learned about yourself by being in group (e.g., interpersonal strategies, parataxic distortions, roles you play, your effect on others, testing, corrective experiences, etc)

(b) *Group Dynamics*: Discuss what you learned about group processes and dynamics (e.g., roles, stages, silence, hierarchy, etc.)

(c) *Leadership*: Discuss what you learned about group leadership skills and processes

GRADES

A = 94% - 100%, A- = 90 – 93%, B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%, etc.

COURSE SCHEDULE *The course schedule may be modified as needed.

<u>Date</u>	<u>Reading Assignment</u>	<u>Seminar Topic</u>
4/02		Course overview; Preparation Standards for Group Leaders Types of groups
4/09	Ch 1	Theories and Assumptions
4/16	Ch 2-3	Becoming a leader; Ethics; Creating a group Evolution DVD seg 1-2 (forming a group & initial stage)
4/23	Ch 4-5	Leading a first session; Stages of group development; Skills Multiple groups: practice first session
4/30	Ch 6	Small group prep; Working on agendas; Resistance & defenses Evolution DVD seg 3 (transition stage)
5/07		norm small group experience Needs Assessment/Group Design Due (hard copy and TK20) Small group experience
5/14	Ch 7-8	Tension/conflict; Countertransference; Cohesiveness Small group experience
5/21	Ch 9	Yalom factors revisited; Interpersonal enactment Small group experience
5/28	Memorial Day – University Closed	
6/04	Ch 10	Stimulating group affect; ETC review Evolution DVD seg 4 (working stage) Integrative Paper Due
6/11	Ch 11-14	Termination; Session notes, Return papers; Course evals Evolution DVD seg 5 (ending stage)

NOTE: In accordance with the Americans with Disabilities Act, the instructor would like to offer reasonable accommodations to qualified students with a disability. This statement in no way asks that students identify themselves as having a disability; however, reasonable accommodations can only be granted when students make their disability known to the instructor through university documentation.

NOTE: Late assignments will be penalized 5 points per day.