

SERP 547 Group Counseling: Counseling Program - DPS

SERP 547 Group Counseling



Semester/Term: Spring 2022
Credit Hours: 3
Meeting Days/Time/Location:
Pre-Requisite:
Location:

Instructor Information

Instructor:
Office Building & Room Number:
Email:
Office Phone:
Office Hours:
Preferred Method of Communication:

Course Description

This course prepares school counselors to plan, conduct, and evaluate all group psychoeducational and counseling groups in schools. Students will understand the unique therapeutic value of group work, be aware of current theories of group development, and develop skills for using exercises, processing, using group skills and techniques to facilitate growth in members. Students will learn the qualities and styles of effective group leaders.

Course Content

Students will learn foundation of group counseling with relevant theories and dynamics, therapeutic factors, as well as ethical and culturally sensitive strategies for facilitating and assessing group work. Further, this will learn characteristics of a effective group leader and facilitator and co-facilitator with its effects on groups dynamics.

Course Textbooks

Corey, M.S., Gorey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.) Boston, MA: Cengage Learning. With Mind Map.

Very Strongly Recommended

Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2015). *Group techniques*. Boston: Cengage Learning.

Recommended

Bauman, S., & Shaw, L. (2016). *Group work with persons with disabilities*. Alexandria, VA: American Counseling Association
Chen, M., & Rybak, C. J. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont, CA: Brooks/Cole.
DeLucia-Waack, J., Kalodner, C., & Riva, M. (Eds.). (2014). *Handbook of group counseling and psychotherapy* (2nd ed). Los Angeles, CA: Sage Publications.

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

Other Required Readings (Provided in D2L)

- Falco, L. D., & Bauman, S. (2014). Group work in schools. In J. DeLucia-Waack, C. R. Kalodner, & M. T. Riva (2nd ed). *Handbook of group counseling and psychotherapy* (pp. 318-328). Thousand Oaks, CA: Sage.
- Grunblatt, A. (2017). Identifying, screening, and selecting group members. In C. Haen & S. Aronsen, *Handbook of child and adolescent group therapy: A practitioner's reference* (pp. 20-29). NY: Routledge.
- Guth, L. L., Nitza, A., Pollard, B. L., Puig, A., Chan, C.D., Bailey, H., & Singh, A. (2018). *Ten strategies to intentionally use group work to transform hate, facilitate courageous conversations, and enhance community building*. Association for Specialists in Group Work.
- Steen, S., Vannatta, R., & Liu, X. (2017). Cultural considerations in group work: Implications for school and clinical mental health settings. In C. Haen & S. Aronsen, *Handbook of child and adolescent group therapy: A practitioner's reference* (pp. 255-265). NY: Routledge.
- Yes! (n.d.) *Connect, Inspire & Collaborate: Activities facilitation manual for young changemakers*. Berkeley, CA: Yesworld.org

Methods of Instruction & Format

The format for this course is designed to give students the most opportunity to develop and practice skills while also gaining an understanding of the theory and knowledge base that informs practice. That will include watching videos of group and engaging in discussions about what you observe. The course schedule below will explain your role.

Attendance at all classes is essential. If you live at a distance, please make arrangements to join us electronically. **Any absence will result in the loss of ten points from your accumulated points.**

The personal group is an integral part of your learning. The groups will meet at times TBD (either 2:15 – 3:45 PM on Wednesdays, or 6:15 – 7:45 PM on Wednesdays for six meetings. You will keep a journal of these experiences, which you will use to write your final paper.¹ The experiential group is an integral part of your learning. Experiential groups will meet weekly for a minimum of 10 total hours. Your group facilitator will manage your attendance for experiential groups. Students who cannot attend **any** of the 10 hours must locate and complete an experiential group (led by a licensed mental health professional) in the community at their own expense.

CACREP Standards 2016

GROUP COUNSELING AND GROUP WORK (2.F.6.a-h)

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings

¹ If you prefer, you may attend a counseling or therapy group in the community, led by a licensed mental health professional. If you choose this option, you must provide a letter from the facilitator on letterhead stating that you attended x hours of a group experience as a member. 10 hours is the minimum to fulfill this requirement.

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- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Knowledge & Skills Outcomes - Learning Objectives

1. Students will articulate the unique value of group counseling and differentiate this approach from individual counseling and from teaching. (2.F.6.a)
2. Students will recognize the difference between *content* and *process* and demonstrate attention to process in leading groups. (2.F.6.b)
3. Students will be able to identify the different stages of group development and explain the characteristics of each of the respective stages (2.F.6.b, c)
4. Students will explain the different procedures for forming a group (2.F.6.e)
5. Students will identify the various types of groups and the purposes and functions of each type of group and name characteristics and functions of an effective group leader (2.F.6.d)
6. Students will be able to formulate a proposal for a counseling group (2.F.6 b, f)
7. Students will be able to develop an evaluation plan for a group experience (2.F.6.g)
8. Students will be familiar with the ethical code for group workers, and demonstrate a plan for resolving ethical dilemmas. (2.F.6.g)
9. Student will be able to participate in group and then co-facilitate a counseling group for students. (2.F.6.e,h).

Key Performance Indicator - KPI

KPI #6

Group Counseling and Group Work: Students will identify and explain general foundations of group work and group counseling theories and demonstrate effective application of such in group settings as described by CACREP's common core:

Student Performance Evaluation Criteria and Procedure

Counseling Skills	CACREP Standards	Assignments	Evaluation Outcome
KPI # 6	2.F.6.a; 2.F.6.b, 2.F.6.c; 2.F.6.d., 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h;	Group Process Paper Group Proposal and Demonstration Quizzes Group Observation Paper	Minimum of 80% or better

Course Requirements

Listed is the key assignment for this course. While the assignment CAN NOT be removed or modified, you may add any additional assignments you see fit.

Key Course Assignments

Assignment	Relevant CACREP Standards
Group Proposal & Demonstration # 6 & # 7	2.F.6.a; 2.F.6.b, 2.F.6.c; 2.F.6.d., 2.F.6.e;

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2.F.6.f; 2.F.6.g; 2.F.6.h; 2.F.2.a; 2.F.2.c; 2.F.2.d; 2.F.2.e; 2.F.5.f; 2.F.5.h.; 2.F.5.i.; 2.F.5.j.
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Additional Course Assignments

1. Students will **read** all material as assigned in the course schedule. The material must be read **PRIOR** to the class meeting in which the material will be discussed.
2. Students will complete all reading **quizzes** before the class meeting.
3. We will be using the **MindTap** resource that you purchased with your textbook. Many activities are for practice, but you are required to do those marked “Graded” before the class meeting for that chapter
4. Student will **view videos** of groups online as assigned and be prepared to critique the sessions in class. As you read further in the text, you will have more opportunity to relate concepts from the text to what you observe in the videos. Examples of things you might choose to focus on are:
 - 1) The type of group;
 - 2) demographics of clients/members (i.e., gender, age, and ethnicity);
 - 3) the effectiveness of **process** in the group;
 - 4) the role of diversity in the group;
 - 5) the perceived role and effectiveness of the leader(s);
 - 6) the stage of the group;
 - 7) what worked and didn’t work in the session(s);
 - 8) what appeared to be the challenges of the group?
5. Students will participate as a **member** of a group (10 clock hours). You will not name any other individuals in your journal, but you can describe interactions as needed. See the rubric for what to include. You will find two forms in d2l – leader process and member process, which can help inform your thinking about the experience.

You will write a **process paper** (format is up to you) based on your experience as a group member **after the final session**, in which you cover **at least** the following topics:

- i. How did you increase your understanding of group process, group dynamics, and group progress?
- ii. What did the group teach you about being a group member? about group leadership? about how groups function or malfunction? about stages of a group? about techniques? How will you apply these learnings when you are a leader?
- iii. What did you learn about yourself through this process? How did this happen? Be specific and give examples.
- iv. What factors contribute to a working and productive group?
- v. How is trust generated within a group?
- vi. How your group did or not fit the characteristics of groups described in the readings and lectures. Relate your own experience to the readings for the course.

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6. **Course Key Assignment:** You will prepare a **proposal for a group** you might want to lead in a school setting. You will do this task with a co-leader!!! You will make copies of the proposal for your classmates (or provide a pdf of the final form of the proposal to be posted on the d21 site). This proposal should include the following at a **minimum**:
- Your plan for advertising the group and recruiting members, and letters to parents, teachers, etc., and permission forms to be used.
 - Your plan for screening and preparing group members. Include specific questions you will use, and what your criteria will be for inclusion and exclusion.
 - Logistical considerations (number of members, number of meetings, open/closed, duration of sessions, scheduling)
 - How you will develop group norms
 - A **list and detailed description** of anticipated exercises and **processing questions** for at least eight sessions.
 - How you will handle termination.
 - How you will evaluate the group, to find it if it was effective.
 - How you would handle ethical issues involved (e.g. reporting to referral sources) and how you might handle it.
 - Summaries of at **least 3 articles** in the professional scholarly literature (peer-reviewed) that relate to the type of group you are proposing. Try to find any research studies related to this group topic.
7. **Course Key Assignment:** You will **lead or co-lead** a demonstration group at the end the semester. You will video-record your session and write a critique/reflection of your session. You will have an opportunity to practice your leadership skills at established times and use the Feedback Form provided to give written feedback to the leaders. More information about the practice opportunities will be presented in our first session. You will write a critique of your practice session.

Evaluations

Evaluation will be based on points earned on the following, which are described under Requirements.

Mind Map activities	100 points	
Group Process Paper (journal)	100 points	
Quizzes	100 points	
Group Proposal (co-leader)	100 points	
Group skills demonstrations (co-leader)	100 points	
Demonstration	50, Critique/Reflection	50
Group Observation paper	100 points	
Feedback to classmates in discussions	50 points	
Participation (video discussions)	50 points	

Course Grading

Grades	Points
A	630 and grater
B	560-629
C	490-559
D	420-489
E	Below 420

Because no +/- are earned, grades will not be rounded. For example, 89.5% is a B.

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University Policies

Please go to the following link to become familiar with University of Arizona policies pertaining to on-going courses: <https://academicaffairs.arizona.edu/syllabus-policies>

The link covers policies in the areas of:

- Class Attendance
- Participation
- Administrative Drops
- Absences
- Threatening Behavior
- Accessibility and Accommodations
- Code of Academic Integrity
- Nondiscrimination and Anti-Harassment
- Subject to Change Notice

Subject to Change Notice

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

Tentative Course Schedule

Topics and schedule subject to change with appropriate notice

Date	Class Content	Readings	Assignments Due
01/11/22	Introductions, Overview of Course		
01/19/22	A multicultural perspective	Chapter 1 Steen, Vanetta, & Liu Ten Strategies	GoReact post on Multicultural Groups session 1 Chapter 1 Quiz
01/26/22*	The Group Counselor	Chapter 2	GoReact post on Multicultural Groups session 2 Chapter 2 Quiz
02/02/22	Ethical and Legal Issues	Chapter 3	GoReact post on Multicultural Groups session 3 Chapter 3 Quiz
02/19/22	Theories and Techniques	Chapter 4 Chapter on Processing	GoReact post on Multicultural Groups session 4 Chapter 4 Quiz
2/16/22	No class	ASGW conference	Submit name of co-leader and group theme
02/13/22	Forming a Group	Chapter 5 Recruitment & Screening	GoReact post on Multicultural Groups session 5 Chapter 5 Quiz
3/02/22	Initial Stage	Chapter 6	GoReact post on Multicultural

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			Groups session 6 Chapter 6 Quiz
3/09/22	No Class	ASGW conference	
03/16/22	Transition Stage	Chapter 7	GoReact post on Leading Groups with Adolescents Part I Chapter 7 quiz
03/23/22	Working Stage	Chapter 8	GoReact post on Leading Groups with Adolescents Part II Chapter 8 quiz
03/30/22	Termination Stage	Chapter 9	GoReact post on Leading Groups with Adolescents Part II Chapter 8 quiz
04/06/22	Groups in School Settings	Chapter 10 Falco & Bauman	GoReact post on Basic Counseling Video Group 2/ Boys Chapter 9 Quiz GROUP PROPOSALS DUE
04/13/22	Practice Demonstrations		Chapter 10 Quiz
04/20/22	Practice Demonstrations		
04/27/22	Final Demonstrations		Experiential Group Reflection Paper due
05/04/22	Final Demonstrations		
5/11/22	Final Exam		Final Exam Due