

MHS 6510 - Group Counseling

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

CATALOG DESCRIPTION

Prerequisite: Permission of instructor

Stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating group counseling programs. It includes actual group experiences.

TEXT & SUPPLEMENTAL MATERIALS

REQUIRED:

Readings as assigned.

You are expected to access library resources to complement the textbook

RECOMMENDED FOR SCHOOL COUNSELORS AND THOSE WORKING WITH CHILDREN:

Brigman, G & Early, B. (1991). *Group counseling for school counselors*. Portland, ME: J. Weston Walch.

OPTIONAL:

Corey, M. & Corey, G. (1997). *Groups: Process and practice* (5th ed.) Monterey, CA: Brooks/Cole.

Jacobs, E.E., Harvill, R.L. & Masson, R.L. (1998). *Group counseling: Strategies and skills* (3rd. ed.) Monterey, CA: Brooks/Cole.

COURSE OBJECTIVES

Students will demonstrate the following CACREP and DOE competencies:

- An understanding of group dynamics including group process components, developmental stages of a group, and group members' roles and behaviors as well as individual and group goal setting
- An understanding of group leadership styles and approaches including characteristics of various group leaders and leadership styles and the relationship of leadership style to group functioning
- An ability to use different group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring, group facilitation skills and methods for evaluation of group growth and effectiveness
- A grasp of approaches used in different types of groups including task groups, psychoeducational groups, support groups, group counseling and therapy groups and adapting methods with diverse and specific populations and addressing specific problem situations that arise in groups
- A knowledge of the ethical and legal principles unique to group work

Florida DOE Subject Area Competencies: 1.2,1.3,1.4,1.5

CACREP competencies: K.1.d, K.1.h, K.2.c, K.2.f, K.5.a, K.5.b, K.6.a, K.6.b, K.6.c, K.6.d, K.6.e, K.6.f

School: C-1C, C-2A

Mental Health:

COURSE REQUIREMENTS

Participation:

In order to enhance your learning and group skills, it is imperative that you participate in every class and group session. You will also be expected to participate in class discussions about the readings and issues identified in the course outline. If for any reason you can not attend, it is your responsibility to inform your instructor.

Experiential Group:

Arrangements have been made for a group counseling experience for members of this class. This will provide students with an opportunity to experience the group process as a client. This experience will not be evaluated or have an impact on the student's grade. CACREP accreditation requires that students experience the group process as a part of their training. A process journal will be required from each student. In this journal, you will focus on how the group dynamics evolve in light of the readings and class presentations. It will describe your own experience and how it relates to the group process and becoming a group facilitator. Do not include any names of group members. This journal is not intended to be a report of your personal content in the group, but an opportunity to relate the group experience to the didactic portion of the group.

Group Presentation:

The class will be divided into groups according to school counseling, rehabilitation counseling or mental health counseling interest. Subgroups will be formed to deliver specific presentations to targeted groups, facilitate group activities, and demonstrate techniques for problem populations. These presentations will be evaluated on criteria appropriate for the delivery of a professional presentation. Specific instructions on the development of these presentations will be made available at the second class meeting.

Teaching Methodology and Technology

The course format will acquaint students with information on group theory and techniques, and will provide opportunities for participation in demonstrations and group leadership training activities. Instructional strategies used in this course include PowerPoint presentations, case applications, lectures, demonstrations including video, and role playing.

Students will provide the instructor with an E-mail address on the first day of class.

Supplemental class materials (PowerPoint outlines of class presentations, articles, required Internet readings, etc.) will be made available (either via E-mail or Blackboard) to students prior to each class.

ATTENDANCE POLICY

Due to the purpose of this class and the interactive nature of this group, attendance is mandatory. Students are expected to attend all regularly scheduled group sessions and class meetings. Failure to attend any part of the course will have an adverse effect on student grades, including failing the grade and being asked to repeat the class. So there is no confusion about this policy, let me be explicit: one absence will result in the loss of 10 points (10% reduction) towards the final grade. The second absence will result in a 20 point (20%). Extraordinary conditions such as illness or family emergencies may warrant an absence if followed up with the proper documentation. The student is forewarned that any conflicts **MUST** be resolved so that all classes and groups will be attended. Extra curricular work may be required of the absent student. Students are expected to notify the instructor of their absence prior to class. Class times run from: 4:20PM until 5:30PM (group A), and from 5:40PM till 6:50PM (group B). Please turn off cell phones and audible beepers during class and group sessions.

EVALUATION

Assignments

	<u>% of Grade</u>
Participation	20%
Group Journal	10%
Group Project	20%
Exams (midterm & final)	50%

GRADING

A = 95-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-94	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63
			F = Below 60

CONTENT OUTLINE

	Class Content and Activities	Student Preparation	CACREP Standards	Evaluation
	1. Overview of Course 2. Course Requirements 3. Group work defined--types of groups	Ch 1	K1d; K6e SCH: C.2.a	
	1. Group Dynamics 2. Training to be a Group Leader	Ch 2-3 Ch. 6	K6a; K6c; K6e SCH: C.2.b	
	NO CLASS—LABOR DAY			
	1. Skills of the group leader	Chs. 4-5 Ch. 2	K2c; K6b SCH: C.2.a	
	1. Group goal setting 2. Planning and Starting a Group	Chs. 5-6 Ch. 4	K5a; K5b; SCH: C.2.a	
	1. Transition stage & Working stage dynamics	Ch. 7	K5a; K5b; K6a; K6b	
	EXAM			MIDTERM EXAM
	1. Termination Issues	Ch. 8	K5a; K5b; K6a; K6b	
	1. Multicultural issues in Group Work 2. Legal and Ethical Issues in Group Work	Chs. 9-10	K1h; K2c; K2f; K6g	
	1. Groups for Children 2. Groups for Adolescents	Ch 11-12 Ch. 5	K5a; K5b; K6a SCH: C.2.a, C.2.b	
	1. Groups for Adults 2. Groups for Persons with Disabilities	Ch 13-14	K5a; K5b; K6a	
	1. Conducting Adlerian and Reality Therapy Groups	Ch. 17 Chs. 1, 3	K5b; K6c; K6d SCH: C.2.a, C.2.b	
	1. Conducting Gestalt Groups	Ch. 18	K5b; K6c; K6d	Presentations
	Conducting REBT Groups	Ch. 19	K5b; K6c; K6d	Presentations
	1. Future Directions WRAP-UP		K1d; K6d; K6f	Presentations
				EXAM 2

Please note: This is a suggested outline for the course. The instructor reserves the right to make changes during the semester. Students will be advised of any changes, especially if they pertain to changes in material to be presented on an exam.

BIBLIOGRAPHY

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