

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**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.**

### **COURSE DESCRIPTION**

This course stresses the knowledge of organizing, implementing, and evaluating group counseling programs (didactic part) and the development of effective group counseling participation, and leadership skills. It includes an actual group experience.

*Prerequisites: Permission of Instructor*

### **REQUIRED READINGS & MATERIALS**

**Required:**

Gladding, S.T. (2003). *Group work: A counseling specialty* (4th. ed.). Englewood Cliffs, NJ: Prentice Hall.  
Sonstegard, M. A., & Bitter, J. R. (2004). *Adlerian group counseling: Step by step*. New York: Brunner-Routledge.

**Optional:**

Corey, M. & Corey, G. (1997). *Groups: Process and practice* (5<sup>th</sup> 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.

**Recommended for school counselors and those working with children:**

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

**Recommended for developing group leadership skills:**

Chen, M. & Ryback, C. (2004). *Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy*. Belmont, CA: Brooks/Cole.

### **REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** 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

**CACREP: School:** C-1C, C-2A

**2010 FEAPS:** 1.1,1.2,2.1,2.2,3.1,4.1,4.2,5.1,5.2,6.1,8.1,8.2

### **CONCEPTUAL FRAMEWORK**

As group participants and leaders, students will be encouraged to think critically and reflectively upon their past, current, and future experiences and practices, in order to decide how best to become ethical, capable, and informed leaders and advocates for the counseling profession.

### **COURSE OBJECTIVES**

The experiential part of the class is designed to expose students to an actual group counseling experience, encourage them to develop insight into their processes, and practice effective group skills as both members and facilitators. 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, psycho educational 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

### COURSE REQUIREMENTS

1. Weekly participation in both the didactic and experiential portions of the course.
2. Weekly reflection papers with observations of self and others in the experiential group
3. Group Project: Design and Present Plan for a Group Counseling Intervention
4. Midterm and Final Exams

### COURSE EVALUATION

**Grades will be assigned based on points earned.**

Assignment	CACREP	Percentages
Class Attendance and Participation		15%
Group Attendance and Participation		15%
Group Project and Presentation		20%
Midterm and Final Exam		40%
Experiential Group Process Journal		10%
<b>TOTAL</b>		100%

### GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 – 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete

or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001

at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **ACADEMIC INTEGRITY STATEMENT**

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

### **METHODS OF INSTRUCTION**

The experiential course format will provide students with the opportunity to apply group theories and techniques to the in vivo setting of actual group experiences. Instructional strategies used in this experience include handouts, experiencing the group, modeling, and leading a process group.

### **DISTANCE LEARNING REQUIREMENTS**

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).

7. When scheduled, students are expected to make their initial posts on the discussion board the date on the schedule.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id= 107 1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107 1) if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

## REFERENCES

- Conyne, R. K., Crowell, J. L., & Newmeyer, M. D. (2008). *Group techniques: How to use them more purposefully*. Upper Saddle River, NJ: Pearson.
- Cooley, L. (2009). *The power of groups: Solutions-focused group counseling in schools*. San Francisco: Corwin Press.
- Corey, M, Corey, G., & Corey, C. (2008). *Groups: Process and practice*. Pacific Grove, CA: Brooks/Cole.
- Kotter, J. A., & Englar-Carlson, M. (2010). *Learning group leadership: An experiential approach* (2<sup>nd</sup> ed.). Los Angeles: Sage.
- Macgowan, M. (2010). *Evidence-based group work in community settings*. New York: Routledge.
- Sue, D. W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5<sup>th</sup> ed.). New York: Wiley.

## COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
Week 1	1. Overview of Course 2. Course Requirements 3. Group work defined--types of groups	Syllabus Gladding Ch 1	Syllabus Quiz PRETEST: Core Group Skills Inventory
Week 2	1. Trends in Group Work 3. Training to be a Group Leader	Gladding Ch. 2 Sonstegard & Bitter Ch 6	
Week 3	1. Group Dynamics	<b>Gladding Ch. 3</b> <b>Sonstegard &amp; Bitter Ch. 2</b>	
Week 4	1. Skills of the Leader	Gladding Ch. 4 Sonstegard & Bitter Ch.4	
Week 5	1. Beginning a Group 2. Transition stage	Gladding Ch. 5 Gladding Ch. 6	Group Presentation Topic Selection
Week 6	1. Working Stage 2. Termination	Gladding Ch. 7 Gladding Ch. 8	
Week 7	EXAM 1	Gladding 1-8 Sonstegard & Bitter 2, 4, 6	EXAM 1

Week 8	1. Multicultural issues in Group Work 2. Legal and Ethical Issues in Group Work	Gladding Chs. 9-10	
Week 9	1. Groups for Children 2. Groups for Adolescents	Gladding Ch 11-12 Sonstegard & Bitter Ch. 5	
Week 10	1. Groups for Adults 2. Groups for Persons with Disabilities	Gladding Ch 13-14	
Week 11	Conducting Psychodynamic, Adlerian, and Reality Therapy Groups	Gladding Ch. 15 Sonstegard & Bitter Chs. 1, 3	
Week 12	Conducting Existential & Person Centered Groups	Gladding Ch 16	
Week 13	Conducting Gestalt & Psychodrama Groups	Gladding Ch 17	Presentations
Week 14	Conducting REBT & Behavioral Groups	Gladding Ch 18	Presentations
Week 15	Self-Evaluation & Future Directions		POSTTEST: Core Group Skills Inventory
Week 16	EXAM 2	Gladding 9-18 Sonstegard & Bitter, 1,3,5	EXAM 2

### BIBLIOGRAPHY

- Association for Specialists in Group Work. (1998). ASGW best practice guidelines. *Journal for Specialists in Group Work*, 23(3), 237-244.
- Association for Specialists in Group Work. (1989). *Ethical guidelines for group counselors*. Alexandria, VA: Author.
- Ellis, A. (1992). Group rationale emotive therapy and cognitive-behavioral therapy. *International Journal Group of Psychotherapy*, 42(1), 63-80.
- Kalodner, C. & Riva, M. (1997). Group research: Encouraging collaboration between practitioners and researchers: A conclusion. *Journal for Specialists in Group Work*, 22(4), 297.
- Kottler, J. (1994). *Advanced group leadership*. Pacific Grove, CA: Brooks/Cole.
- Locke, D. C., Meyers, J. E. & Herr, E. L. (2001). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
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- Pederson, P. (1997). *Culture-centered counseling interventions: Striving for accuracy*. Thousand Oaks, CA: Sage
- Posthuma, B. (1996). *Small groups in therapy settings: Process and leadership*. Boston: Allyn & Bacon.
- Rogers, C. (1970). *Carl Rogers on encounter groups*. NY: Harper & Row.
- Rose, S. & Edelson, J. (1987). *Working with children and adolescents: A multimodal approach*. San Francisco: Jossey-Bass.
- Senn, D. S. (2003). *Small group counseling for children*. Chapin, SC: YouthLight, Inc.
- Sonstegard, M. (1998). The theory and practice of group counseling and group psychotherapy. *The Journal of Individual Psychology*, 54(2), 217-250.
- Toth, P. & Stockton, R. (1996). A skill-based approach to teaching group counseling interventions. *Journal for Specialists in Group Work*, 21(2), 103-109.