

HDCN 6303-METHODS: GROUP COUNSELING
Department of Counseling and Higher Education
Southern Methodist University
Thursday 6pm – 10:15pm
May Term 2013

INSTRUCTOR INFORMATION

Professor: Chris Simpson, Ph.D., LPC-S
Hours: Monday 4:30pm-6pm
Or as arranged
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Course Description

Group work is a broad and multidimensional professional practice. Groups occur in education, business, mental health, and community settings. People come together in groups to work with and learn from others, to accomplish tasks, and to achieve goals. Groups differ with regard to size, purpose, prerequisites for membership, expectations for leadership, and outcome expectations. The Association for Specialists in Group Work (ASGW) defines four group work specialization areas: (a) task, (b) psychoeducation, (c) counseling, and (d) therapy. As helping professionals, students can expect to be called upon to lead groups in some or all of the specialization categories. The ultimate goal of the course is for the student to enhance effectiveness as a group leader in a wide range of settings.

This course is designed to provide an understanding of groups from a broad perspective, along with contemporary views of leadership and membership in groups. In addition the student will learn the history of group work along with information on the role of group process and its' importance in groups with varied purposes. Students will have an opportunity to experience the roles of group member and observer and to explore ethical issues specific to different types of groups. Current research perspectives will be provided along with information on selection criteria and methods of evaluation. Finally, students will learn how effective group work practice is based on theory and how current group work practices inform theory development.

Learning Objectives

1. Demonstrate a minimal and continuing ability to relate to a counseling group as a helpee.
2. Demonstrate an ability to explain basic group dynamics.
3. Demonstrate leadership procedures related to at least two group counseling theories as contained in the primary textbook for the course.
4. Demonstrate primary understanding of group evaluation through the use of the Hill Interaction Matrix in describing an ongoing process group.
5. Demonstrate an ability to explain various group member roles and their impact on the progress of the total group.

6. Demonstrate maturity and program commitment through regular attendance.
7. Demonstrate the ability to participate in self-processing skills through the use of a daybook.
8. Demonstrate an ability to effectively deal with various group members at critical junctures in the group.
9. Demonstrate the ability to do structured research in group counseling through a term project.
10. Demonstrate the ability to conceive, generate, plan, conduct, terminate and summarize a counseling group.
11. Demonstrate an appreciation for and ability to utilize both the *ACA Code of Ethics* and the *ASGW Standards of Practice* as they apply to professional group work.

How Learning Will Take Place

You will be exposed to variety of learning modalities including:

1. Lecture
2. Small group discussion
3. Power point presentations
4. Reading assignments
5. Writing assignments
6. Participation in group experiences
7. Feedback exchange

Required Texts

Berg, R.C., Landreth, G.L. & Fall, K.A. (2012). *Group counseling: Concepts and Procedures* (5th ed.). New York, NY: Routledge. ISBN-13: 978-0415532914

Course Requirements

1. Laboratory Group Experience.

This activity involves participation in a **group** designed to help you learn more about yourself as a group member. **The purpose of these groups is to teach you about group dynamics, how you perceive others, how others perceive you, how the group process can inform your work in a variety of group settings, and for you to experience what it means to be a member of a group.**

The learning that comes from being a member of an on-going group can make a valuable contribution to your development as an effective group leader and effective group member. These groups will meet from **8:30-10pm beginning 4/11 and ending 6/06**. The groups will be led by practicum students who will attend all **7 group meetings**. They will be supervised by a faculty member. All participants in these groups will be bound by confidentiality. You will not be formally evaluated in this group although attendance will be noted by the group leaders. **Attendance is mandatory!** If for some reason you do not feel that you can fully participate in the experiential group, you probably should not be enrolled in HDCN 6303 at this time. Please see me if you have concerns about your ability to participate, or if you need a referral to a professional counselor.

2. Group Logs

After each group meeting, the student will be required to complete a log entry for the prior group meeting. Each entry should be made soon after group meeting. Group logs are worth 10 points. Logs are due on **5/09 & 6/13**.

3. Group Paper

There will be a 10 page typed and double-spaced paper using APA style. The paper will include references from at least 5 journal articles and/or texts. The purpose of the paper is to propose a group the student is likely to conduct. In addition to including information from the related literature, the student should specify the form and content of each group session, stating an objective for each group meeting. The paper should also include selection and screening techniques. The topic of the paper must be approved by the instructor. The group paper is worth 30 points and is due on **5/30**. The paper must address the following:

- a. Literature Review:
 - Does it describe the scope of the problem at hand?
 - Does it identify and describe the most important issues faced by group members?
 - Does it identify possible solutions discovered by past research and practice?
 - Does it review and integrate the information from the cited references?
- b. Group Logistics
 - Is the duration sufficient to cover topic and allow for change?
 - What specific changes will occur as a result of a member's participation?
 - Is the time sufficient for number of members?
 - What potential barriers to scheduling exist
- c. Screening
 - When deciding whom to exclude, what are the criteria?
 - When deciding who to include, which of the following are taken into account: gender, cognitive ability, maturity, duration of issue, frequency of issue, intensity of issue, acceptance and/or completion of issue.
- d. Individualized Goals
 - How do you intend to facilitate change for individuals and the group as a whole (i.e. coaching, role play, support for and opportunity to transfer learning to real life)?
- e. Does it conform to the 5th edition of the APA style guide?

Something to consider: It would be practical to identify a group you might actually lead in your practicum or internship setting. Do not choose a suicide prevention group for your first group attempt. Also, it might be advantageous to choose a group that is not overly "challenging" for your first group experience (Ex. Bipolar children, bpd group, eating disorders).

Some examples of topics for group papers: Loss-bereavement, children of divorce, building social skills, stepfamily issues, families of alcoholics, test-taking anxiety

Grading Rubric for Paper

	Full Points Earned	At least ¼ Points Deducted	At least ½ Points Deducted
Depth of Thought & Analysis 40%	Groundwork for argumentation clearly established at the onset. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication author applied much thought to the paper.
Synthesis & Congruency 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have minimal to no direction, with subtopics appearing disjointed.
Thoroughness 20%	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Little to no spelling, grammar, or punctuation errors in the text.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

4. Course Final Exam

A 50 multiple-choice exam will be held on the evening of 6/13. The exam will cover material discussed over the course of the term.

Multiple-Choice Final Exam Rubric

<i>Cognitive Domain</i>	<i>Objectives</i>	<i>Material Covered/Content Distribution</i> Textbook reading and related lecture	<i>Evaluation</i> 0 – 1 point
Knowledge	Recognize key vocabulary terms Recall components and sequence of theories	A minimum 5 items per chapter (45 items)	1 point earned per correct answer
Comprehension	Identify connections between vocabulary terms and theories Select common and disparate themes among theories	Approximately 3 items per chapter (30 items)	1 point earned per correct answer
Application	Apply vocabulary terms and theory tenets to novel scenarios Interpret presented case and predict appropriate connection or outcome	Approximately 2-3 items per chapter (25 items)	1 point earned per correct answer

EVALUATION

Group Paper	30 points
Group Participation	10 points
Group Logs	10 points
Final Exam	50 points
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Total	100 points

100-90= A 89-80= B 79-70= C 69-60= D 59 or lower= F

ATTENDANCE POLICY

Instructors should be given 24 hours' notice of any absence whenever possible

If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.

A student's final grade will be impacted if two absences occur.

A student missing more than two classes may, at the instructor's discretion:

- receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

RELIGIOUS HOLIDAYS

Students absent from class for the observance of a religious holiday must notify the instructor in writing during the first week of the term and complete all missed assignments or examinations within one week of the missed class.

LIABILITY INSURANCE

Students will be required to provide a copy of proof of liability insurance to be kept in our student file. Apply online with the Texas Counseling Association at www.txca.org or call 800-580-8144. Membership in the TCA (required to purchase insurance) is \$50 per year. Unpaid practicum liability insurance is \$31 per year.

COURSE WITHDRAWAL

Students must consult with the instructor before withdrawing from the course. Notifying the instructor does not constitute official withdrawal. To withdraw officially, the student must submit either a Drop or a Withdrawal form to the Counseling Office. Students may not submit Drop or Withdrawal forms online.

CLASS DECORUM

Be punctual, as class will begin on time. Breaks will be given; students must return promptly. Attendance is mandatory; roll will be taken. Beepers and cell phones must be turned off during class. Be prepared to participate. Counseling is an interactive profession. Professional respect and courtesy are expected at all times. No eating is allowed during class.

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

http://www.smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Statement on Confidentiality and Emotional Safety:

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACE in their code of ethics. Failure to do so can result in termination from the Department.

SMU POLICY

Refer to the smu.edu website or the Counseling Office in Suite 234 for questions or information regarding SMU policy and procedures.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *Publication Manual of the American Psychological Association* (APA). Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349).
- When quoting:
 - Copy the original material word-for-word (p. 117).
 - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117).
 - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication—or year of creation if original material is unpublished, and page number(s) (p. 120).
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material (p. 349).
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349).
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

References

American Psychological Association. (2005). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Pan, M. L. (2003). *Preparing literature reviews*. Los Angeles: Pyrczak.

Flexible Course Schedule

- 4/11 **CLASS BEGINS AT 7:00 PM THIS EVENING ONLY**
Introductions, discuss syllabus, orientation, Johari Window
Read Text Ch. 1
- 4/18 Types of Groups, Facilitator Qualities & History of Group
Read Text Ch. 6
- 4/25 Screening Members & Practical Considerations
Read Text Ch. 7
Group 1
- 5/02 Maintaining a Group
Read Text Ch. 8
Group 2
- 5/09 Dealing with Resistance, Yalom's Therapeutic Factors, Group exercise
Read Text Ch. 10 & 11
Group Logs Due
Group 3
- 5/16 Working with Children & Adolescents
Group 4
- 5/23 Theoretical Approach to Group
Read Text Ch. 12
Group 5
- 5/30 Hill Interaction Matrix
Group 6
Group Paper Due
- 6/06 Ethical Considerations
Group 7
- 6/13 Closing Activity
Final Exam
Group Logs Due