COUNSELING PROGRAM
SOUTHERN METHODIST UNIVERSITY

HDCN 6303 Counseling Methods: Group

Course Syllabus

I. **Goals of the course**: The study of group dynamics and major approaches to group guidance and counseling with emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results. Development of skills of group membership, leadership, and working with process groups is stressed.

Attention is paid to groups for children, adolescents and the elderly as well as adults. Special populations are addressed including various minorities, intellectually and physically challenged, women, perpetrators and victims of abuse and those with chronic or life threatening diseases. Support and self-help groups are dealt with along with the ethical issues that are unique to treatment in a group setting.

Program planning and development in agencies, schools, higher education and private practice are covered. One and one half hour laboratory each week.

II. Policies:

Statement on Attendance:

- 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://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14 then consult with the Program Specialist if they believe this option is a possibility.)

Grade of Incomplete:

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

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.)

SMU Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nation-wide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1. For updates on the campus wide status of flu conditions at SMU, please visit http://www.sum.edu.
2. If flu conditions require the cancellation of a class session or other changes for this course, an e-mail will be sent to all class members.
3. In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar other circumstances beyond the instructor's control.

III. **Learning objectives**: The student will be able to

1. Demonstrate a minimal and continuing ability to relate to a counseling group as a helpee.

2. Demonstrate a minimal and developing ability to relate to a counseling group as a helper.

3. Demonstrate an ability to explain basic group dynamics.

4. Demonstrate leadership procedures related to at least two group counseling theories

as contained in the primary textbook for the course.

5. Demonstrate primary understanding of group evaluation through the use of the Hill Interaction Matrix in describing an ongoing process group.

6. Demonstrate an ability to explain various group member roles and their impact on the progress of the total group.

7. Demonstrate maturity and program commitment through regular attendance.

8. Demonstrate a minimal degree of self processing skills through the use of a daybook.

9. Demonstrate an ability to effectively deal with various problem members at critical junctures in the group.

10. Demonstrate the ability to do structured research in group counseling through a term project.

IV. **Methods of instruction**

Involvement and learning in the course will be facilitated by means of:

Discussion, role-playing, lectures, small group experiences, group counseling, audiotape recordings, films, videotapes, self-directed readings and demonstrations.

V. **Required texts**:

Berg, R.C. & Landreth, G.L, & Fall, K.A. (2012). Group counseling: Concepts and procedures. (5th Ed.). New York: Routledge.

Berg, R.C. HDCN 6303 Laboratory Manual.

VI. **Student performance evaluation**

Course Work: During the regular, didactic portion of the course you will be evaluated on the following criteria:

A. Attendance
B. Daybook 20%
C. Term Project 20%
D. Examinations 20%
E. Skill rankings/Peer ratings 20%
F. Class participation in activities and discussion 20%

Laboratory Group: You will not be formally evaluated in your laboratory group. Attendance will be noted. Your willingness to participate in the group as a helper and helpee will be an asset. You don't need to have a "problem" in order to invest in the group. The group will hopefully be an interpersonal experience that will provide you an opportunity to test your self-processing and helping skills in a directed fashion. The focus will be upon interpersonal relationships and personal self-exploration. If, for some reason, you don't feel that you can fully participate in the experiential group then you probably should not be enrolled in HDCN 6303 at this time.

VII. **Course requirements**:

1. **Group counseling**: Each member of the class is expected to become a functioning and contributing member of a counseling group as an ongoing requirement for the course.

   Daybook: Each member should make an entry in an ongoing diary (notebook style prescribed) after each group counseling session, concentrating upon the feelings, thoughts and reactions to people and events experienced in the group.
2. **Self-directed reading**: Students are encouraged to read materials that have the most individual meaning, including articles assigned by the instructor, and six journal articles reporting research in group counseling. Two of the research studies should be dated prior to 1995. Use standard formal format to report a summary of each study.

3. **Reaction paper**: A two page (typewritten) paper in which the student reacts to something read in a journal article related to group counseling and published in the past year.

4. **Group counseling paper**: A paper (approximately 3-5 pages) exploring the differences between effective and ineffective groups.

5. **Research assignment**: A project structured in such a way as to pull together class activities and various theories, philosophies and practices in group counseling.

6. **Attendance**: The emphasis in this course is on both cognitive understanding and experiential learning. Therefore, attendance at class and group counseling sessions is required.

7. All work turned in, except Daybooks, should be keyboarded. Use APA-style referencing on all papers. In fairness to students who meet the deadlines, papers turned in late will receive a reduced grade.

VIII. **Course outline**

A. Immediacy Groups, Course Requirements, Expectations

B. Feedback/Triad Exercise, Group Counseling Film: Journey Into Self.

1. Using affect in groups
2. Examples of how groups can work
3. Practice in offering feedback to others in the group.

C. Hill Interaction Matrix

1. Examining content and process in groups

D. Pre-group Planning Activity

1. Preparing for the first group experience

E. Ethical Issues in Group Work

F. Interpersonal Skills

1. Philosophy and assumptions

2. Practical applications to the group setting

G. Video tape of Live group counseling Demonstration

H. Laboratory Group/Video-Tape

1. Use of self in the group

2. Helping members set and achieve goals

3. Focused feedback

I. Typical Problems in Groups

1. Experience cognitive/didactic and psychotherapeutic methods of group leader supervision.

J. Group Protocol Response Exercise

1. Practice in discriminating the meaning of helpee expressions.

2. Practice in effectively expressing verbal leader interventions.

K. Adolescent and/or Marriage or couple groups Groups

HDCN 6303 Bibliography

Berg, R. C., & Landreth, G. L., & Fall, K.A. (2012). Group Counseling: Concepts & procedures. (5th Ed.). New York: Routledge.

Capuzzi, D. & Gross, D.R. (1998). Introduction to group counseling. (2nd Ed.). Denver: Love.

Corey, G., & Corey, M. S. (2004). Groups: Process and practice (6th ed.). Belmont, CA: Brooks/Cole.

Gazda, G. M., Ginter, E.J. & Horne, A.M. (2001). Group counseling and group psychotherapy : Theory and application. Boston: Allyn & Bacon.

Gladding, S. T. (1991). Group work: A counseling specialty. New York: Macmillan.

Ivy, A.E., Pedersen, P.B. & Ivey, M.B. (2001). Intentional group counseling: A microskills approach. Belmont, CA: Brooks/Cole.

Jacobs, E. E., Masson, R. L. & Harvill, R.L. (2005). Group counseling: Strategies and skills (4th Ed.). Belmont, CA: Brooks/Cole.

Johnson, D. W. & Johnson, F. P. (1994). Joining together: Group theory and group skills (5th ed.). Boston: Allyn & Bacon.

Luft, J. (1984). Group processes: An introduction to group dynamics (3rd ed.). Palo Alto, CA: Mayfield.

Nicholas, M. W. (1984). Change in the context of group therapy. New York: Brunner/Mazel.

Ohlsen, M. M. (1988). Group counseling (3rd ed.). New York: Holt, Rinehart, & Winston.

Rogers, C. (1970). Carl Rogers on encounter groups. New York: Harper & Row.

Wheelan, S. A. (1994). Group processes: A developmental perspective. Boston: Allyn & Bacon.

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