



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN567 - GROUP COUNSELING  
Spring 2020  
3 Semester Hours

### Location/Date/Time

DC101 & Labs  
Wednesday, 8:30 – 11:10 AM

### INSTRUCTOR'S INFORMATION:

**Jennifer Cline, PhD, LPC**

Email: jennifer.cline@emu.edu

Office Phone: 540.432.4213

Office Hours: by appointment

### COURSE DESCRIPTION:

The purpose of this course is to introduce students to the theory and practice of group counseling. The course will provide information about and training in establishing, leading, and evaluating counseling groups of various types. Within this course students will explore different theoretical approaches to counseling groups, basic principles of group dynamics which include leadership tasks, group developmental stages, and member roles. Consideration will be given to ethical, legal, and professional issues.

### COURSE GOALS AND OBJECTIVES (2016 CACREP STANDARDS & CLINICAL MENTAL HEALTH STANDARDS):

#### STUDENTS WILL:

1. review theoretical foundations of group counseling and group work (2.F.6.a.)
2. identify dynamics associated with group process and development (2.F.6.b.)
3. identify therapeutic factors and how they contribute to group effectiveness (2.F.6.c.)
4. understand characteristics and functions of effective group leaders (2.F.6.d.)
5. acquire knowledge about approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e.)
6. review types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f.)
7. engage ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g.)
8. participate in direct experiences of group facilitation and membership for 10 hours over the course of the semester (2.F.6.h.).

### GROUP DYNAMICS:

Regardless of their composition and purpose, all groups have certain characteristics in common. Concepts such as group norms, roles, boundaries, process, and development are useful tools for understanding group dynamics. Learning group dynamics is like learning a foreign language. The best way is to become immersed in the process by studying, observing, and practicing group skills.

### GROUP MEMBERSHIP:

Effective group membership is a prerequisite to good group leadership. If you're able to be a productive group member, then you have the potential to become a leader. Of course, you can't learn group skills without practice. Being actively engaged in this class is, therefore, essential. In order to know how groups function and how to manage their process, you must be involved in the experience, both as a group member and as a group leader.

**GROUP LEADERSHIP:**

Whether it is called “group leadership” or “group facilitation,” the role of a person who is primarily responsible for influencing group process is always an essential one. Although groups are somewhat predictable, they also develop a “personality” that arises out of the contributions of their members. The hackneyed phrase, “the whole is greater than the sum of the parts” is certainly true with groups. This is what gives groups their power, but it is also what makes group leadership challenging.

Someone once said of a counseling group, “A developing group is like a swamp creature that rises surprisingly out of the depths, and the best you can do as a leader is throw a saddle on it and ride while attempting to get it to respond to the reins.” You can influence a group, but you must be focused, persistent, and skilled. Ultimately, you need to trust the process.

**TEACHING APPROACH:**

This course will emphasize the process of collaborative elaboration and experiential practice. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the professor, will engage one another during class sessions in the development and the active engagement with the material being explored. **Everyone involved in the class is expected to fully engage in this process.** (\*See Participation Section). It is important that you come to class having read all assignments and completed entry tickets in order to gain the most from this course.

The class structure will generally include a welcoming, discussion of readings and assignments, and viewing video of groups in action in the first half of class. The second half of class will include the opportunity to participate in a group experience which will be psychoeducational in nature and led by the second-year students enrolled in COUN 618 – Professional Seminar. You will be assigned to participate in an initial one of three psycho-educational groups for the five weeks beginning on January 22 and then shuffle for a second experience beginning on February 26.

**COURAGEOUS CONVERSATIONS WITHIN A COMMUNITY OF RESPECT:**

Come to class prepared to fully engage in the group segment. Share as much as you can, and offer your genuine feedback to others in your group. The expectation for your group participation will be that you are fully involved and contributing to the group process. **Your behavior as a member of this group will not be evaluated for a grade.**

**SYLLABUS DISCLAIMER:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

**TECHNOLOGY:**

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you **keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

**REQUIRED TEXTS:**

Please have all readings completed by the day listed on the syllabus.

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy, 5<sup>th</sup> ed.* New York, NY: Basic Books.

**SCHEDULE AND TOPICS:****Course Schedule**

**CC&C = Corey, Corey, and Corey text; Y&L = Yalom and Leszcz text**

<b>Date</b>	<b>Subject</b>	<b>Reading/Assignments Due</b>
1/15/20	Introduction to Course	
1/22/20	Introduction to Group Work	<b>CC&amp;C, Ch. 1; Y&amp;L, Ch. 1-3</b> <b>ET #1 Due on Monday 1/20 at noon</b> <b>In class: GROUP A Experience</b>
1/29/20	The Group Counselor	<b>CC&amp;C, Ch. 2; Y&amp;L, Ch. 4-5</b> <b>ET #2 Due on Monday 1/27 at noon</b> <b>In class: GROUP A Experience</b>
2/5/20	Ethical and Legal Issues	<b>CC&amp;C, Ch. 3</b> <b>ET #3 Due on Monday 2/3 at noon</b> <b>In class: GROUP A Experience</b>
2/12/20	Theories and Techniques	<b>CC&amp;C, Ch. 4; Y&amp;L, Ch. 6-7 &amp; 14</b> <b>ET #4 Due on Monday 2/10 at noon</b> <b>In class: GROUP A Experience</b>
2/19/20	Forming a Group	<b>CC&amp;C, Ch. 5; Y&amp;L, Ch. 8-10</b> <b>ET #5 Due on Monday 2/17 at noon</b> <b>In class: GROUP A Experience</b>
2/26/20	Initial Stage	<b>CC&amp;C, Ch. 6; Y&amp;L, Ch. 11</b> <b>ET #6 Due on Monday 2/24 at noon</b> <b>In class: GROUP B Experience</b>
3/4/20	Spring Break - NO CLASS	
3/11/20	Transition Stage	<b>CC&amp;C, Ch. 7; Y&amp;L, Ch. 12</b> <b>ET #7 Due on Monday 3/9 at noon</b> <b>In class: GROUP B Experience</b>
3/18/20	Working Stage	<b>CC&amp;C, Ch. 8; Y&amp;L, Ch. 13</b> <b>ET #8 Due on Monday 3/16 at noon</b> <b>In class: GROUP B Experience</b>
3/25/20	Self-Care Day - NO CLASS	
4/1/20	Final Stage	<b>CC&amp;C, Ch. 9</b> <b>ET #9 Due on Monday 3/30 at noon</b> <b>In class: GROUP B Experience</b>
4/8/20	School Settings	<b>CC&amp;C, Ch. 10</b> <b>ET #10 Due on Monday 4/6 at noon</b> <b>In class: GROUP B Experience</b>
4/15/20	Community Settings	<b>CC&amp;C, Ch. 11; Y&amp;L, Ch. 15-16</b> <b>ET #11 Due on Monday 4/13 at noon</b> <b>In Class: Workshop written group proposals</b>
4/22/20	Group Work - Special Interests	<b>In Class: Present Group Proposals</b>

4/29/20

Finals Week - NO CLASS

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

SAMPLE

## GRADING & BREAKDOWN OF EVALUATION:

A+ = 291-300 A= 280-290 A- = 270-279 B+ = 261-269 B = 250-260 B- = 240-249 C = 210-239

Entry Tickets	100	} 300 points possible
Participation in Group Experience	100	
Formal Group Proposal	100	

### ASSIGNMENTS:

#### Entry Tickets (2.F.6.a, b., c., d., e., f., and g.) – 100 points

Your weekly entry tickets will be short, open-book assessments taken individually on Moodle. **They will be due by noon on the Monday before class.** Entry tickets will be comprised of multiple-choice, true/false, fill-in-the-blank, short-answer, and short-essay questions. Questions will be based on the assigned Corey, Corey, & Corey textbook reading. There will be NO make-up entry tickets, but you can skip one and still get full credit or you can take all the entry tickets for extra credit.

#### Group Experience (2.F.6.h.) – 100 points

Come to class prepared to fully engage in the psychoeducational group segment. Share as much as you can, and offer your genuine feedback to others in your group. The expectation for your group participation will be that you are fully involved and contributing to the group process. **Your behavior as a member of this group will not be evaluated for a grade; rather your participation (see below for participation expectations) will be the basis for your grade.**

Here are some suggestions for getting the most out of your experience:

- At the start of the group session, **take three deep breaths and focus on being in the room.** Leave your preoccupations at the door or talk about them in the group if they continue to distract your focus during the group session.
- **Be in the here-and-now.** What's happening in the group? What's going on in your head at this very moment? What is going on that makes you feel closer to or more distant from others? What is happening between the group members?
- **Get involved and be open.** It's okay to not understand. It is not expected that you will come up with a brilliant interpretation for others. Just be honest, even if it means admitting that you don't know what is going on.
- **Give feedback to others.** Giving feedback is a skill few of us have learned to do well, but it can be one of the most effective ways to deepen any relationship. Be specific about what you're responding to, such as a particular remark or gesture. Be direct and honest, and provide concrete examples. Share both positive and negative feedback. Give feedback as soon as possible.
- **Learn to receive feedback from others.** Think of feedback as a gift from other group members. Acknowledge feedback with a sense of gratitude. Seek clarification from the member or verify with other members if the feedback you've received matches their perceptions. Beware of becoming defensive, but if you feel yourself becoming defensive, it's a good idea to share it. Ask for feedback. Find out from others in the group how they perceive you. What role do they see you taking on in the group? What are your "blind spots"?
- **Avoid giving advice.** Sometimes we really want to offer advice to someone who is struggling, but often when we do, we fail to let that person feel heard. Make sure you have heard and fully understood the other person's feelings before offering advice.
- **Share with others what is going on in your mind, even if it isn't very pretty.** If you don't know what is going on in your mind, tell the group that. It is okay to be "messy" and let others know about the things that you normally keep hidden from others. We follow "group rules" not "social rules" and these rules allow for greater self-disclosure.
- **Express your feelings genuinely with the group.** The expression of emotion will have far greater value than the expression of ideas or information. Take the risk to let yourself be emotionally available to and vulnerable with others.
- **Remember that how people talk is as important as what they say.** Pay attention to the non-verbal behaviors in the group—yours and those of other members. Talk about what you notice.

- **Be as direct as possible and be open to the responses of others.** Telling a story is sometimes a way of being known, but it can also be a way of avoiding dialogue and intimacy. Aim for dialogue that fosters an understanding of your experiences rather than a monologue.
- **Focus on the relationships you have with the group, other group members, and the leader.** Put a priority on noticing what is happening inside the group. Explore with the group what you notice.

**Participation in the Group Experience:**

Your grade for group participation will be based on your respectful and attentive commitment throughout the term, in the large classroom group as well as your small group. I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Our class times, as well as your small group experiences, are your opportunities to hone that skill of being fully present.

The following rubric will be used to evaluate your participation:

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every meeting. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to feedback and brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor.

**Formal Group Proposal (2.F.6.a., b., c., d., e., f., and g.) – Competency assignment worth 100 points**  
**Written proposal due 4/15/20; Each person has 5 minutes to orally present their proposal in class on 4/22/20; Turn in final draft of proposal with oral presentation**

While drawing from the course material, as well as additional research (a minimum of four peer-reviewed resources), each student will draft a formal proposal for a group. This will be a substantive paper (7-8 pages in length and utilizing APA formatting) addressing all of the following points:

- target population of the group,
- clinical issue(s) to be addressed,
- number of participants/members and facilitators/leaders,
- group format (i.e., length of group, open or closed group, psychoeducation or psychotherapy, etc.),
- expected outcomes of the group,
- theoretical perspective and clinical approach of the facilitators (i.e., directive or non-directive, discussion of clinical techniques to be utilized, etc.).
- the rationale/relevance of the proposed group,
- what you imagine might occur in the group based on the stages of group-formation,
- how you will monitor the development of the group,
- what challenges you, as facilitators of the proposed group, can expect to face, and how you will intervene, and
- what materials you might utilize for the group or your own further research (at least 4 peer reviewed resources). **Each of these papers will be graded according to the competency rubric to be provided at the end of the syllabus.**

**\* Procedures for Revisions:** Upon the completion and evaluation of graded material, students are permitted one attempt at revision.

## PROFESSIONAL BEHAVIOR:

**Attendance:** This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. More than two absences per course will result in failing the course.

## UNIVERSITY AND DEPARTMENTAL POLICIES:

**Grading Criteria:** The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

**Writing Guidelines:** *Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

**Academic Integrity Policy (AIP):** Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

**Turnitin:** Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU uses Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).

**Moodle:** Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

**Academic Support Center:** If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>

**Disability Statement:** If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations.

All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

**Institutional Review Board:** All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

**Graduate Writing Center:** Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

**Course Extensions and Outstanding Grades:** For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

**Title IX:** *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or [rachel.roth.sawatzky@emu.edu](mailto:rachel.roth.sawatzky@emu.edu). Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.*



**Core 6: Group Counseling and Group Work  
Group: Formal Group Proposal**

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

<b>Category</b>	<b>Criterion</b>	<b>1</b> (Needs work)	<b>2</b> (Meets minimum expectations)	<b>3</b> (Demonstrates competence)	<b>4</b> (Demonstrates proficiency)	<b>5</b> (Illustrates mastery)
1) Content	Integration of points a-f related to group structure and logistics	Addresses points a-f with a lack of clarity	Addresses points a-f by attempting to achieve clarity of thought	Addresses points a-f by demonstrating clarity of thought	Addresses points a-f by demonstrating complex thinking	Addresses points a-f by demonstrating complex and nuanced thinking
	Integration of points g-k related to rationale and conceptualization	Addresses points g-k with a lack of clarity	Addresses points g-k by attempting to achieve clarity of thought	Addresses points g-k by demonstrating clarity of thought	Addresses points g-k by demonstrating complex thinking	Addresses points g-k by demonstrating complex and nuanced thinking
	Utilization of literature	Less than 4 sources and/or not peer-reviewed sources	Minimal references to 4 peer-reviewed sources	Limited references to 4 or more peer-reviewed sources	Integrated references to 4 or more peer-reviewed sources	Professional integration of 4 or more peer-reviewed sources
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation.

**Student name:** \_\_\_\_\_

**Faculty Reviewer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Grade:** \_\_\_\_/5