

CSD 5620
Group Counseling
Spring, 2008

Instructor: Heidi A. Larson, Ph.D., LCPC
Phone: 217-581-7236
Office: Room 2113, Buzzard Hall
E-mail: halarson@eiu.edu
Office hours: Mon. 12-3, Tues. 6-7, Wed. 3-4 or by an appointment

PURPOSE

This course is designed to introduce the student to the use of groups as an instrument of change as a part of the counseling process. The student will acquire knowledge of the theory and research related to group work. The student will also learn about group dynamics, the roles and behaviors of group members, and leadership styles and approaches. The emphasis of the class focuses on the students' learning about group process and techniques through observing, critiquing and experiencing being in a growth group. Class members will participate in structured group guidance activities during the first part of the course and be a member and an observer of a growth group during the second part of the course.

PREREQUISITE: CSD 5530 (Pre-Practicum). If you have not completed this requirement or are presently enrolled in a department other than Counseling and Student Development, see me as soon as possible.

COURSE OBJECTIVES

Through lectures, readings, videos, observing a group, writing group critiques and journals, discussion and participation in a group, students will be able to:

- a. Understand principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.
- b. Understand leadership styles and approaches including characteristics of various types of group leaders and leadership styles, as well as professional preparation standards for group leaders.
- c. Understand theories of group counseling including commonalities, distinguishing characteristics and pertinent research and literature.
- d. Understand group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods and methods of evaluation of effectiveness.
- e. Understand approaches used for other types of group work, including task groups, prevention groups, support groups, therapy groups and intervention with diverse populations.
- f. Understand ethical and legal considerations.

REQUIRED TEXTS, READINGS, AND MATERIALS:

Corey, G. & Corey, M.S. (2006). *Groups: Process and practice (7th edition)*. Pacific Grove, CA: Brooks/Cole.

Course packet for CSD 5620 – Group Counseling, you will be provided this from the instructor.

COURSE REQUIREMENTS:

Note: All assignments are to be typed.

1. Experiential Group Involvement. Your presence in class is important, but especially during the experiential sessions. Unless you are ill, you are expected to participate; if you have to miss a class, inform the instructor in advance. Your attendance is the only direct evaluation of your participation in the experiential sessions. The nature and quality of our participation in experiential sessions does not affect your grade. This is arranged intentionally so that you will feel less evaluative threat from your group facilitators in the experiential session, and therefore can feel more relaxed and ‘yourself’ in these sessions. There are two exceptions to the participation credit in experiential sessions: (a) if you come to session exhibiting evidence of consuming a mind-altering substance or (b) if your experiential group asks you to leave (e.g., due to breaking confidentiality) and you are unable to find another group, you will not receive any credit for subsequently missed sessions. The groups will alternate times each week, one group will start at 7pm and the other group will begin at 8:15. We will alternate each week.

It is important to emphasize that *what you share in the experiential group is confidential*. All group members must agree to respect this. You are not required to self-disclose anything that you might not want the instructor to know about. What you disclose will not affect your grade. However, it is theoretically possible that such information could be used in making departmental decisions about your suitability for the program. This possibility is emphasized as mainly theoretical, because as to this instructor’s knowledge this scenario has not taken place before, but needs to be identified as a possibility.

Note: Please be aware that taking this course may affect or change you in ways you might not expect. It is possible that you might feel worse at the end of a group session than you did at the beginning.

2. Reaction Journals to Experiential Sessions. Submit a reaction paper for each of the first seven group meetings. Reaction papers are to be e-mailed via attachment by the next day (Wednesday) by 9:30 pm to receive full credit. The 7pm group will submit the journals to Dr. Larson and the 8:15 group will submit their journals to the Graduate Assistant. For each day the reaction paper is late one point will be deducted. Seven-points per reaction paper are automatically awarded for each submission, if submitted when due with entries related to your group experience. The reaction papers should include:

For group participants:

- A. What are my *thoughts* about how the session went? What issue(s) brought up by other group members in my group could be further addressed?
- B. How did I *feel* about what unfolded in the group session? What are my feelings towards other group members and the facilitators?
- C. How do I *see* the other members in the group? How do I see myself in it? How did I *hold back* or avoid issues so that I did not involve myself as fully as possible?
- D. What have I written about this session that I would like to share with my group? Is there anything I wish I had said in session but didn’t think of or was afraid to say?
- E. What am I learning about group and practice from the Corey and Corey text that I can apply to my understanding of this experiential session?

For group co-leaders:

- A. How did I *feel* about myself as I was leading or co-leading my group?
- B. What most *stood out* for me during this session?
- C. How *involved* am in this group? If I am not as involved as I would like to be, what specific steps am I willing to take to change this situation?
- D. Are any factors getting in the way of my effectively leading this group?
- E. What am I learning about group process and practice from the Corey and Corey text that I can apply to my understanding of this experiential session?

What you write in your reaction journals is confidential and may include specifics of actual events and issues dealt with by group members. The inclusion of such material does not constitute a breach of confidentiality because the instructor/facilitators are considered group members. However, you will NOT obtain credit if your reaction papers reviews the group session as the facilitators will already know this! (49pts)

3. Submit **two** critiques (4 to 5 pages each) of the observed sessions. Report on group process, stages, leader and member behaviors and the interactions you observe. Identify what these behaviors represent in terms of group process and techniques. *Use the assigned readings to support your observations.* Do NOT summarize the group sessions; specifically identify processes, stages, roles, etc. These will be blind graded, therefore, do not put your name on your critique, instead use a code known only to you. See the *Critique Observation* handout in your course pack and the Addendum for further details. Each critique will be worth a maximum of 50 points.

SCORING RUBRIC FOR GROUP CRITIQUES

5	15	25	30	45
Does not display an understanding of group process and technique concepts.	Displays a minimum understanding of group process and technique concepts.	Displays some understanding of group process and technique concepts. Needs some review.	Displays a good understanding of most group process and technique concepts.	Displays a thorough understanding of group process and technique concepts.

3. Midterm and Final Exam. There will be a midterm and final exam in this course. Each exam will consist of both multiple-choice and essay questions. You will be responsible for all material from assigned readings and class discussions. The midterm will cover chapters 1-4 in Yalom and 1-6, 11 of the Corey & Corey text and the final exam will cover Chapters 7-10, 12 of the Corey & Corey text. Each exam is worth 50 points.

4. Attendance/participation- This is an experiential class, therefore, it is vital that students attend all classes. Those students who are in full attendance for every class will earn a two-point bonus. Arriving late or leaving early counts as ½ of an absence. Those students who miss more than one class will lose points according to the following: two absences -10 points, three absences -20 points, four absences -30 points, five or more absences will result in an F grade for the course.

Failure to submit an assignment by the required date will result in a 20% loss of a grade for that assignment for each class meeting the assignment is late. All assignments must be submitted to pass the course.

Grading:

Midterm Exam	50 pts.
Reaction Journals (8 @ 6pts)	50 pts.
Critiques (2)	100 pts.
<u>Final Exam</u>	<u>50 pts.</u>
Total Points	250 pts.

- 225 - 250 pts. = A
- 200 - 224 pts. = B
- 175 – 199 pts. = C

STUDENTS WITH DISABILITIES:

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

CONFIDENTIALITY POLICY:

The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

INFORMED CONSENT:

As participating in this class requires participation in a growth group, students will also be required to sign an informed consent that explains their rights and responsibilities.

Tentative Weekly Agenda

Week	Dates	Topic	Assignments
1	1/8	Syllabus & Introduction to Groups Ethics	Corey Ch. 1 & 3
2	1/15	Therapeutic factors & techniques	Corey Ch. 4 Yalom Ch 1 & 2 (course packet)
3	1/22	Group Norms Change and Formation of Group	Corey Ch 2 Yalom Ch 3
4	1/29	Initial Stage Support Groups	Corey Ch. 5 Yalom Ch 4
5	2/5	Transitional Stage Review Exam Group Screening (Jan-June)	Corey Ch. 6 & 11
6	2/12	Midterm Exam Working Stage Group Screening (July-Dec)	Corey Ch. 7
7	2/19	Growth Group/observation experience Experiential Session #1	Corey Ch. 9 Reaction Journal #1
8	2/26	Experiential Session #2	Corey Ch. 8; Reaction Journal #2
9	3/4	Experiential Session #3	Corey Ch. 10; Reaction Journal #3
10	3/11	Spring Break	
11	3/18	Experiential Session #4	Corey Ch. 12; Reaction Journal #4
12	3/25	Experiential Session #5	Reaction Journal #5 Critique #1 Due
13	4/1	Experiential Session #6	Reaction Journal #6
14	4/8	Experiential Session #7	Reaction Journal #7
15	4/15	Experiential Session #8	Reaction Journal #8 Critique #2 Due
16	4/22	Final Exam Closing Activity	

Observation Critique Guidelines

Please write your critique in section format (detailed below) and each group session separately. Please do not use member's names; instead use "group member" or "participant". Also, to help with grading and anonymity, create a pseudo name for yourself.

1. First section of the critique should clearly identify and provide an example of the Yalom factors observed in that group session.
2. List and describe Characteristics, Member functions, Leader functions, & Common fears in the identified stage:
 - a. Initial Stage
 - b. Transition Stage
 - c. Working Stage
 - d. Final Stage
3. Describe any Problematic Styles of Behavior in group, defined by Corey & Corey, which you observed.

***The Observation Critique should be 5-6 pages in length, typed, 12 font, double spaced, and should be answered in complete sentences. You will have one point deducted for grammar and spelling mistakes.

Informed Consent Form
CSD 5620 – Group Counseling
Eastern Illinois University
Spring, 2008
Instructor: Heidi A. Larson, Ph.D., LCPC

I, _____ have voluntarily agreed to take CSD 5620 – Group Counseling. I understand that my
(print name)
participation in this class includes my being a part of an eight week experiential group. I understand that I am not
required to disclose any information that I do not feel comfortable disclosing in group and that I will not be graded on my
performance in the group.

I also understand that if issues arise in which my instructor becomes concerned about my level of fitness to continue my
successful performance in the counseling program, that she will meet with me individually to discuss concerns and
recommendations.

I also understand that my instructor is available to meet with me should I have any concerns about my experience in the
experiential group.

Signature of student

Witness