

Department of Counseling and Higher Education
Eastern Illinois University
CSD 5620: GROUP COUNSELING (3 credit hours)
SPRING 2019 Syllabus

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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. This course is designed to provide both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills and other group 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 (Basic Skills). If you have not completed this requirement or are presently enrolled in a department other than Counseling and Higher Education, see me as soon as possible.

COURSE OBJECTIVES

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

1. Develop an understanding of the theoretical foundations of group counseling and group work. (II. F.6.a).
2. Examine dynamics associated with group process and development. (II. F.6.b).
3. Understand therapeutic factors and how they contribute to group effectiveness. (II. F.6.c).
4. Examine characteristics and functions of effective group leaders. (II. F.6.d).
5. Examine approaches to group formation, including recruiting, screening, and selecting members. (II. F.6.e).
6. Examine types of groups and other considerations that affect conducting groups in varied settings. (II. F.6.f).
7. Understand ethical and culturally relevant strategies for designing and facilitating groups. (II. F.6.g).
8. Direct experiences in which student participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (II. F.6.h).

REQUIRED TEXTS, READINGS, AND MATERIALS:

Corey, G., Corey, M.S., & Corey, C. (2010). *Groups: Process and practice (8th edition)*. Pacific Grove, CA: Brooks/Cole.

Donigian, J. & Hulse-Killacky, D. (1999) *Critical incidents in group therapy (2nd edition)*. Belmont, CA: Brooks/Cole.

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th edition)*.

New York: Basic Books. (Chapter 1-4 in course pack)

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

COURSE REQUIREMENTS:

1. **Experiential Group Involvement** (CACREP Standard II.G.6.e). 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 a 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 1pm and the other group will begin at 2:15. 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** (CACREP Standard II.G.6.a and Standard II.G.6.b). Submit a reaction paper for each of the first eight group meetings. Reaction papers are to be e-mailed via attachment by the next day (Wednesday) by midnight to receive full credit. The 1pm group will submit the journals to the Graduate Assistant and the 2:15 group

will submit their journals to Dr. Larson. For each day the reaction paper is late one point will be deducted. Six points per reaction paper are awarded for each submission, if submitted when due with entries related to your group experience. WE WILL PROCESS HOW YOU DID AS LEADERS DURING THE PROCESS SESSION.

****The reaction journal should include: a minimum of 2 pages, typed, 12 font, Times New Roman, & be double spaced.

For group participants:

1. What are my *thoughts* about how the session went? How did I *feel* about what unfolded in the group session? What issue(s) brought up by other group members in my group could be further addressed?
2. How do I *see* the other members in the group? How do I see myself in it? What are my feelings toward other group members and the facilitators?
 - a. Myself: my reaction
 - b. Group Member 1 Name: my reaction
 - c. Group Member 2 Name: my reaction
 - d. Group Member 3 Name: my reaction, etc. for every group member
 - e. Group Leader 1 Name: my reaction
 - f. Group Leader 2 Name: my reaction.....
3. How did I *hold back* or avoid issues so that I did not involve myself as fully as possible?
4. 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?
5. 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 [this should be specific examples of how you connect what happened in group to the course content]?

For group co-leaders:

1. How did I *feel* about myself as I was leading or co-leading my group?
 2. What most *stood out* to me about myself (ex. Nonverbal, Statements, Interventions, etc.) during this session? What most *stood out* to me about other members of the groups (please list every member within the group specifically).
 3. How *involved* was I 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?
 4. Are any factors getting in the way of my effectively leading this group?
 5. What am I learning about group process and practices from the Corey and Corey text about leading that I can apply to my understanding of this experiential session?
3. 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! (48 pts)
4. Submit **one** critique (4-5 pages) of the observed sessions (CACREP Standard II.G.6.a and Standard II.G.6.b). 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 Rubric for further details. The critique will be worth a maximum of 30 points.

5. **Self-Analysis Reflection Paper.** (4-5 pages) Students will watch the group session when they disclosed their interpersonal issue and write a reflection paper on what they learned from this experience. Do **NOT** summarize the group session. See the Rubric for further details. The self-analysis reflection paper will be worth a maximum of 30 points. It is due the following week after you disclosed.

6. **Midterm and Final Exam** (CACREP Standard II.G.6.c, II.G.6.d). 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.

7. **Attendance/participation/late policy** (CACREP Standard II.G.6.e). 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 each)	48 pts.
Observation Critique	30 pts.
Self-Analysis	30 pts.
<u>Final Exam</u>	<u>50 pts.</u>
Total Points	208 pts.

- 187 - 208 pts. = A
- 166 - 186 pts. = B
- 146 – 165 pts. = C

ABSENCES: For each absence, please attend an open group session of your choice. The session must be at least at least half an hour. You will be required to complete a 1-2 page paper covering what it was like to be a client in a group setting, things that surprised you, things that you liked and didn't like, and how this experience will affect how you run groups in the future. This assignment will be

due 2 weeks from the day you were absent. If possible, please obtain a signature from a leader running the group and turn it in with your paper.

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.

ACADEMIC INTEGRITY: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

STUDENT SUCCESS CENTER: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, room 1302.

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

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Assignments</u>	<u>CACREP</u>
1	1/8	Syllabus & Introduction to Groups & Ethics	Corey Ch. 1 & 3	Standard II.G.6.c Standard II.G.6.d
2	1/15	Therapeutic factors & Group Counselor	Corey Ch. 2 Yalom Ch. 1 & 2 (course packet)	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.c
3	1/22	Forming a Group Change and Formation of Group	Corey Ch 4 Yalom Ch 3	Standard II.G.6.c Standard II.G.6.d
4	1/29	Initial Stage Support Groups	Corey Ch. 5 Yalom Ch 4	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.c
5	2/5	Transitional Stage Review Exam Group Screening (Jan-June)	Corey Ch. 6	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.c
6	2/12	*Midterm Exam Working Stage Group Screening (July-Dec)	Corey Ch. 7	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.c Standard II.C.5
7	2/19	Growth Group/observation experience Experiential Session #1	Corey Ch. 8 Reaction Journal #1	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
8	2/26	Experiential Session #2	Corey Ch. 9; Reaction Journal # 2	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
9	3/5	Experiential Session #3	Corey Ch. 10; Reaction Journal #3	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
	3/12	Spring Break		
10	3/19	Experiential Session #4	Corey Ch. 11& 12; Reaction Journal #4	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
11	3/26	Experiential Session #5	Reaction Journal #5 Obv. Critique Due	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
12	4/2	Experiential Session #6	Reaction Journal #6	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
13	4/9	Experiential Session #7	Reaction Journal #7	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
14	4/16	*Final Exam		Standard II.G.6.c Standard II.G.6.d Standard II.C.5
15	4/23	Experiential Session #8	Reaction Journal #8	Standard II. G.1.a. Standard II.G.6.b Standard II.G.6.e
16	4/30	Experiential Session #9-Final Group		Standard II.G.6.e

Observation Critique Rubric

Please write your critique in section format

1. The length is 4-5 pages maximum (12 font Times New Roman) in length. Do NOT summarize the group sessions. Maximum points is 30.
2. List and describe the Yalom factors you observed in group.
3. Choose the stage of group you believe the group is in based on your observation:
 - a. Initial Stage
 - b. Transition Stage
 - c. Working Stage
 - d. Final Stage
4. List and describe the Characteristics, Member Functions, Leader functions & Common fears that you observed in group.
5. Describe any Problematic Styles of Behaving in Group which you observed.

SCORING RUBRIC FOR GROUP CRITIQUES

0-5	6-11	12-17	18-23	24-30
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.

** You will have points deducted for grammar and spelling mistakes.

Informed Consent Form
CSD 5620 – Group Counseling
Eastern Illinois University
Spring, 2018
Instructor: Heidi A. Larson, Ph.D., LCPC

I, _____, have voluntarily agreed to take CSD 5620 – Group Counseling. I understand that my 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