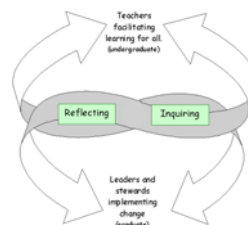


CSL 665: GROUP COUNSELING SYLLABUS: Spring 2006

Instructor: Kathleen Conway, Ph.D.
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and by appointment



CSL 665 Course description: The theory and practice of group counseling with emphasis on types of groups, planning, stages of group development, facilitative skills, and ethical issues related to counseling in a group environment. This course includes supervised practice. (3 semester hours)
Prerequisites: CSL 600: Theories of Counseling, CSL 685: Practicum.

Textbook:

Corey, G. (2004). Theory and practice of group counseling (6th ed.). Belmont, CA: Brooks/Cole.

COURSE ACTIVITIES

1. **Readings:** text and current research related to a topic of interest for a group proposal. **Quizzes** will cover material in the text. Each student is responsible for knowing the material. We may or may not discuss the information in class dependent on student interest and time.
2. **Participation in a class group.** The purpose is to learn group process, not to experience group therapy. I hope you will feel comfortable addressing personal growth while learning group processes. However, you should avoid deeply personal issues that cannot be adequately dealt with in a class environment. If those issues exist for you, I would encourage your membership in a group outside of class.
 - As a member of our class group, you always retain the right to decide what you are willing to disclose. **Your grade is not dependent on your involvement as a member of the group.** Material shared is to be maintained in confidence among the members of the group (although this cannot be guaranteed).
3. **Co-leadership of a class group session** which includes
 - a. **Preparation - written session plan** (format provided), discussed with the instructor/co-leader prior to the group;
 - b. **Preparation of theoretical summary for classmates** including (a) the basic goal from the assigned theoretical perspective, (b) the key concepts, (c) the techniques you plan to use in group and their relationship to the key concepts, and (d) the role and function of the group leader from that theoretical perspective; and
 - c. **Summary self-evaluation** (format provided) of your group experience and leadership skills.
 - d. Participation in class de-briefing

4. Preparation of a **Group Proposal** appropriate to your anticipated work setting (school or community):

I. **Review of Literature and Research:**

- electronic literature/research search with respect to the topic area- (a) description of the population and needs of potential members, (b) relevant group work in the area, (c) other counseling interventions, and (d) evidence of effectiveness of counseling interventions.
- written review of the literature (APA style, in a journal article format)

II. **Proposed Plan:**

- a. An overall statement of purpose and a few (^3) measurable objectives (concrete, specific)
- b. Practical decisions (e.g. population of interest, number of members, homogeneity, open/closed, frequency, & duration, "Session Topics List" [simply the session # and topic for each session])
- c. Announcement (prepared as it would be for use)
- d. Leader Statement re: Qualifications/Role
- e. Screening plan (questions to determine acceptance/rejection of members)
- f. Statement of ground rules or policies
- g. Theoretical approach and justification
- h. *Session plans (for sessions 1-2) and topic listings (session 3 -final)
-Each session plan should include (a) 1-2 objectives for that session (related to overall objectives) and (b) the activities to be used in that session to achieve those objectives, with citations of all resources used either directly or adapted.
- i. Evaluation plan for both process and outcomes

****Please note**** The review of literature must be logically connected to the plan, i.e. the need & interventions reviewed must lead to group objectives, session objectives, activities, and the evaluation plan.

Students will work in teams (Task Work Groups) to review and assist one another in writing their individual proposals.

Organizing Theme of the School of Education and Counseling: Leaders and stewards inquiring, reflecting, and implementing through teaching, learning, and service"

Vision Statement

Educational stewards engage in harmonious inquiry, reflection, and implementation that contribute to the **empowerment of individuals and democratic communities**. The professional education unit understands the never-ending search for educational wisdom that characterizes **graduates who make inquiry, reflection, and implementation habitual**. The unit seeks to empower the professional counselor with knowledge, skills, and dispositions needed to take a leadership role. To this end, it is our vision to create and implement advanced programs that are characterized by breadth, depth, and rigor.

While recognizing that knowledge rapidly becomes obsolete in the information age, the graduate programs are broad in scope to include the array of educational issues faced by an ever-changing world. This breadth will produce professionals with special abilities as well as specializations. It encompasses both an intellectual and a moral dimension in to ensure that the educational efforts of a democratic society are arranged so as to provide equal access for all children.

Although broad in design, the advanced programs focus on depth of content including knowledge of the discipline(s), applied research, the wisdom of practice, and a repertoire of techniques and tools that enable professionals to practice their craft with fervor and passion.

Mission Statement

The mission of the unit is to facilitate the development of dynamic professionals who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Purpose

The purpose of advanced programs at Wayne State College is to prepare professionals who continually inquire and reflect on theory and practice to support excellence and implement responsible change. Specifically, our purpose is to prepare students for positions of leadership and stewardship in curriculum and instruction, educational administration, counseling, and special education.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools and democratic communities.

Belief Statements

1. We believe professional counselors possess the underlying disposition that learning and personal growth is achievable for and expected of all.
2. We believe professional counselors possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
3. We believe professional counselors understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
4. We believe professional counselors, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
5. We believe professional counselors engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
6. We believe that professional counselors demonstrate a caring attitude for all people.
7. We believe professional counselors value diversity.
8. We believe professional counselors provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional counselors continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effects. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
9. We believe professional counselors value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Outcomes

Wayne State College's graduate programs are designed to expand the student's understanding of contemporary society and the role of formal education within it; to increase the knowledge in a particular area; to deepen the personal values and to broaden basic philosophic perspectives; to encourage predisposition for independent investigation and experimentation; to refine the student's skills in oral and written expression and in the reflective thinking processes; to provide intellectual stimulation and a foundation for continued study leading to the doctoral degree; and to prepare professional educators for leadership and stewardship positions. Toward these ends, the following outcomes may be expected and assessed.

1. Candidates inquire about relevant educational issues and support present practices or initiate constructive changes.

1a. demonstrate knowledge of current counseling theory

1b. utilize appropriate counseling modalities and techniques consistent with developmental counseling theory across the lifespan

1c. facilitate counselee career development and mature life planning

1d. appraise the characteristics of counselees, describe their needs and potentialities, identify individual differences, and provide for recording and disseminating the resultant data

2. Candidates reflect on relevant educational issues with breadth, depth, and rigor ensuring improvement and encouraging excellent implementation of professional practices.

2a. use professional literature in planning groups and knowledge of group dynamics, theories, stages of group development, and group member roles in facilitating groups

2b. be aware of their own cultural influence, attempt to understand diverse cultural backgrounds, and use culturally appropriate counseling strategies

2c. conceptualize counselees based on the assessment categories used in standardized diagnostic systems – DSM

3. Candidates implement responsible change in a supportive manner meeting the needs of individuals and communities and empowering them for continuous growth.

3a. implement theory-based counseling interventions to meet the needs and goals of counselees

3b. establish and maintain therapeutic relationships with counselees

4. Candidates create, organize, maintain, and evaluate caring communities providing leadership and stewardship for educational endeavors.

4a. plan, implement, administer, evaluate, and revise comprehensive programs for the delivery of counseling and related services

4b. consult with individuals, groups, institutions, and agencies on developmental needs, concerns, programs, and activities

5. Candidates communicate effectively providing leadership and stewardship for educational communities.

5a. address supervision skills that facilitate counselor development toward reaching their maximum potential

5b. conduct research, interpret clearly the implications of research data and use the results of research in counseling, program development, and program revision

6. Candidates possess and demonstrate the values, demeanor, and reflective decision-making of professionals.

6a. demonstrate a professional identity by exhibiting personality characteristics, specialized knowledge, and therapeutic skills required of an effective and ethical helper.

6b. act in compliance with ethical standards of the American Counseling Association (ACA) and related entities appropriate to obtained credentials

COURSE OBJECTIVES: (CACREP References)

Students will be able to demonstrate knowledge of:

1. the four major group work specializations (task groups, psychoeducational groups, counseling groups, psychotherapy groups) and the appropriate instances for use (4b, 4,d, 4e).
2. the therapeutic aspects of groups (4a),
3. the personal characteristics of group workers that have an impact on members (knowledge of personal strengths, weaknesses, biases, values, and their effect on others; 4b),
4. specific ethical issues unique to group work/ group counseling (4f),
5. the process components involved in the typical stages of a group's development,
6. major facilitative and debilitative roles that group members may take (4a),
7. recruiting and screening prospective members (4d),
8. group and member evaluation (4d),
9. major theoretical approaches to group counseling and the distinguishing characteristics of each and the commonalities shared by all (4c),

Students will be able to demonstrate competency in leadership skills:

1. observing and identifying group process
2. encouraging participation of group members
3. attending to, acknowledging, confronting &/or responding empathically to group member **behavior** – actions/behaviors of the group members.
4. attending to, acknowledging, confronting &/or responding empathically to group member **statements (paraphrase and reflection)**
5. attending to, acknowledging, confronting &/or responding empathically to group **themes (linking and summarizing)**
6. eliciting information from and imparting information to group members
7. providing appropriate self-disclosure
8. maintaining group focus; keeping a group on task
9. giving and receiving **feedback** in a group
10. using **confrontation/ blocking** appropriately
11. working cooperatively with a co-leader and/or group members
12. engaging in ethical practice.

Evaluation of student performance: Quizzes = 100 points, Proposal = 100 points

A = 93% & >, A- = 90-92%, B+ = 88-89%, B = 83-87%, B- = 80-82%, C+ = 78-79%, C = 73-78%

Bibliography of materials used in support of this course:

Association for Specialists in Group Work. (1998). Best practice guidelines. *Journal for Specialists in Group Work, 23*, 237-244.

Corey, G. (1996). *Manual for the theory and practice of group counseling*. Pacific Grove, CA: Brooks/Cole.

Coyne, R.K. (1996). The Association for Specialists in Group Work Training Standards: Some considerations and suggestions for training. *Journal for Specialists in Group Work, 21*, 155-162.

Coyne, R. K. (1998). Personal experience and meaning in group work leadership: The view of experts. *Journal for Specialists in Group Work, 23*, 245-256.

Glaser, B. A., Webster, C. B., & Horne, A. M. (1992). Planning a group: An instructional project for graduate students. *The Journal for Specialists in Group Work, 17*, 84-88.

CSL 665: Tentative course calendar and schedule

The following format will be followed:

6:30-7:30 Group Experience

7:30-7:45 Break and Journal

7:45-8:45 Debrief group experience & discuss topic of the day

8:45-9:15 Task Work Groups (Proposal)

Week of	GROUP	TEXT	CLASS	PROPOSAL
1-10		1	Types of Group; Syllabus; Group membership; Group Screening	Select topic
1-17	Unstructured - Structured (Psychoanalytic) - KC	2,	Leadership	Initial literature search, read
1-24	Adlerian	2,7	Leadership (Quiz)	Read, read, read
1-31	Psychodrama	3,8	Ethics (Quiz)	Read, write
2-7	Reality	4,15	Group Dev: Formation	
2-14	Behavioral	4,13	Group Dev: Formation (Quiz)	
2-21	REBT	4, 14	Group Dev: Initial (Quiz)	
2-28	TA-Ending	4, 12	Group Dev: Transition	
3-7	Spring Break			
3-14	Initial Group -Person-Centered	4, 10	Group Dev: Transition (Quiz)	Submission of First Draft to KC
3-21	Existential	5, 9	Group Dev: Working (Quiz)	
3-28	Gestalt	5, 11	Group Dev: Ending (Quiz)	
4-4	Solution Focused	3	Conversation: Grp Dev/Ethics	
4-11	Narrative	16	Comparison/ Integration of Theories	
4-18	Ending Narrative or Choice	16	Review of Theories (Quiz)	Proposals Due
4-26			Conversations re: Use of Groups, Proposals	

Assessment:

Quizzes: 100 points

Group Proposal (draft and final; the draft is ungraded, for feedback only; the final is worth 100 points)

The pregroup preparation and critique (S/NS)

Demonstration of minimal competencies is required to satisfactorily complete the course. The students will maintain a record of demonstrations of the competencies based on their participation in the class group. In the event that competency has not been demonstrated at a minimally acceptable level, the student may take an incomplete for the course, until such time as this requirement has been met.