

YOUNGSTOWN STATE UNIVERSITY

Counseling Program

Group Counseling Theory and Practice

COUN 6973 / 2 S.H.

Spring 2015

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Class Meeting Time/Place: BCOE 3408; Tuesdays 5:10 pm - 6:40 pm

Catalog Description: Theories pertaining to group dynamics, process, interaction, consultation, and counselor intervention. For counseling majors or by permission of Department of Counseling.

Prerequisites or Concurrently: COUN 6962

Required Text:

Corey, M. S., & Corey, G. (2013). *Groups: Process and practice* (9th ed.). Pacific Grove: Brooks/Cole.

Required Readings:

The instructor may distribute a list of additional readings consisting of scholarly journal articles to supplement the text.

CACREP 2009 Standards

Professional Identity

G. 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP 2009 Foundation Standard G6A);
- group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP 2009 Foundation Standard G6B);
- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP 2009 Foundation Standard G6C);
- group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP 2009 Foundation Standard G6D); and

- direct experiences in which students 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 (CACREP 2009 Foundation Standard G6E).

Clinical Mental Health Counseling

Research and Evaluation

- Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (CACREP 2009 Clinical Mental Health Counseling Standard I.3);
- Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments (CACREP 2009 Clinical Mental Health Counseling Standard J.2); and
- Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs (CACREP 2009 Clinical Mental Health Counseling Standard J.3).

School Counseling

Counseling Prevention and Intervention

- Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning (CACREP 2009 School Counseling Standard C.5).

BCOE Conceptual Framework

R1: Reflective practice is *Reasoned*.

Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:

- A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
- B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
- C. Candidates utilize evaluation results for evidence-based decision-making.
- D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical*.

Candidates act in a moral, legal, and principled manner in professional practice.

Outcomes:

- A. Candidates apply ethical and legal practices in performing their professional responsibilities.
- B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
- C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair*.

Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.

Outcomes:

- A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
- B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
- C. Candidates strive to meet the educational needs of **all** students or clients in a caring, non-discriminatory, and equitable manner.
- D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical*.

Candidates think analytically in a deliberately consistent and rationally defensible manner.

Outcomes:

- A. Candidates think systematically and analytically about professional practice and professional decision-making.
- B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective*.

Candidates apply professional knowledge in a consciously purposeful and deliberate manner.

Outcomes:

- A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
- B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical*.

Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.

Outcomes:

- A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.
- B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical*.

Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

Outcomes:

- A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P12 student learning.
- B. Candidates utilize technology to enhance their own professional development.

REQUIREMENT FOR ALL COUNSELING STUDENTS:

All Counseling candidates are required to purchase a Taskstream account to complete the critical tasks for each related course, which is essential for CACREP. The assignment labeled “**B**” under the ***Course Requirements*** must be submitted through the Taskstream system by ALL Counseling & School Psychology students AND a copy submitted to the instructor.

Assignment: Group Visitation Reflection Paper

Levels/Criteria	Unsatisfactory	Satisfactory	Competent	Exemplary	Score/Level
CF1 Demonstrates appropriate use of basic group skills	Description of identifiable performance characteristics reflecting an unacceptable level of performance.	Description of identifiable performance characteristics reflecting minimum acceptable performance.	Description of identifiable performance characteristics reflecting mastery level of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
CF2 Demonstrates appropriate use of techniques/directed conversation associated with this topic	Description of identifiable performance characteristics reflecting an unacceptable level of performance.	Description of identifiable performance characteristics reflecting minimum acceptable performance.	Description of identifiable performance characteristics reflecting mastery level of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
CF3 Demonstrates a basic understanding of counseling theory as it relates to a group	Description of identifiable performance characteristics reflecting an unacceptable level of performance.	Description of identifiable performance characteristics reflecting minimum acceptable performance.	Description of identifiable performance characteristics reflecting mastery level of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
CF4 Demonstrate the ability to participate as a group member	Description of identifiable performance characteristics reflecting an unacceptable level of performance.	Description of identifiable performance characteristics reflecting minimum acceptable performance.	Description of identifiable performance characteristics reflecting mastery level of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

Tentative Schedule

****Course content/schedule is subject to change due to class participants and/or situations surrounding it****

Date	Topic	Readings	Assignments Due	Activities
1/13/15	Introduction, Review Syllabus			
1/20/15	Introduction to Group Work	Chapter 1		
1/27/15	The Group Counselor	Chapter 2		
2/3/15	Ethical and Legal Issues	Chapter 3		
2/10/15	Forming a Group	Chapter 4		Review paper requirements
2/17/15	Initial Stage	Chapter 5		
2/24/15	Transition Stage	Chapter 6		Midterm Review
3/3/15	MIDTERM			
3/10/15	SPRING BREAK-NO CLASS			
3/17/15	ACA CONFERENCE – NO CLASS			
3/24/15	Working Stage	Chapter 7	Visit/Reflection of a Helping Group	
3/31/15	Final Stage	Chapter 8		
4/7/15	Groups for Children	Chapter 9		
4/14/15	Groups for Adolescents	Chapter 10		Presentations #1
4/21/15	Groups for Adults	Chapter 11		Presentations #2
4/28/15	Groups for Elderly Review for Final Exam	Chapter 12	Group Proposal Due	Presentations #3 Final Exam Review
5/5/15	FINAL EXAM			

Course Requirements:

A. Attendance: *You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Due to the intensity of involvement in the experiential component and the educational value inherent in debriefing and feedback attendance at ALL class and lab sessions is essential. Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Late assignments will be reduced by one letter grade. Participation is expected and rewarded in class and in the lab. Come to class prepared to participate in class discussions and activities with questions and comments. Students should also be prepared to participate in the lab component in*

this class as a group leader and a group member. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, videotapes, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class engaging in class activities, and the lab.

B. Visitation/Reflection upon a Helping Group: Each student will contact a community service, mental health agency, school, or student affairs organization and request permission to observe a group. After the visitation submit a 3 – 4 page paper on your experience. Your reflection should include the following...

- a. Introduction and description of the group.
 - i. Type of Group, group members, stage of the group, participation, location/setting, age or grade level of members, characteristics/issues of members, goals of the group, perceived importance of the “issue” by other people, perceived importance of the “issue” by the group members.
- b. Description of the group facilitator(s)
 - i. What kind of role did they take? What skills did they demonstrate? (If you are able to get) What type of training in group, personal experience, or licensure does this group facilitator have?
- c. What did you gain from attending the group (knowledge, insight, personal help, etc.)

C. School, Community or Higher Education Group Proposal: Submit a proposal for a group counseling experience that could be implemented in a work setting of your choice. See attached guidelines for the Group Proposal.

D. Midterm & Final Exams: The foci will be on the understanding of concepts and terminology, the application of knowledge.

Grading:

1. Class Participation & Attendance	10
2. Group Visitation Paper	20
3. Presentation	10
3. School, Community or Student Affairs Group Proposal	20
4. Mid-Term Exam	20
5. Final Exam	20
Total	100%

Grading Scale:

- A = 100 – 90%
- B = 89 – 80%
- C = 79 – 70%
- D = 69 – 60%
- F = 59 – 0%

You will receive a separate syllabus for the COUNS 6973L (1 s.h.) lab:

The class session will be spent reviewing general principles of group dynamics with particular emphasis on group-leader/member behavior and skills. This lab will include experiential components to highlight and practice the skills learned in the class session. The lab component will require active participation of all students of an on-going weekly laboratory group. Lab Requirements will be discussed later by the Lab Instructors and will include...

1. **Individual group leader ratings:** An evaluation by the lab instructor based upon the group members willingness to contribute to the group as a helper/helpee (i.e. appropriate participation, demonstration of skills, and preparedness). This will be observed by students...
 - Leading/Co-leading a personal development group session.
 - Leading/Co-leading a community/school/higher education group session.
2. **Journal:** Members will write a journal summary after each group meeting focusing on participation, leader behavior, group members' behavior, group process and integration issues.
3. **Individual Group Member Appraisal:** An evaluation by the student group leader.
4. **Group Process Paper:** You are required to reflect upon yourself and other group members.



School, Community or Higher Education Group Proposal

Submit a proposal for a group counseling experience that could be implemented in a work setting of your choice. The total project should be around 10 pages (EXCLUDING title, body, references, and appendices). Note: Since it is a proposal of something you want to do - the tense of the paper should be in present or future "This group will..." However, anytime you are citing authors/research it must be past tense (**USE APA style**), "Smith and Jones (1999) demonstrated that, have shown, found, reported, discovered, etc." The following is the outline of the paper... **Conceptualize this as a proposal that you would submit to a Counseling Supervisor, School Principal, or Student Services/Affairs Director.**

Title Page

Body of the Paper

1. Introduction
 - a. Briefly introduce the administrator/supervisor to your topic/problem area, your population, and let them know what you will be in your proposal.
2. Importance of the Group
 - a. What is the perceived importance of the "issue" by other people and what is the perceived importance of the "issue" by the group members.
 - b. Using the research literature (AT LEAST 3 JOURNAL ARTICLES), establish the need for the group you are proposing, and clearly demonstrate how your proposed

approach is appropriate for the group. Show that other professionals think your group or the problem is important/needs to be addressed. When looking for articles, find ones that address your problem/population (e.g. peer pressure, borderline personality disorder, transition to 9th grade) and interventions group or individual that has been successful in working with this problem/population.

3. Description of the Group
 - a. Type of Group, group members, location/setting, age or grade level of members, characteristics/issues of members, goals of the group,
 - b. Structure & Setting: Size of the group, Number of sessions. Time frame, Open or closed group. Physical setting, Selection of members, Recruitment of members
 - c. Describe the objectives – what do you expect to accomplish? Be as specific as possible so that specific outcomes can be measured. How will the environment (school, community, higher education) benefit because of your group?
 - d. Process: Identify and briefly describe the group / theoretical approach (e.g. counseling/psychotherapy or psychoeducational)
4. Evaluation of the Group
 - a. Identify and briefly describe what outcome measure you will use (i.e. DSM criteria, Ohio Outcomes Scales, ASCA school counseling standards). How will administrators/supervisors know that you group is benefiting anyone? Discuss what you will use to argue that your work and the group are beneficial.
5. Conclusion
 - a. Summarize your proposal in a paragraph or two.

References

Appendices

1. Attach an overview of your group. Outline the group sessions you will provide. Briefly (no more than a short paragraph for each session or sessions) discuss the general topic/goals/activities that will be covered. Just give the administrator/supervisor a quick overview of what you will be doing with students/clients during group.
2. Attach a Recruitment Item. Create one of the following ways to recruit members for the group; poster placed around the school / university, flyer sent home to parents, e-mail message to other counselors/teachers, flyer at the receptionist desk for clients, etc.

Course Policies

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail (kchoi@ysu.edu). Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of two classes will result in a drop of one letter grade (each absence shall result in a 5-point deduction of total participation score). However, absences can be excused by providing a doctor's note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support, and appropriate referral.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based

upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role- plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

YSU Counseling Program Statement: The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, addiction counselors, student affairs professionals, and college counselors. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual CUE-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The CUE-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor's office during the regular posted walk-in hours.