



Master of Arts in Counseling

Course Syllabus

Course Information

COUN567 - GROUP COUNSELING
Spring 2017
3 Semester Hours

Location/Date/Time

SB003 & Labs
Thursday, 12:30 - 3:10

INSTRUCTOR'S INFORMATION:

Nate Koser, PhD, LPC

Email: nate.koser@emu.edu
Office Phone: 540.432.4324
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. participate in direct experiences of group facilitation and membership for 10 hours over the course of the semester (2.F.6.h).
2. review theoretical foundations of group counseling and group work (2.F.6.a.)
3. identify dynamics associated with group process and development (2.F.6.b.)
4. identify therapeutic factors and how they contribute to group effectiveness (2.F.6.c.)
5. understand characteristics and functions of effective group leaders (2.F.6.d.)
6. acquire knowledge about approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e.)
7. review types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f.)
8. engage ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g.)

Course Format:

This course will emphasize the process of collaborative elaboration. 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)

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:

- **Please turn them off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

- Yalom, I. & Leszcz, M. (2005). The theory and practice of group psychotherapy (5th ed.). New York: Basic Books.

- Freud, S. (1921). Group psychology and the analysis of the ego. (**Digital copy will be provided**)

- **Recommended Reading:**

- Giraldo, M. (2012). The dialogues in and of the group: Lacanian perspectives on the psychoanalytic group. London: Karnac.

GRADING CRITERIA AND OTHER POLICIES:

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. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

***All written assignments must be submitted digitally through email by the time of the class period on which the due date falls. There will be no extensions. Assignments turned in late will automatically drop the grade for that assignment one letter grade, and necessarily the letter grade for the course overall.**

*** Procedures for Revisions:** Upon the completion and evaluation of graded material, students are permitted one attempt at revision. If necessary edits are completed, students will receive the grade they are attempting to achieve.

Participation in Course Material (2.F.6.a., b., c., d., e., f)

As was mentioned in the description of the course, each student will be expected to actively engage in the development of this course through participation. This includes participation during class meetings. It is **required** that students make every effort to be as participatory as possible. Students should expect to be called upon to share their thoughts, questions, and perspectives on the material of the course. Students should also expect to be engaged in all in-class activities. Students' participation in the material of the course will be evaluated based on the completion of a take-home, essay exam. The students and the professor will create the questions for the exam together during class time prior to the due date for the exam. Evaluations of the essay exam will be based upon the following components: the depth of engagement with the material, utilization of literature beyond merely the required text(s), and the utilization of class discussion.

For the grade of an A: Students will answer **three essay questions** in as much depth as is possible. The total amount of material included in each answer is up to the discretion of the student.
For the grade of a B: Students will answer **two essay questions** in as much depth as is possible. The total amount of material included in each answer is up to the discretion of the student.

Group Membership Experience (2.F.6. b., c., d., f., h.)

One of the important values of an effective counseling professional is a commitment to personal growth and self-awareness. In the pursuit of this commitment, and the study of group counseling, students will be required to participate in meetings as a member/participant of a group, as well as facilitate two groups during the semester. These groups will be composed of members of the class, and they will occur during the class period. This will allow the course to satisfy the requirement that students experience **a minimum of 10 hours** of group membership. The professor will monitor each group experience by using the two-way mirrors in the counseling labs. Students will be expected to work with a co-facilitator to craft a brief proposal for each group they lead, and the professor will evaluate these proposals prior to the time of the group. At the end of the course, students will be expected to write a brief reflection paper on both their experience as a group member/participant, as well as a group leader.

For the grade of an A: Along with the participation in, and leading the groups, students must document their experience in a **one, four-paged reflection paper**.

For the grade of a B: Along with the participation in, and leading the groups, students must document their experience in a **one, two-paged reflection paper**.

Formal Group Proposal (2.F.6.a., b., c., d., e., f., g.)

While drawing from the course material, as well as additional research, each student will draft a formal proposal for a group. This will be a written proposal that will include two elements. First, students will write a bullet-pointed cover page briefly addressing 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.). Then, students will write a substantive paper addressing the bullet-points in-depth, as well as the following: the rationale/relevance of the proposed group, what they imagine might occur in the group based on the stages of group-formation, how they will monitor the development of the group, how they as facilitators of the proposed group will intervene, what challenges they can expect to face, and what materials they might utilize for the group or their own further research?

For the grade of an A: Students will submit a formal group proposal that is six pages in-length including the cover page.

For the grade of a B: Students will submit a formal group proposal that is four pages in-length including the cover page.

Professional Behavior

Attendance This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences will lower the overall course grade.

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/>

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) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using 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.

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 for 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.

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, Marcy Engle, Title IX Coordinator, can be reached at 540-432-4148 or marcy.engle@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.

SCHEDULE AND TOPICS: Course Schedule

Date	Subject	Reading/Assignments Due
1/12/17	Introduction to the Class & What is a group?	
1/19/17	The group and its therapeutic factors	Yalom & Leszcz 1 & Freud I-II
1/26/17	Interpersonal dimensions of the group	Yalom & Leszcz 2 & Freud III
2/2/17	Cohesiveness and Suggestion	Yalom & Leszcz 3 & Freud IV
2/9/17	Integration of the factors and group examples	Yalom & Leszcz 4-5 & Freud V-VI
2/16/17	No Class: ASIST Training	
2/23/17	Processing and identification	Yalom & Leszcz 6 & Freud VII Formation of Mid-Term Questions
3/2/17	Identification, suggestion, and clinical action	Yalom & Leszcz 6 & Freud VII (Continued)
3/9/17	No Class: Spring Break	
3/16/17	Transference, transparency, and love	Yalom & Leszcz 7 & Freud VIII Mid-Term Exams Due
3/23/17	Selection process	Yalom & Leszcz 8 & Freud IX
3/30/17	Composition of groups	Yalom & Leszcz 9 & Freud X
4/6/17	Creation of the group	Yalom & Leszcz 10 & Freud XI
4/13/17	In the beginning, and at the end	Yalom & Leszcz 11 & Freud XII Formal Group Proposal Due
4/20/17	The advanced group	Yalom & Leszcz 12 Group Reflection Papers Due
4/27/17	Problem members and other considerations	Yalom & Leszcz 13-14

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

Writing Standards – Graduate Level (revised Spring 2012)

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade