

COLLEGE OF EDUCATION
Department of Educational Leadership and Counseling
CNE 674 Practicum in Group Counseling
Fall, 2007

CNE 674 is a required course for the Master's in Counseling in the school counseling/certification degree and also for the licensure tracks for the LPC and LMFT. Prerequisites for this class are CNE 564 (Theories of Counseling) and CNE 585 (PrePracticum Techniques of Counseling)

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Text: Gladding, S. T. (2008). *Groups: A counseling specialty 5th ed.*
Pearson Prentice Hall.

COURSE OVERVIEW/OBJECTIVES:

The basic purpose of this course is to provide counseling students with the primary group theories as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field. Upon completing this course, the student should be able to demonstrate significant knowledge and skills regarding group work in counseling.

IDEA Objectives:

Essential:

- Learning fundamental principles, generalizations, or theories
- Acquiring skills in working with others as a member of a team

Important:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem-solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

COURSE OVERVIEW/OBJECTIVES:

The basic purpose of this course is to provide counseling students with the primary group theories as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field.

Outcomes: Upon successful completion of this course, students will be able to:

1. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs, including commonalities, distinguishing characteristics
2. demonstrate effective communication skills through oral, written, and nonverbal expression
3. use knowledge of group dynamics and productive group interaction; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
4. work effectively as a team member to promote positive change for individuals, groups, and the school community
5. use reflection, self-assessment, and interactions with colleagues to promote personal professional development
6. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
7. use the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards; candidates for other professional roles know their fields and can explain principles and concepts delineated in professional, state and institutional standards
8. distinguish group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
9. use group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
10. distinguish between approaches used for other types of group work, including task groups, psychoeducational groups and therapy groups
11. recall the historical development, present day role, and the future orientation of group work in the counseling field
12. report the specific needs of a variety of populations involved in group work

Standards Matrix

Objectives/learning outcomes	Activities *indicates field based	Performance Assessment	Standards: NCATE-NC SBEC - SB CACREP - CA
1. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs, including commonalities, distinguishing	*Outside group observation and reaction paper *Leadership of a counseling group and video presentation Weekly reaction paper	Video Demonstration Analysis of outside group	SB - C3 CA -K6c

characteristics			
2. demonstrate effective communication skills through oral, written, and nonverbal expression	Weekly reaction paper *Leadership of a counseling group and video presentation	Journal critique Midterm exam Reaction paper to outside group Critique of leadership video	SB - F1
3. use knowledge of group dynamics and productive group interaction; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work	*Observation of an outside group Weekly reaction paper *Leadership of a counseling group and video presentation	Journal critique Critique of outside group Video demonstration	SB - F2 CA - K6a
4. work effectively as a team member to promote positive change for individuals, groups, and the school community	Weekly reaction paper *Leadership of a counseling group and video presentation	Critique of leadership video	SB - F8 NC - Standard 1
5. use reflection, self-assessment, and interactions with colleagues to promote personal professional development	Weekly reaction paper *Leadership of a counseling group and video presentation	Reaction papers Critique of outside group Critique of video demonstration	SB - G1
6. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Journal article critique *Leadership of counseling group and video presentation	Journal critique Presentation of video on group leadership	SB - G2 CA - K6c NC - Standard 1

7. strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards; candidates for other professional roles know their fields and can explain principles and concepts delineated in professional, state and institutional standards	*Outside group observation and reaction paper Weekly reaction paper *Leadership of a counseling group and video presentation	Video critique Reaction papers	SB - G3 CA -K6f,K6g NC - Standard 1
8. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles	Weekly reaction paper *Leadership of a counseling group and video presentation	Video critique	CA -K6b
9. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	Weekly reaction paper *Leadership of a counseling group and video presentation	Critique of journal Video critique Critique of outside group	CA -K6d
10. approaches used for other types of group work, including task groups, psychoeducational groups and therapy groups	Weekly reaction paper *Leadership of a counseling group and video presentation	Midterm exam	CA -K6e

11. the historical development, present day role, and the future orientation of group work in the counseling field	Critique of a journal article	Midterm exam	
12. the specific needs of a variety of populations involved in group work; the appreciation for diversity when working with groups; field experiences or clinical practice in settings with exceptional populations and students/clients from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students/clients.	Weekly reaction paper **Leadership of a counseling group and video presentation **Outside group observation.	Critique of outside group Video critique Critique of outside observation experience.	NC - Standard 4 NC - Standard 3

COURSE FORMAT:

This course will be a combination of lecture, discussion, simulation activities, research, and experience in being a group member as well as a group leader.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

COURSE REQUIREMENTS:

1. DIDACTIC: The student is expected to participate in didactic activities for one to two hours of each class period. The student is expected to read the assigned materials in preparation for discussion and experiential activities during this didactic part of the class.. This course will be a combination of lecture, discussion, simulation activities, research, and experience in being a group member as well as a group leader. In additional, 50% or more of the instruction and activities/assignments will be conducted through distance education using Blackboard. (Online assignments and participation is 150 points).

2. GROUP COUNSELING: The student is expected to become a functioning and contributing member of a personal growth counseling group for 60 to 90 minutes of each class period. (Course grade is based on attendance but not on level of participation.)

3. GROUP COUNSELING REACTIONS:

After each group meeting, the students will write a reaction paper to that group session. This reaction paper will focus on what the student learned about group work and themselves in that particular session and should be approximately two paragraphs in length. This is an important assignment and is to be done with careful reflection prior to the group experience. Please do not write about any content (specific topics) or put the name of any other member in your reaction paper. This will be a personal reflection/reaction paper, and writing in first person is appropriate. **All reaction papers are to be typed.** The final paper will be worth 40 points and will synthesize the total learning experience of participating in group. 10 points for each week's reaction paper. If you are absent, you cannot do a reaction paper to the missed session, and you will lose the 10 points. Total is 100 points

4. GROUP LEADERSHIP AND PROPOSAL Students will be responsible for 10 hours of group leadership, and it is suggested that groups are organized around 1 ½ hour time periods for a total of 7 group sessions, but other formats are acceptable. It is possible to complete these hours by co-leadership with another member of the class. The groups can be organized at one's work site if appropriate or with colleagues or peers, with children, or in connection with an agency or counselor. The student should consult with the professor of the course in order to make sure that the arrangements for the group meet the expectations for the course. Each student will present to the class a session case study of their group leadership experience. The student will choose a group session to video, discuss a specific element of group process or leadership, and discuss the experience overall by addressing the questions on the handout. Students will turn in a log of hours showing completion of the required 10 hours. 50 points for conducting the group as per the log, and 50 for the presentation (100 points total)

5. OUTSIDE GROUP REPORT: The student will contact an outside group and ask permission to observe ONE session. The student will then write a report to cover this session. The report should include (1) the credentials of the group leader; (2) how the group was formed; (3) screening issues; (4) discussion of confidentiality; (5) ethical issues aside from confidentiality; (6) the group process; (7) the group stage and (8) type of group (open/psychoeducational, etc...). This paper will focus on process and **not what was said in the group.** Reviewing local papers for group meetings will be helpful in contacting a group for attendance. **If you do not observe any of the above eight topics, it is your responsibility to synthesize your class information with the readings in order to respond to each of the sections. (50 points)**

OR

INTERVIEW A GROUP COUNSELOR: Interview a counselor who regularly conducts groups. Use the questions provided on the handout. Contact either a counselor in private practice, at an agency or organization, or a school counselor. The counselor must regularly conduct groups. Use the items 1 – 7 above to interview the counselor.

EVALUATION:

Outside Group Report or Interview	50 points
Group Counseling Reaction Papers	60 points (10 points each)
Final Reaction to group experience	40 points
Group Leadership/Log	50 points
Group Presentation	50 points
Online assignments/discussions	150 points

TOTAL POINTS **400 points**

GRADES:

360-400 = A
 320-359 = B
 280-319 = C
 279 and below = F

CONFIDENTIALITY

In this course, as in every other course in the Counseling Program, it is expected that all students adhere to the ethical codes and standards of counselors and marriage and family therapists in Texas. **Anything that is discussed in this class or in your groups is to remain confidential.** The exceptions to this confidentiality are disclosures of harm to self, harm to others; abuse of a child, elderly person, or disabled person; court summons; and disclosure of sexual abuse by a therapist.

ATTENDANCE:**Counseling Program Attendance Policy:**

Students are expected to attend every class. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected at 979-574-8801.
- With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for BOTH absences, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.
- Students also are expected to arrive to class on time. Tardies will accumulate to an absence.

Student Absences on Religious Holy Days Policy

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disability Statement

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936-294-1720).

LICENSURE: A licensure student is allocated 20 hours of practicum credit toward licensure for participation in the experiential part of this course. At the end of the course, the appropriate LPC form should be completed, signed by the instructor, and kept for your LPC records.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process, but show respect by obtaining permission from the professor first. Since this is the summer session, and teachers are not at work, there should be no reason to eat meals during class. If you have an unusual

circumstance, talk with the professor. **Otherwise, no eating in class unless you bring enough for everyone.**

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office. Please do not bring your children to class.

Suggested Resources:

Corey, G. (2004). *Theory & practice of group counseling*, (6th ed.). Belmont, CA: Brooks/Cole-Thompson Learning.

Day, S. X. (2007). *Groups in practice*. Boston, MA: Lahaska Press.

Schaffer, J, & Galinsky, M. (1989). *Models of group therapy*. Englewood Cliffs, NJ: Prentice Hall.

Shaw, M. (1981). *Group dynamics (3rd ed.)*. New York, NY: McGraw Hill.

Yalom, I. (1985). *The theory and practice of group psychotherapy (3rd ed.)*. New York: Basic Books.

Recommended Journals:

Journal of Counseling and Development

The Journal for Specialists in Group Work

TENTATIVE IN-CLASS COURSE SCHEDULE

8/23 Orientation/Introduction/Informed Consent (Chapters 1 & 2)
Rationale & History / Johari Window / Types of Groups/ Curative factors

9/6 Group Dynamics/Norms/Process/Communication (Chapter 3)
Movie night (Part 1)

9/20 Group Dynamics/Norms/Process/Communication (Chapter 3)
Movie night (Part 2)

10/11 Group leadership skills (Chapter 4)
Stages of Groups (Chapters 5, 6, 7 & 8)

10/25 Ethical and Legal Aspects of Group Work (Chapter 9)

11/15 Culture and Group Work (Chapter 10)
Groups for children, teens, and adults (Chapters 11, 12, 13, & 14)
Groups from various theoretical perspectives (Chapters 15 – 18)

11/29 Presentations:

12/6 Presentations:
