

COLLEGE OF EDUCATION AND APPLIED SCIENCE COURSE DESCRIPTION
Department of Educational Leadership and Counseling
CNE 674 Practicum in Group Counseling

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 CNE 674 are CNE 564 (Theories of Counseling) and CNE 585 (PrePracticum Techniques of Counseling)

Instructor: Dr. Susan L. Walden, LPC
 H: 713-680-1442 C: 281-733-9135
 Email: swalden@houstonisd.org

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

Suggested: Corey, G., Corey, M.S., Callanan, P., & Russell, J.M. (2004). Group techniques, 3rd ed. Pacific Grove, CA: Brooks/Cole.
 Smead, R. (1995). Skills and techniques for group work with children and adolescents. Champaign: Research Press.

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.

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 characteristics	*Outside group observation and reaction paper *Leadership of a counseling group and presentation Weekly reaction paper	Presentation Analysis of outside group	SB - C3 CA -K6c
2. demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process	Weekly reaction paper *Leadership of a counseling group and presentation	Presentation Analysis of outside group	SB - C6
3. demonstrate effective communication skills through oral, written, and	Weekly reaction paper *Leadership of a counseling group and	Journal critique Midterm exam Reaction paper	SB - F1

nonverbal expression	presentation	Critique of leadership	
4. 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 presentation	Annotated bibliography Critique of outside group Presentation	SB - F2 CA -K6a
5. 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 presentation	Critique of leadership	SB - F8 NC - Standard 1
6. use reflection, self-assessment, and interactions with colleagues to promote personal professional development	Weekly reaction paper *Leadership of a counseling group and presentation	Reaction papers Critique of outside group Presentation	SB - G1
7. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Annotated bibliography *Leadership of counseling group and presentation	Annotated bibliography Presentation on group leadership	SB - G2 CA -K6c NC - Standard 1
8. 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 presentation	Presentation Reaction papers	SB - G3 CA -K6f,K6g NC - Standard 1
9. 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 presentation	Presentation	CA -K6b
10. group counseling methods, including group counselor orientations	Weekly reaction paper *Leadership of a counseling group and	Annotated bibliography Presentation	CA -K6d

and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	presentation	Critique of outside group	
11. 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 presentation	Midterm exam	CA -K6e
12. the historical development, present day role, and the future orientation of group work in the counseling field	Annotated bibliography	Midterm exam	
13. 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 presentation **Outside group observation.	Critique of outside group Presentation 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.

COURSE REQUIREMENTS:

1. DIDACTIC: The student is expected to participate in didactic activities for half 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. The instructor is primarily responsible for providing supportive material not provided in the textbook.

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

3. GROUP COUNSELING REACTIONS:

After each group meeting, students will write a reaction paper to that group session. This reaction paper will focus on what students 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, or credit will be denied.** 5 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 5 points. If you know you will be absent for the next week, it is your responsibility to get the reaction papers in when they are due for that week in order to get credit. If I do not have the reaction papers by class time, the points are lost, no exceptions. **50 points total**

4. ANNOTATED BIBLIOGRAPHY: The student is expected to read five journal articles related to group work published within the past ten years. Students will give the APA 5th edition citation followed by a brief paragraph (or annotation) summarizing key points and applications for the article. Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. **Be sure to proofread your paper for correct form, spelling, and usage.** Use APA format – no 1st person. **50 points**

5. PARTICIPATION: Students are expected to complete all assigned readings and to be an active participant in class activities and discussions. Students are expected to arrive to class on time and to turn off or silence cell phones during class and groups.

6. 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/selection issues; (4) how confidentiality is addressed; (5) the group process and/or dynamics observed; (6) the group stage observed and (7) type of group (open/psychoeducational, etc...). This paper will focus on group process elements and **not content of the group.** Reviewing local papers for group meetings will be helpful in contacting a group for attendance. **If you do not observe one of the topics, it is your responsibility to synthesize your class information with the readings in order to respond to each of the sections.**

If the student is unable to find a group to observe, he/she may substitute the reading of the novel The Schopenhauer Cure by Irving Yalom and write the report based on the group in the book.

The paper must be typed (using standard type size), double spaced and be approximately 2-3 pages. **Papers are critiqued for misspelled words and grammatical errors.** No 1st person. **75 points**

7. EXAMINATIONS: There will be two evaluations for this class. The midterm will involve a group proposal, and the final will be mostly short answer and multiple choice.
50 points each 100 points total

8. GROUP LEADERSHIP: This assignment will be completed during the second half of the semester after the students have learned the basic principles for organizing and leading a counseling group. Students will be responsible for 10 hours of group leadership, and the student should direct one group organized around 1 and ½ hour time periods for a total of 7-10 group sessions. It is possible to complete these hours by co-leadership with another member of the class or with a professional leader (as long as the student is allowed to facilitate). The groups can be organized at one's work site if appropriate or with colleagues or peers. 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. Students will present to the class a session case study of their group leadership experience. Students will choose a group session, discuss a specific element of group process or leadership, and discuss the

session with the class. Students will turn in a signed log of hours showing completion of the required 10 hours. **150 pts. total (100 leadership/50 presentation)**

9. ATTENDANCE: Emphasis is both on cognitive understanding and experiential learning. Therefore, attendance in class and group counseling sessions is required. The following represents the attendance policy for all courses in the Counseling Program:

For the Fall and Spring Semesters:

1. Students are expected to attend class.
2. After a second absence, a drop of one letter grade will occur unless the student writes a letter to the counseling faculty explaining the extenuating circumstances. The faculty will then determine if the letter grade drop will occur.
3. A drop of one letter grade will occur for each subsequent absence.
4. By missing a class you are also changing the dynamics of your growth group, and students need to consider the effects of this. **All assignments are due on the scheduled date - ten points per each late day (calendar day, not class session) will be deducted for an assignment turned in after the due date, no exceptions.**

For the Summer Semester:

A student may miss up to 4 and ½ hours of class. Anything beyond that will result in a grade decrease. Each additional absence will result in a drop of a letter grade. The Counseling Faculty will not be accepting any letters of appeal during the summer.

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.

10. 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).

11. 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.

12. EVALUATION:

Group Counseling Reaction Papers	50 points (5 points each)
Annotated Bibliography...	50 points
Outside Group Report.....	75 points
Progress Examinations (2).....	100 points total (50 points each)
Leadership (100) & Presentation(50)	150 points

TOTAL POINTS 425 points

GRADES:

381 – 425 = A

338 – 380 = B

296 – 337 = C

295 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 licensed professional 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.

TENTATIVE COURSE SCHEDULE

- 8/23 Orientation / Introduction / Informed Consent
- 8/30 Corey - Chapter 1– Rationale / History / Types of Groups
Techniques – Chapter 1 / Smead – pp. 5-10
- 9/6 Norms / Dynamics / Process – Group Video/Demonstrations
- 9/13** Corey - Chapter 3 - Ethical and Legal Aspects of Group Work
Techniques – Chapter 2 / Smead – pp. 11-21
Annotated bibliography due
- 9/20 Corey – Chapter 2 - Effective Group Leadership
Techniques – Chapter 3 / Smead – pp. 22-56
Membership Groups begin – Session One
- 9/27** Corey – Chapter 2 - Beginning a Group
Techniques – Chapter 3 / Smead – pp. 22-56
Students may begin outside group leadership.
- 10/4** Corey – Chapter 4 - Beginning & Transition Periods in Group
Techniques – Chapters 4 & 5 / Smead – pp. 57-86
Group Proposal due (midterm)
- 10/11 Corey – Chapter 5 - The Working & Closing Stages Group
Techniques – Chapters 6 & 7 / Smead – pp. review Section Two
- 10/18 Communication in groups – Experiential activities / demonstrations
Smead – review Section Three
- 10/25 Corey – Chapter 1, pp. 13-21. Culturally Appropriate Group Work – Demonstration groups
- 11/1 Corey – Chapters 6 – 11. Theoretical Approaches to Group Work (Psychoanalytic, Adlerian, Psychodrama, Existential, PC, Gestalt)
- 11/15** Corey – Chapters 12 – 17. Theoretical Approaches to Group Work (TA, Behavioral, REBT, Reality); Integration / Application / Evolution / Trends
Outside Group Report due.
- 11/29 Presentations**
Review for final exam.
- 12/6 Presentations - group leadership case studies**
Final session – Membership Groups
- 12/13 Final exam**