

**COLLEGE OF EDUCATION COURSE DESCRIPTION**  
**Department of Educational Leadership and Counseling**  
**CNE 674 Practicum in Group Counseling**  
**Spring, 2008**

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)

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**Text:** Jacobs, E., Masson, R., & Harvill, R. (2006), *Group Counseling: strategies and skills* (5<sup>th</sup> edition). Belmont, Ca. Thompson.

**A. 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.

"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."

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

1. demonstrate skill in understanding group dynamics and stages of group development.
2. Work effectively as a team member
3. Design and deliver a psycho-educational training module.
4. Apply intervention theory to actual group experiences.

**Standards Matrix**

<b>Objectives/learning outcomes</b>	<b>Activities *indicates field based</b>	<b>Performance Assessment</b>	<b>Standards: NCATE-NC SBEC - SB CACREP - CA</b>
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	Weekly reaction paper *Leadership of a counseling group and presentation	Presentation Analysis of outside group	SB - C6

process			
3. demonstrate effective communication skills through oral, written, and nonverbal expression	Weekly reaction paper *Leadership of a counseling group and presentation	Journal critique Midterm exam Reaction paper Critique of leadership	SB - F1
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	Weekly reaction paper *Leadership of a counseling group and presentation	Presentation	CA -K6b

styles			
10. 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 presentation	Annotated bibliography Presentation Critique of outside group	CA -K6d
11. approaches used for other types of group work, including task groups, psycho educational 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

### B. 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.



## **C. COURSE REQUIREMENTS:**

### **1. Didactic/ Psycho-educational skills application individual project:**

Each student will be 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.

Individual students will be assigned one chapter from the text. The learning objective for that “mini-versity” presentation is to both provide an overview of salient content (10-15 minutes) and also to create a psycho-educational skills application micro-lab (15-20 minutes) in which the group will practice one or more group leader interventions based on the content of that respective chapter. (Maximum points 25)

### **2. Design and deliver a sub-group psycho-educational/therapeutic presentation:**

There will be five sub-group presentations. The task of the sub-group will be to design and to deliver a 60-75 minute training module. Presentation materials will be provided for each sub-group by the instructor.

(Maximum points 25)

The five sub-group presentation topics will include:

- a. E (encouragement) groups
- B. psychodrama
- c. Ba Fa Ba Fa cross-cultural simulation
- d. Maori Drawing: a cross-cultural diagnostic tool
- e. Appreciative inquiry

**3. 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. Each student should also write up a summary of that experience in which: a. the experience is linked to group theory; b. critical incidents defined, discussed and what might be done differently; and c an overall assessment of personal strengths, challenges, and next steps professionally in being a better group counselor in the future. Suggested length 5-7 pages. The grade will be based on the paper itself only (maximum points 25)

**4. 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:

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- With a second absence, a drop of one letter grade will occur unless the student receives special dispensation. Following a second absence, the student must write a letter to the COUNSELING FACULTY explaining the extenuating circumstances for the absence. The faculty will then discuss the situation and decide if the letter grade drop will occur or if the student will be excused from that action.
- A drop of a letter grade will occur for each subsequent absence.

**5. Final exam:** A video will be shown the final class period. Students will have an open book exam in which they will answer questions individually following the showing on a video. (Maximum points 25).

**6.** Each student's final grade will consist of the total from the following four maximum 25 points each graded activities: **individual text content/skills based presentation; sub-group presentation; summary of group member and leadership experience; and final exam.**

90-100= A; 80-89= B; 70-79=C; 60-69=D; and below 60=F.



#### **D. 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.

#### **E. 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).

**F. 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.

#### **G. 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.



#### **H. TENTATIVE COURSE SCHEDULE**

Introductory activities; goals, roles, norms. Expectations; small group problem solving micro-lab;

Selection of sub-groups; sub-group planning.

Discuss Jacobs, Chap. 1

Individual presentations: Chapters 2-6;

Instructor input on introductory group issues/considerations;

Sub-group presentation and e-groups

Individual presentations; Chapters 7-12;

Instructor input on middle group developmental issues;



Sub-group presentations. b. psychodrama and c. Ba Fa Ba Fa cross-cultural simulation

Individual presentations, Chapters 13-18.

Instructor input on ending group developmental issues;

sub-group presentations d. Maori Drawing: a cross-cultural diagnostic tool and;

Turn-in group role and membership papers;

Sub-group e. Appreciative inquiry;

Final exam video, individual open book responses and group discussion.

Summary, closure, feedback.