DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: CNS **COURSE NUMBER: 692** **CREDIT HOURS: 3**

I. **TITLE:** Group Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
An experiential course in the dynamics of group behavior. The student will participate in an encounter-type group experience as well as being introduced to theory and techniques of group counseling. In addition, group guidance procedures are emphasized to include meaning, purposes, scope, and methods.
Prerequisite(s): None

III. **COURSE OBJECTIVES:**
As a result of participation in this course, students will be able to do the following (Based on CACREP Standards)

A. Students will gain knowledge of:
1. Principles of group dynamics including group process components, developmental stage theories, and behavioral indicators (Section II: G.6.a)
2. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles, and behavioural indicators (Section II: G.6.b)
3. Theories of group counseling including proponents, commonalties, distinguishing characteristics, pertinent research and literature, and behavioral manifestations (Section II: G.6.c).
4. Group counseling methods including group counsellor orientations and behaviour; therapeutic ingredients such as goal setting, decision making, and problem solving; group members' roles and behaviour; ethical considerations; selection criteria and methods; multicultural issues in group counseling; and methods of evaluation of effectiveness (Section II: G.6.d).
5. The effects that diversity, cultural, and personal factors play in group member and leader involvement and group process (Section II: G.2.b).

B. Students will develop skills to:
1. Explain stages and factors that affect group (Section II: G.6.a; Section III School: C5).
2. Experiment on group leadership skills (Section II: G.6.b).
3. Demonstrate group counseling orientations (Section II: G.6.c).
4. Explain group counselor verbal and nonverbal behavior (Section II: G.6.d).
5. Explain group member verbal and nonverbal behavior (Section II: G.6.d).
6. Demonstrate and self-evaluate group counselling skills (Section II: G.6.d).
7. Apply group member selection criteria and procedures (Section II: G.6.a).
8. Apply basic and advanced group counseling skills(Section II: G.6.a.).
9. Demonstrate multicultural group counseling competencies (Section II: G.2.b)

10. Reflect and describe their experience as a participant in a minimum of 10 group experiences (Section II: G.6.e)

C. Students will test and improve upon their personal strengths and weaknesses which affect their productivity as group facilitators (Section II, G.6.a).

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Group Behavior & Group Leadership Skills
B. Group Theories and authorities
C. Participation and Skills Development

V. INSTRUCTIONAL ACTIVITIES:

A. Students will gain knowledge from the texts, handouts, individual research, class lecture, and discussion.
B. Students will participate in a growth group where they will have an opportunity to practice group leadership skills and experience the group processes.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Jacobs, E. E., Masson, R. L, Harvill, R. L., & Schimmel, C. J. (2012). *Group counselling: Strategies and skills* (7th Ed.). Belmont, CA: Brooks/Cole.

Students should be aware of and use in their literature search the International Journal of Group Psychotherapy and *The Journal for Specialists in Group Work* (ASGW journal).

Other references include:

Corey, G. (2012). *Theory and practice of group counselling*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Gladding, S.T. (2012) *Groups: A counselling specialty* (5th Ed.). Upper Saddle River, NJ: Pearsonl. (Required Textbook).

Ivey, A.E., Pedersen, P.B., & Ivey, M.B. (2001). *Intentional group counselling: A micro-skills approach.* Belmont, CA: Brooks/Cole.

Johnson, D.W. and F.P. Johnson. (2013). *Joining together: Group theory and group skills*. Upper Saddle River, NJ: Pearson.

Kline, W.B. (2003). *Interactive group counselling and therapy.* Upper Saddle River, NJ: Merrill Prentice Hall.

Yalom, I.D. (1995). *The theory and practice of group psychotherapy*. New York, NY: Basic Books.

VIII. EVALUATION AND GRADING PROCEDURES:

Grading:

Late assignments will not be accepted

Student grades will be based on the accumulation of points:

1. Attendance and Participation **= 100 pts.**
2. Ten Weekly Reaction Papers (for group members and leaders) **= 100 pts**.
3. Ten Process and Content summations (for group observers) **= 100 pts**.
4. Midterm Exam: Chapters 1-6, 8-11 & 16 = **75 pts.**
5. Leadership Skill Grade = **100 pts. (50 for each time leading).**
6. Presentation of group counseling proposal **= 75 pts**.
7. Group counseling paper = **75 pts.**
8. Final Exam: Chapters 7, 12, 13, 15, 17 & 18 = **75 pts.**

Grades: Total of **700** points possible

A = 630 – 700	90%
B = 560 - 639	80%
C = 490 - 599	70%

Attendance and Participation in Class Activities (100 points)

Due to the experiential nature of the course, attendance and participation in the various activities is crucial. Students will lose 25 participation points for every session missed to a maximum of 50 points beyond which the student may be required to withdraw from class due to the disruption to the group process imposed upon other students. Absentee students may makeup weekly assignments per instructor's instruction (Section II, G.6.e)

Personal Reaction (10 x 10 = 100 points)

Following each session, (whether as member or co-leader), you will reflect on your experience and complete the reaction form for that session. Papers will be evaluated according to the thoroughness with which the questions are answered (Section II, G.6.b, G.6.e)

Observation Summaries (10 x 10 = 100 points)

After the group observation is over, the observing group members reflect on the issues and aspects of group process playing out in the group and complete the process summary form (Section II, G. 6.a, G.6.d).

Leadership Experience 1 (50 points)

Overall grade for demonstration of leadership skills and overall effectiveness during first group leadership opportunity. Evaluation will address individual application of skills, skill effectiveness, group process conceptualization, co-leadership effectiveness (Section II, G.6.d, G.6.e).

Leadership Experience 2 (50 points)
Overall grade for demonstration of leadership skills and overall effectiveness during second group leadership opportunity. Evaluation will address improvement of individual application and of skills, skill effectiveness, group process conceptualization, co-leadership effectiveness (Section II, G.6.e).

Midterm exam (75 points)
Multiple choice questions based on the following readings from the text: Chapters 1-6, 8-11 & 16 (Section II, G.6.a, G.6.b.,G.6.d)

Group Counselling Paper (75 points)
You will submit a 3- 4 page paper highlighting the following aspects of group counselling (Section II, G.6.a, G.6.b, G.6.c, G.6.d, G.6.e):

1. Describe the group leadership skills you have acquired and the ones that you are still working on.
2. How do you plan to update/improve your group counselling skills?
3. Describe your preferred theory of group counselling (support your preference).
4. Describe your self-awareness you have gained in the following areas:
    a. Your **culture** and how it might influence your group counseling.
    b. Personal strengths and challenges as they relate to your leadership experience.
    c. What you learned about yourself from being a group member.

Future Group Counseling Proposal Presentation (75 points)
You will develop a proposal for the design of a group you could possibly lead in the future (should be realistic and practical) and present it in class. The presentation should include the following (Section II: G.6.b, G.6.d; Section III CMHC: A2, A3, C3; Section III School: A2, B1, j1, L1):

1. Rationale for your proposed group. From the literature, justify the specific population and type of group you will be targeting, based on your future work setting (e.g. school, agency, etc). Show research that justifies why group work is effective or beneficial in these settings and for your identified population.
2. Describe and justify the purpose of the group.
3. Describe in detail how the group will be organized, participants selected, length, duration of the group and general details of how you will operate this group in the specific setting.
4. Discuss and provide a sample of the informed consent form you may use.
5. Creative ways to advertise your planned group. e.g. using fliers, online/offline, etc

Final Exam (75 points)
Multiple choice questions over the following textbook chapters: 7, 12, 13, 15, 17 & 18. (Section II: G.6.b, G.6.c, G.6.d; Section III CMHC: A3, C3; Section III School: H5, I2)

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

X. ACADEMIC HONESTY POLICY:

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 692

Clinical Mental Health Counseling Objectives		**Assessment**
Foundations A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Live supervision, Final paper , Group Proposal Presentation, Exams
Foundations A3	Understands roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals.	Live supervision, Final paper , Group Proposal Presentation, Exams
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Live supervision, Final paper , Group Proposal Presentation, Exams
Prevention & Intervention C3	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).	Live supervision, Final paper , Group Proposal Presentation, Exams
School Counseling Objectives		**Assessment**
Foundations A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	Live supervision, Final paper , Group Proposal Presentation, Exams
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Live supervision, Final paper , Group Proposal Presentation, Exams
Preven. & Intesrv. C5	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.	Live supervision, Final paper , Group Proposal Presentation, Exams
Assessment H5	Assesses barriers that impede students' academic, career, and personal/social development	Live supervision, Final paper , Group Proposal Presentation, Exams
Research I2	Knows models of program evaluation for school counseling programs	Live supervision, Final paper , Group Proposal Presentation, Exams
Research J1	Applies relevant research findings to inform the practice of school counseling	Live supervision, Final paper , Group Proposal Presentation, Exams

Academic Dev L1	Conducts programs designed to enhance student academic development	Live supervision, Final paper , Group Proposal Presentation, Exams
Col lab. & Consult M1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration	Live supervision, Final paper , Group Proposal Presentation, Exams

Course Schedule and Assignments

Date	**Topic**	**Assignments /Activities**	**CACREP Standards**	**Group Leaders**
Jan 14	Introduction to course, Review syllabus Introduction to Group Counseling Stages of Group & Group Process	Reading: Ch. 1 & 2	Section II: G.6.a, G.6.b	
Jan 21	Purpose of Groups Planning Groups Counseling & Therapy Groups	Reading: Ch.3, 4 & 14	Section II: G.6.a, G.6.b	
Jan 29	Basic Group Skills	Reading: Ch. 6 **Session 1** **Feedback 1**	Section II: G.6.d, G. 6.e.	Open: Dr. Bakes
Feb 5	The Beginning stage	Reading: Ch. 5 **Session 2** **Feedback 2**	Section II: G.6.a, G.6.b, G.6.e	Group 1: Group 2:
Feb 12	Dealing with Problem Situations	Reading: Ch.16 **Reaction 3** **Process 3**	Section II: G.6.a, G.6.b, G.6.d, G.6.e	Group 1: Group 2:
Feb 19	Cutting off & Drawing Out Rounds & Dyads	Reading: Ch. 8 & 9 **Session 4** **Feedback 4**	Section II: G.6.a, G.6.b, G.6.d, G.6.e	Group 1: Group 2:
Feb 26	Appropriate Use of Exercises	Reading: Ch.10 & 11 **Session 5** **Feedback 5**	Section II: G.6.a, G.6.b, G.6.d, G.6.e	Group 1: Group 2:
March 5	Middle Stage	Reading: Ch12 **Session 6** **Feedback 6** **Midterm Due**	Section II: G.6.a, G.6.b, G.6.d, G.6.e	Group 1: Group 2:

March 12	Using Counseling Theories	Reading: Ch. 13 **Session 7** **Feedback 7**	Section II: G.6.b, G.6.c.	Group 1: Group 2:
March 19	SPRING BREAK	NO CLASS		
March 26	Working With Specific Populations (children/adolescent & school settings)	Reading: Ch.17 ***Session 8*** ***Feedback 8***	Section II: G.2.b, G.6.a, G.6.d; Section III School: A2, C5, H5, I2	Group 1: Group 2:
April 2	Working with Specific Populations (adults, agency & other settings)	Reading: Ch. 17 **Session 9** **Feedback 9**	Section II: G.2.b, G.6.a, G.6.d; Section III CMHC: A2, A3, B1, C3	Group 1: Group 2:
April 9	Closing Stage	Reading: Ch. 15 **Session 10** **Feedback 10**	Section II: G.6.a, G.6.b	Group 1: Group 2:
April 16	Issues in Group Counseling	Reading: Ch. 18 **Group Paper**	Section II: G.6.a, G.6.b, G.1.j; Section III CMHC: A2; School: A2, H5	Close: Dr. Bakes
April 23		**Group 1 Presentations**	Section II: G.6.b, G.6.d; Section III CMHC: A2, A3, C3; Section III School: A2, B1, j1, L1	
April 30		**Group 2 Presentations**	Section II: G.6.b, G.6.d; Section III CMHC: A2, A3, C3; Section III School: A2, B1, j1, L1	
May 7	Finals Week	**Final Exam Due**	Section II: G.6.b, G.6.c, G.6.d; Section III CMHC: A3, C3; Section III School: H5, I2	

CNS 692 Group Counseling
Rubric: Group Paper

CATEGORY	10 Exceeds Standards	8 Meets Standards	7 Below Standards	4 Does Not Meet Standards	Score
Leadership Skills CACREP Section II: G.6.b	Clearly identifies and thoroughly describes the leadership skills gained and skills to be worked on.	Identifies and describes the leadership skills gained and the describes skills to be worked on.	Lists skills without through description or does not address both skills gained and those being worked on.	Does not describe leadership skills.	
Skill Improvement CACREP Section II: G.5.b & G.6.b	Outlines a clear and realistic plan to continue to improve group skills in a realistic and effective manner	Creates a plan to continue to improve group skills	Partial plan, not realistic or obtainable	Fails to identify a plan of action or mention is brief and cursory.	
Theory CACREP Section II: G.6.c	Identifies a theory and clearly describes how group interventions will be influenced from that theoretical approach.	Identifies a theory and describes how that theory will shape their group interventions.	Partial or unclear description of how identified theory applies to group counseling.	No mention of theory or very weak application to group.	
Self-awareness CACREP Section II.G.5.b	Recognizes and clearly describes personal self awareness regarding culture and personal strengths and weaknesses relating to group counseling.	Recognizes and clearly describes personal self awareness regarding culture and personal strengths and weaknesses relating to group counseling.	Partially identifies and or describes personal awareness of culture, strengths & weaknesses.	Does not demonstrate self awareness of culture or individual strengths or weaknesses.	
Writing Style	Well organized, appropriate introduction, effective transitions and flow of thoughts and 12 pt. font, double spaced, without grammar or spelling errors.	Well organized, appropriate introduction, effective transitions and flow of thoughts and 12 pt. font, double spaced, without grammar or spelling errors.	Lacks one or more components of organization, grammar and spelling errors.	Poor organization, significant grammar and or spelling errors.	
	Total Points Possible: 50				**/50**

CNS 692 Group Leadership Rubric

	Meets Expectations 5	Below Expectations 3	Does not Meet Expectations 1	Grade
Tone/Purpose CACREP Section II: G. 6.b	Generally, sets positive hopeful tone. Focuses on the purpose of the group. Keeps people focused on purpose.	Appears tentative nervous. Struggles to keep group get on topic.	Comes across negative or paralyzed. Does not focus on the purpose of the group.	
Leadership CACREP Section II: G. 6.b	Mostly demonstrates a democratic style and a Strong co-leader relationship .	Is sometimes overly directive. Occasionally loses control of group. Weak co-leader relationship	Does nothing or is completely directive and authoritarian. Poor co-leader relationship	
Leadership Skills CACREP Section II: G. 6.b	Generally uses group skills effectively i.e. Connects, draws out, clarifies, blocks, supports members.	Uses some skills but struggles to consistently use effective group skills.	Does not use group skills or uses skills inappropriately.	
Attention to group CACREP Section II: G. 6.a	Pays attention to group consistently. Generally scans group for reactions and connects members to topic.	Occasionally focuses solely on one individual without paying attention to or applying topic to the group.	Does not scan or pay attention to the group. Only focuses on individuals.	
Attention to Group process CACREP Section II: G. 6.a	Generally, recognizes and addresses content & process factors/norms affecting individuals & group.	Tries or attempts to recognize or apply group process but doesn't address accurately or completely	Focuses only on content. Does not address unspoken process.	/50

CNS 692 Group Counseling

Rubric: Group Proposal Presentation

CATEGORY	12 Exceeds Standards	10 Meets Standards	8 Below Standards	6 Does Not Meet Standards	Score
Justification CACREP Section II: G. 6.d	Expertly establishes clear relational with ample data and citations to support proposal.	Clearly identifies population. Uses data/citations to justify why this type of group is necessary and beneficial for this population.	Unclear rationale for type of group & population selection Fails to use appropriate data to justify group topic	Does not give a rationale for need of group/population.	
Group Description CACREP Section II: G. 6.a	Description of group is well detailed and very professional.	Clearly outlines the goal of the group, how members will be recruited & selected, length, rules for the group and location.	Partially describes group. Missing elements of group description	Fails to address majority of description requirements.	
Informed Consent CACREP Section II: G. 1.j	Consent form clearly addresses population. Professional in look, language and content.	Written form, outlining, client's rights, limits of confidentiality, benefits & risks to counseling.	Discussed verbally but not in written format and or incomplete description	No description or minor cursory mention of informed consent	
Advertisement	Advertisement is professional in design, layout, visual appeal, and content.	Visually attractive, easy to read with accurate information	Partially completed. Contains some but not all necessary information or is not visually appealing or difficult to read	Absent or contains little information and is visually unappealing.	
Presentation Style	Professional appearance, attitude, mannerism and communication.	Good communication skills, organized with an introduction and provides appropriate details. Show enthusiasm for group proposal.	Lacks one or more components or organization, details or enthusiasm.	Absent or Fails to clearly communicate well and not interested in topic	
	Total Points Possible: 50				**/50**

Weekly Observation Rubric

	Meets Expectations 5	Below Expectations 3	Does not Meet Expectations 1	Grade
Leadership Skills CACREP Section II: G. 6.b & d	Observation generally includes accurate description of issues relating to the leaders, their leadership style, skills and the effect they have on the group	Observation partially describes issues relating to the leaders, their leadership style, skills and the effect they have on the group	Observation greatly lacks or inaccurately describes the leaders, their leadership style, skills and effect they have on the group	
Group dynamics CACREP Section II: G. 6.a	Observation generally includes accurate description of the **Process Issues** playing out in the group (i.e. roles, norms, underlying interpersonal issues, difficult member behavior or unspoken group issues)	Observation partially describes group **Process Issues.** (i.e. roles, norms, underlying interpersonal issues, difficult member behavior or unspoken group issues)	Observation greatly lacks or inaccurately describes group **Process Issues.** (i.e. roles, norms, underlying interpersonal issues, difficult member behavior or unspoken group issues)	/10

Student Name _____ **Date**_____

Comments:

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Weekly Personal Reaction Rubric

	Meets Expectations 5	Below Expectations 3	Does not Meet Expectations 1	Grade
Reaction to Group CACREP Section II: G. 6.e	Clearly describes personal reaction to group process and group leadership. Takes ownership for own experience	Partially describes personal reaction to group process and group leadership. Takes some ownership for own experience.	Fails to describe personal reactions Takes little ownership for own experience. Blaming or belittling of others	
Application to Self CACREP Section II: G. 6.	Demonstrates thoughtful reflection and insight and effort to apply group experience and knowledge to self	Demonstrates some effort to reflect on the group experience. Describes some insight and effort to apply group experience and knowledge to self	Demonstrates little or no effort to describe thoughtful reflection and insight and effort to apply group experience and knowledge to self	/10

Student Name _____ **Date**_____

Comments:

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