

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

THIS INFORMATION IS NOT BINDING: Please note that all content provided in the course chart and course syllabus is subject to change without notice. This information is not binding in any form.



Group Counseling COUN 512

Instructor:

Center for Counseling and Family Studies

Liberty University

Lynchburg, VA 24502

Office Telephone:

Email:

Office Hours: Available with Appointment

Course Description: This course introduces the use of groups for the purpose of increasing self-understanding and improving interpersonal relationships. Emphasis will be placed on basic concepts of group dynamics and group leadership.

- II. Rationale:** Persons involved in both professional counseling and helping ministries find that group work can be an important strategy for conducting their daily work. Therefore, knowledge of group theory and the development of group leadership skills are essential to their becoming more effective practitioners in either setting.
- III. Prerequisites:** Per the Liberty Distance Learning Program Catalog or by permission.

IV. Textbooks and Other Learning Resources:

Required:

American Psychological Association. (2001). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association. ISBN: 1557987912

Corey, G., Corey, M., & Haynes, R. (2006). *Groups in action: Evolution and challenges*. (DVD and Workbook). Pacific Grove, CA: Brooks/Cole. ISBN: 0534638007

Gladding, S. T. (2008). *Group work: A counseling specialty, 5/E*. Englewood Cliffs, NJ: Prentice-Hall. ISBN-10: 0131735950

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group counseling: Strategies & skills* (6th Ed.). Pacific Grove, CA: Brooks/Cole. ISBN-10: 0495505587

Recommended:

Guilford Publications, Inc. (2002). *Format Ease*® (Version 3.0) [Computer Software]. New York: Guildford Press. or
Reference Point Software for APA style.
<http://www.referencepointsoftware.com> or
RefWorks is an on-line research organizational tool that students may use to reference and manage materials for research papers.
<http://www.refworks.com/>

Useful Resources:

DeLucia-Waack, J.L., Bridbord, K.H., Kleiner, J.S., Nitza, A.G. (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting and processing*. Alexandria, VA: Association for Specialists in Group Work.

DeLucia-Waack, J.L., Gerrity, D. A., Kalodner, C.R., Riva, M.T. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage.

Dayton, T. (2005). *The living stage: A step-by-step guide to psychodrama, sociometry and experiential group therapy*. Deerfield Beach, FL: Health Communications, Inc.

Icenogle, G. W. (1994). *Biblical foundations for small group ministry: An integrational approach*. Downers Grove, IL: InterVarsity Press. ISBN: 0830817719

Keene, M. & Erford, B.T. (2006). *Group Activities: Firing Up for Performance*. Englewood Cliffs, NJ: Prentice-Hall. ISBN-10: 0131709046

Kraus, K.L. (2003). *Exercises in group work*. Englewood Cliffs, NJ: Prentice-Hall. ISBN-10: 0130981885

Yalom, I.D. (2005). *The theory and practice of group psychotherapy, 5th Ed.* New York: Basic Books.

V. Course Learning Objectives and Requirements:

At the conclusion of this course students will be able to:

- A. Describe and analyze the principles of group dynamics; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. This competency will be measured through completion of exams, in-class and post-class participation in group, journaling assignments and the group experience paper. (Meets CACREP standard II.K.6.a)
- B. Describe and analyze group leadership styles and approaches, including characteristics of various types of group leaders. This competency will be measured through completion of exams, in-class and post-class participation in group, journaling, group experience paper and the group proposal project. (Meets CACREP standard II.K.6.b)
- C. Describe and integrate the theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. This competency will be measured through completion of exams and group proposal project. (Meets CACREP standard II.K.6.c)
- D. Compare and contrast group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. This competency will be measured through journaling, exams and the group proposal project. (Meets CACREP standard II.K.6.d)
- E. Compare and contrast approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups. This competency will be measured through the exams and group proposal project. (Meets CACREP standard II.K.6.e)
- F. Describe and critique professional preparation standards for group leaders. This competency will be measured through completion of exams. (Meets CACREP standard II.K.6.f)
- G. Describe and apply ethical and legal considerations. This competency will be measured through exams and group proposal project. (Meets CACREP standard II.K.6.g)

- H. Integrate a Christian theological doctrine of self and relationship with a group counseling theory and approach. This competency will be measured through the group proposal project and group experience paper.

VI. Class Requirements

A. Pre-Class Assignments

1. Complete required reading. Textbooks should be read prior to attending classes.
2. View "Groups in Action: Evolution and Challenges" DVD and complete the workbook. **Workbooks must be completed and submitted for grading on first day of class. No late workbooks will be accepted.**
3. Read and sign the Group Consent Form in preparation for participating in a student directed, instructor supervised, personal growth group during the week. **The Group Consent form must be signed and submitted on the first day of class.**

B. In-class Assignments:

1. Participate in class discussions and in an experiential personal growth group. Students are expected to attend **ALL** class sessions, prepared to participate actively in class discussions and various exercises and activities as they occur. (See Section VIII for penalty for unexcused absences). An open, curious, and honest attitude toward learning from others will facilitate development for all participants. Students are also required to participate in a small (personal growth) group as both a group participant and group leader during the intensive week. On Monday of the intensive, students will be divided into groups and assigned to co-lead one group session in your group during the week. Students will be provided an outline of how they are expected to prepare and what they are expected to accomplish in group.

In addition to learning to lead a group, it is important that counseling students both experience counseling from the client's point of view and have enough inter and intrapersonal insight to become mature, safe counselors. Your growth groups, which you will be attending each afternoon, will provide you with the experience of being a client in a group, opportunities for group leadership practice and an opportunity for inter and intrapersonal insight into yourself and how others experience you in relationship. Students will receive a grade based on whether they are attending all classes and groups and actively participating and diligently seeking to understand themselves and their personal relational style/patterns. (See Appendix A for Group Rules and Guidelines)

Post-class

1. Submit a written Group Proposal for a group you would like to lead in the future. This group needs to be for 4 (1.5 hour) sessions. (See Appendix B for instructions) **This assignment must be submitted to both the links to the Blackboard Gradebook and Turnitin.** Turnitin is software designed to assist students in writing papers that are free from intentional or unintentional plagiarism. When you submit your assignment to Turnitin, it will produce a report that you will be able to view. A report that indicates a similarity index of greater than 20%, (excluding Bibliography or direct quotations in your paper), will be required to be corrected and resubmitted within 1 day. **Failure to submit your original paper, and resubmit your paper for a similarity index of greater than 20%, to turnitin, will result in a 0 for the assignment.**
2. Complete 4 examinations. Each exam will be an online, timed, closed book-closed note, multiple-choice exam. See the Assignments section of BB for instructions, etc.

VII. Grading:

A. Policies:

1. Students will read and abide by appropriate guidelines regarding cheating and plagiarism found in the student manual.
2. All assignments must be completed on time to receive a passing grade.

B. Method:

Assignment	Percent
Attendance & Class/Group Participation	15%
Corey & Corey DVD and Workbook	20%
Exams x 4 (each 10%)	40%
Group Proposal Project	25%

C. Scale:

Grade	Points/Percent
A	94 – 100
B	86-93
C	75-85
D	68-74
F	0-67

D. Late Submissions: The instructor acknowledges that some emergency circumstances (family emergencies or serious illness) may interfere with meeting

deadlines. However, the expectation is to regularly meet the deadlines listed in the syllabus. Students are to notify the instructor by email of any delay in assignment submissions. **Late papers and assignments will be penalized 5 points for each day of tardiness.**

VIII. Attendance Policies: Because of the intensive nature of this class, attendance is especially important. Each class day is equivalent to 3 regularly scheduled semester classes. Thus, failure to comply with paragraph VI.B.2, above, will result in a student's grade being lowered according to the following scale:

A. ½ to 1 day of intensive absence = 3 weeks of regular semester classes and will result in an automatic C for the course.

B. 2 days or more of intensive absences = 6 weeks of regularly scheduled semester classes and will result in an automatic F for the course.

IX. Special Issues

- A. Conflict Resolution** - Periodically students may develop a concern regarding the class, an individual in the class, a group leader or the instructor. Students are expected to behave in a respectful and professional manner in their interactions with fellow students, group leaders and the professor. If a concern arises you are encouraged to first address the concern with the individual involved. If this does not resolve the issue, then you are expected to voice your concerns to your instructor. If this does not resolve the concern, you will be given the name and email of the appropriate program director.
- B. Email Netiquette** - You are expected to communicate in a professional manner at all times whenever emailing your classmates, professor, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on bb that is more appropriate for an individual. Avoid offensive language of any kind.
- C. Consultation**- I will be available to speak with students before or after class by appointment or during regularly scheduled office hours.
- D. Disability Assistance** - Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
- E. Dress Code:** Students are expected to attend class dressed in a manner consistent with *The Liberty Way*.

Please Note: Syllabus is Subject to Change!!!

Class Schedule (Subject to Change/Revision)
COUN 512 Group Counseling
2008 Intensives

Date	Lecture / Activity	Reading/Assignments Due
Prior to Class		Read all assigned textbooks and complete Corey and Corey DVD and Workbook
Monday 8:00-9:30AM 9:30-10:00 10:00-Noon 12:00-1:00PM 1:00PM – 2:30 2:30-3:00 3:00-4:30	Orientation to Class and Review of Syllabus Lecture – Theological Basis for Groups; History and Types of Group Work Break Lecture-Group Dynamics, Group Ethics, Beginning Stage of Group Lunch Group Experience Session I Break Group Experience Session II	1. Corey & Corey Workbook Due 2. Group Consent Form Due (Late submissions not accepted) Gladding, chapters 1-3, 5, 9 Jacobs, chapters 1-5, 18
Tuesday 8:00-9:30AM 9:30-10:00 10:00-11:30 11:30AM-12:30PM 12:30-2:00PM 2:00-2:30 2:30-4:00	Lecture – Group Leadership Skills I, Break Lecture – Group Leadership Skills II, Transition Stage of Group Lunch Group Experience Session III Break Group Experience Session IV	Gladding, chapters 4, 6 Jacobs, chapters 6-11
Wednesday 8:00-9:30AM	Lecture –Working Stage of	Gladding, chapters 7, 9-12

9:30-10:00	Group, Dealing with Problem Situations in Group Break	Jacobs, chapters 12, 14, 16-17
10:00 – 11:30	Lecture – Working with the Culturally Diverse, Working with Children and Adolescents	
11:30 - 12:30PM	Lunch	
12:30PM-2:00	Group Experience Session V	
2:00 – 2:30	Break	
2:30- 4:00	Group Experience Session VI	
Thursday 8:00-9:30AM	Lecture – Working with Adults and Older Adults, Survey of Group Theories I	Gladding, chapters 13-18 Jacobs, chapter 13
9:30-10:00	Break	
10:00 – 11:30	Lecture – Survey of Group Theories II	
11:30AM- 12:30PM	Lunch with Small Group	
12:30PM – 2:00	Group Experience Session VII	
2:00 – 2:30	Break	
2:30-4:00	Group Experience Session VIII	
Friday 8:00-8:30AM	Presentation on Practicum & Internship	Intensive Evaluations Due Gladding, chapters 8 Jacobs, chapters 15
8:30-9:30	Lecture - Termination Stage of Group	
9:30-10:00	Break	
10:00-11:30	Group Experience Session IX	
11:30-Noon	Q & A Time	
One week after intensive (Sunday, 11:55PM)	Exam 1: Gladding 1-4 Jacobs 1-4	Exam 1
Two weeks after intensive (Sunday, 11:55PM)	Exam 2: Gladding 5-8 Jacobs 5-12, 15-16	Exam 2
Three weeks after intensive	Exam 3: Gladding 9-14	Exam 3

(Sunday, 11:55PM)	Jacobs 17-18	
(Sunday, 11:55PM) Four weeks after intensive	Exam 4: Gladding 15-18 Jacobs 13-14 Group Proposal	Exam 4 Group Proposal Course Evaluation

APPENDIX B Rules and Guidelines for Group

Introduction:

In order for any group to function at its best capacity, members of each group have to agree on rules and guidelines that will serve as the basis for attitude and behavior in group. These rules and guidelines serve to provide structure to group and safety for members. The rules and guidelines for each Counseling 512 group are as follows:

1. What is said in this room stays in the room. Likewise, what is said in small group stays in small group. What is said in a dyad stays in the dyad. Do not share any information about anyone else in the class. You are free to tell your experience and story only. The only exceptions to this rule include:

- Threat of harm to self or others
- Report of abuse/neglect of a minor, elderly or disabled person.

If someone in your small group breaks confidentiality, or shares on one of the exceptions above, you are asked to report this to the professor.

2. Strive to create value in all things. You are going to be given the opportunity to learn about group work and yourself through a variety of activities and exercises. Attitude is everything in group. You are asked to be open to each activity/exercise and strive to find the value for yourself in each experience. An open attitude that believes God can use anything or anyone and a willingness to actively participate will help you accomplish this goal.

3. Withhold judgments about others and yourself. Groups are always composed of a variety of people, from a variety of backgrounds. As such, others sitting in your group may hold different values and beliefs. You are asked to allow other members in your group to express their own thoughts and feelings without being required to change those for others. Likewise, you are to withhold judgments about yourself. Do not compare yourself or your experiences to others.

4. No advice giving. Often times we are quick to give advice and slow to listen. As a result, we may make ourselves feel better, but leave the other person feeling discounted. In order to treat each other as adults who are capable of choosing and taking responsibility for one's own life, do not give advice to each other. Instead, sit quietly; listening, trusting God is in the process of that person's life.

5. Be on time for each session and after each break. Because the class is large and the week crammed with good things, please be on time as a courtesy to your fellow classmates. As a policy, we will not begin groups without everyone present.

Appendix B

Instructions for Group Proposal Project

You are to submit a written group proposal for a group you would like to lead in the future. The purpose of this assignment is to give you hands-on experience in planning a group. This group proposal should include an outline for four 1.5 hour sessions of group. Submit a Group Proposal Project paper through the link provided under the assignments section of bb. Additionally, submit a separate copy of your proposal to the Turn-it-in link provided in the assignments section of bb. Your paper should be in APA format (no abstract) and divided into the following sections:

Title Page

Include the title of your proposed group and your name

Introduction and Rationale

(1 page or less)

10 points

Describe the type of group you are proposing and the need, or reasons, for the group you are forming. In your description of why you are proposing your particular group, make sure to include: (a) personal knowledge, (b) the knowledge of the staff of the facility for which you are conducting the group, (c) research that supports the use and effectiveness of support groups with the targeted population, (d) information from previously developed needs statements, (e) local statistics.

Sessions Outline x4

(2 pages or less)

10 points

For each 1.5 hour individual session:

- List the specific goals to be accomplished.
- Under each goal, list the specific actions, exercises or processes that will be used to accomplish each goal and the amount of time that will be given to each activity.
- List the supplies needed
- Describe the room set up and explain rationale

Marketing and Screening

(2 pages or less)

10 points

- Describe the intended audience/potential members
- Describe the criteria for determining who should **not** be included in the group and why
- Develop a flyer that will advertise your group so that **potential group members will have enough information** to decide on joining your group.

Theory

(1 page or less)

15 points

- Describe the particular counseling theory you will use and why
- Describe how your theory will inform your particular goals

Consent

(1 page or less)

10 points

- A. Develop a consent form to be completed by each participant that is based on recommendations from the ASGW.

Outcomes (1 page or less) 10 points

Develop a survey instrument (No more than one page), to be given to your group members at the end of the group, that will solicit information so that you can evaluate whether your group accomplished the goals stated above.

Problem-Solving (2 pages or less) 15 points

Based on recommendations from group experts, describe how you will address each potential group problem listed below:

- The chronic talker
- The silent member
- The member who attacks another in the group
- The member who stops coming

References 5 points

All your ideas and assertions must be supported by professional books and articles only. Do not use websites other than those obtained through the Liberty Library portal. Many websites cannot be trusted due to inadequate and/or inaccurate information. All references need to be current, within 10 years.

APA Format, Grammar, and Professional Writing 10 points

Your paper should be formatted in APA and include running head, subheadings, and page numbers. References within and in bibliography should be APA formatted.

Submission to Turn-it-in 5 points

This assignment must be submitted to both the links to the Blackboard Gradebook and Turnitin. Turnitin is software designed to assist students in writing papers that are free from intentional or unintentional plagiarism. When you submit your assignment to Turnitin, it will produce a report that you will be able to view. A report that indicates a similarity index of greater than 20%, (excluding Bibliography or direct quotations in your paper), will be required to be corrected and resubmitted within 1 day. **Failure to submit your original paper, and resubmit your paper for a similarity index of greater than 20%, to turnitin, will result in a 0 for the assignment.**