P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

COUN 517 (3.0 Credits)
Group Counseling Theories & Practice
Location PGT 105
Time: Wed 4:15-9pm

INSTRUCTOR

Dr. Mary Amanda Graham
Loyola 218
Office hours by appointment
E-mail: graham@seattleu.edu
(206)-296-5748 (O)

COURSE MATERIALS

Required Texts and/or Readings:

Gladding, S.T. Groups: A Counseling Specialty-5th edition. ISBN: 978-0-13-173595-8

NOTE: ADDITIONAL READINGS ARE REQUIRED! THE SPECIFIC READINGS WILL BE DETERMINED BY WHICH POPULATION YOU MIGHT WISH TO WORK WITH IN THE FIELD.

Required Articles:

TBA

Support Materials:

List support materials here

COURSE DESCRIPTION

Graduate Bulletin Description: Emphasizes group counseling theory. Provides group experiences to integrate theory and practice. Discusses possible applications in various school, college, and agency settings and relevant ethical considerations. Includes weekly two-hour

group lab experience after class.

Program Organizing Theme: This course is about the skills and knowledge fundamental and necessary to being a *professional* group counselor. *Ethics* and *counseling diverse* populations are emphasized. *Reflection* on students' experience in the class and in the lab is constant through class discussion, reflection papers, and the small group interactions.

COURSE OBJECTIVES

By the end of quarter student will:

1. *Describe stages of group development, and leadership interventions at various stages*
2. Overview, benefits, and history of group types.
3. Goals and functions of professional group counseling.
4. Ethics and practical considerations in running groups: selection criteria, evaluation, norms.
5. Stages of group development and leadership interventions at various stages.
6. Tenets and leadership styles of major theoretical approaches to counseling groups.
7. Familiarity with special considerations for groups of special populations.
8. Understanding of diverse cultural variables affecting group counseling.
9. A plan for forming and conducting a counseling group in a setting of one's choice.
10. An experiential understanding and reflective communication of the students' membership in a group.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.2.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

CACREP Community Counseling and School Counseling Program Standards:

C. Knowledge and Skills Requirement for Community Counselors:

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

C. Knowledge and Skill Requirements for School Counselors

2.a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all.

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]
WAC 180-78A-165(4) Knowledge and Skills
B. Social and Cultural Foundations. studies that provide an understanding of issues and trends in a multi-cultural and diverse society.
D. Group Work. studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches.
K. 2(b) Counseling and Guidance. Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks.

COURSE INSTRUCTIONAL METHODS

COURSE INSTRUCTIONAL METHODS
There will be two major components to this course: didactic and experiential. The didactic component will be presented during the first half of class and will focus on information regarding counseling groups, stages of group development theories, practical tips, ethics, working with specific populations, multicultural variables, and other related topics. Attendance is expected at all class meetings.

The experiential component will consist of being a member of an on-going group held during the Lab portion of the class (Wednesday evenings 7-9 p.m.). The groups will remain intact all quarter and be led by experienced professional group counselors. The direction and depth of

these group experiences will be left largely to the participants. Individual limits are to be respected. **Confidentiality** is also **required** for all group experiences. Attendance is important, and the group leaders have been asked to report absences to the instructor.
Exceptions to the confidentiality limits: Group leaders are required to inform the instructor should any student appear to be a danger to self or other.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

1. Attendance. Because of the experiential nature of this course, attendance is especially important. Students will be awarded 5 points for every class they attend in full and on time.
   Points 50 (5 each)
2. Participation. Participate in the weekly small group counseling experience. Students will be given 5 points for each process group session they attend.
   Points 50 (5 each)
3. Reflection papers, 10 total; (2 pages maximum, APA style):
   Use a log kept on the small group experience, the text, and the class discussion to describe the developmental stages of the group, the leadership roles and skills in these stages, other appropriate dynamics of the group process (but not the group content), and some of your personal reflections and insights.
   Points: 30 (3 each)
4. Reading Quiz, there will be a weekly reading quiz.
   Points: 30
5. Group Proposal Paper
   Write a paper describing a group you might run at your current or desired work setting. This assignment will require you to do research and outside reading to expand your knowledge. The average number of pages for this paper is 8-12. A detailed description of this assignment will be handed out in class and posted on the class' Angel website. Points 40

Extra credit may be available throughout the term.

B. Grading:

GRADING WEIGHT

Assignment	*Points*
Reflection Papers	30
Reading Quizzes	30
Group Proposal Paper	40
Attendance	50
Participation	50
Total	***200***

GRADING SCALE

A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 1/7	Introductions Syllabus History and Trends Types of Groups	II.6.a C.7 C.2a	Ch. 1 & 2	II.6.a C.7 C.2a
Class #2 1/14	Overview and history of group types Group Dynamics Effective Group Leadership	II.6.a II.6.d II.6.f II.6.g	Ch. 3 & 4 **Due: Reflection paper #1** **Reading Quiz 1**	II.6.a II.6.d II.6.f II.6.g
Class #3 1/21	Beginning a Group The Transition: Norming and Storming	II.6.a II.6.b C.7 C.2a	Ch. 5 &6 **Due: Reflection paper #2** **Reading Quiz 2**	II.6.b C.7 C.2a
Class #4 1/28	Performing Termination of Groups	II.6.a II.6.b II.6.d	Ch. 7 & 8 **Reflection paper #3** **Reading Quiz 3**	II.6.a II.6.b II.6.d
Class #5 2/4	Group Ethics Multicultural Groups	II.6.c II.6.e C.7 C.2a	Ch. 9 & 10 **Reflection paper #4** **Reading Quiz 4**	II.6.c II.6.e C.7 C.2a
Class #6 2/11	Groups for Children and Adolescents	II.6.a II.6.c II.6.d	Chapter 11 & 12 **Reflection paper #5** **Reading Quiz 5**	II.6.a II.6.c II.6.d
Class #7 2/18	Groups for Adults and Older Adults	II.6.a II.6.c II.6.d	Ch. 13 & 14 **Reflection paper #6** **Reading Quiz 6**	II.6.a II.6.c II.6.d
Class #8 2/25	Psychoanalytic Humanistic Groups	II.6.a II.6.b II.6.c II.6.d II.6.e II.6.f II.6.g C.7 C.2a	Ch. 15 & 16 **Reflection # 7**	II.6.a II.6.b II.6.c II.6.d II.6.e II.6.f II.6.g C.7 C.2a
	Humanistic cont.	II.6.a	Ch. 17 & 18	II.6.a

Class #9 3/4	Behavior Groups	II.6.c II.6.d	**Reflection # 8**	II.6.c II.6.d
Class #10 3/11	Closure and Wrap Up	II.6.a C.7 C.2a	Reading TBA **Reflection # 9** **Group Plan due**	II.6.a C.7 C.2a
Class # 11 3/18	Finals		**Reflection # 10**	

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
  Loyola 100, www.seattleu.edu/SAS/LA
  peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
  Engineering 307, www.seattleu.edu/writingcenter/
  peer assistance with any phase of a writing project
- **Math Lab**
  Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
  Drop-in help with mathematics homework and test preparation
- **Reference librarians**
  Library 2nd floor, www.seatleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
  These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

http://www.seattleu.edu/studentdevelopment/

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association
www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

http://www.seattleu.edu/registrar/page.aspx?ID=194

References

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Corey, M. & Corey, G. (1997). *Groups, process and practice*. 5th edition. Pacific Grove: Brooks/Cole.

Forsyth, D. (1983). *An introduction to group dynamics*. Monterey, CA: Brooks/Cole.

Gladding, S. (1999). Group *Work: A Counseling Specialty*, 3rd edition. Englewood Cliffs: Merrill.

Kottler, J. (1994). *Advanced Group Leadership*. Pacific Grove: Brooks/Cole.

Lakin, M. (1985.) *The helping group: Therapeutic principles and issues*. Reading: Addison-Wesley Publishing Company.

Napier, R. & Gershenfeld, M. (1999). *Groups - Therapy and experience*. (6th ed.). Boston: Houghton Mifflin.

Ohlsen, M., Horne, A.M., & Lawe, C. (1988. *Group Counseling*. New York: Holt, Rinehart and Winston Inc.

Ormont, Louis (1992). *The Group Therapy Experiences*. New York: St. Martin's Press.

Rogers, C.R. (1973). *Carl Rogers on encounter groups*. New York: Harper and Row.

Schutz, W.C. (1973). *Elements of encounter: A body-mind approach*. Big Sur: Joy Press.

Spitz, Henry and Spitz, Susan. (1999). *A Pragmatic Approach to Group Psychotherapy*. Philadelphia: Brunner/Mazel.

Yalom, I.D. (1983). *Inpatient group psychotherapy*. New York: Basic Books.