

**EDCD 608: GROUP PROCESSES AND ANALYSES**  
**Spring 2010**

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Class location: Robinson A 349

**COURSE DESCRIPTION:**

This course is designed to familiarize students with fundamental concepts and theories of group counseling. A mastery of basic interpersonal and facilitation skills will be emphasized inclusive of issues related to racial and ethnic diversity and gender. The course includes an intensive laboratory group experience to facilitate interpersonal awareness, sensitivity, and skills that are critical to being an effective group counselor/group therapist.

**COURSE OBJECTIVES:**

1. Gain personal awareness of one's own interpersonal style.
2. Learn various process and outcome issues that structure group experience.
3. Acquire and demonstrate group counseling skills in class demonstrations and experiences.
4. Learn about culturally diverse populations and effective group interventions with those specific populations.
5. Gain an understanding of different K-12 students and clients that may participate in groups and learn about how to effectively intervene with those groups.
6. Study ways to evaluate the group experience.
7. Experience group process personally and gain insight, awareness and enhanced interpersonal skills.
8. Begin to develop a personal style as a group facilitator.

**RELATIONSHIP TO COURSES AND PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS:**

Group Counseling is a key issue in counseling and provides a core course in the Counseling and Development Program. It addresses the program goals and mission and provides information about how to more effectively work with systems and facilitate personal, social, and institutional change through group work. This will provide a core foundation in highlighting self awareness, interpersonal skills and awareness, and system skills as an advocate and change agent including important skills necessary in practicum and internship.

CACREP standards that are met through this course include: foundations of counseling, contextual dimensions of counseling, knowledge and skill requirements, and clinical instruction. In addition EDCD 608 fulfills the requirements and standards for Group Counseling in the following professional organizations: Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Section II K.f: Theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, American Counseling Association (ACA), Virginia Department of Education and Virginia Department of Health Professions.

**TEXTBOOKS:**

Gladding, S. T. (2003). Group work: A counseling speciality (4th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Yalom, I. (1995). The theory and practice of group psychotherapy (4<sup>th</sup> Ed.). NY: Basic Books.

**ASSIGNMENTS:**

1. Assignment 1 - TBA
2. Assignment 2 - TBA
3. Assignment 3 - TBA
4. Assignment 4 - TBA
5. Group Observation
6. Attendance and Participation 20%

Attendance and participation are essential in a group counseling class and therefore is one-fifth of the grade. This requires that all students are present and actively participate in *all* classes, including class discussions, exercises, and group experiences. If there is a scheduling conflict that interferes with attendance during any portion of the semester students should see the instructor during the first class to discuss continuing in the class this semester or taking the course during another semester. It should be noted that two unexcused absences during the semester will result in not receiving credit for the course.

7. Assignment 5

- 8. Assignment 6
- 9. Assignment 7

**NOTES ON ASSIGNMENTS:**

- The deadlines for papers are strictly observed. Late papers without prior permission from the instructor will not be accepted.
- Page limit on assignments does not include title page, abstract, references or appendices. Adherence to page specifications is mandatory.
- All written work submitted *must* conform to APA 5<sup>th</sup> Edition standards. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://library.gmu.edu/resources/edu>
- Papers that are not in APA 5<sup>th</sup> edition format and/or are over the page limit will result in a grade deduction.

**EVALUATION:**

**Grading Scale**

A	=	97-100
A-	=	94- 96
B+	=	91- 93
B	=	87- 90
B-	=	84- 86
C	=	83- 80
F	=	Below 79

**GRADING POLICY:**

**Written Work:** Please note that grading on written work will be based on the quality of the written work, knowledge and review of the content area, accuracy, relatedness, logic and organization of the paper, degree to which the points are effectively supported, following the APA 5<sup>th</sup> edition guidelines, deadlines in submitting the assignment (late assignments will be penalized), maintaining the page limit, and adherence to the requirements of the assignment.

**PROFESSIONAL DISPOSITIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions, as well as, the Counseling & Development website for the professional dispositions.

**PROFESSIONAL PERFORMANCE CRITERIA (EFFECTIVE FEBRUARY 25, 2003)**

As posted on C&D homepage:

[http://gse.gmu.edu/programs/counseling/professional\\_performance.ht](http://gse.gmu.edu/programs/counseling/professional_performance.ht)

The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

**Communication Skills**

- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

**Collaboration**

- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

**Professionalism**

- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

**HONOR CODE:**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of peers. In the event that the individual is found guilty, he or she will be punished

accordingly. Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

**SPECIAL ACCOMMODATIONS:**

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**CELL PHONES AND PAGERS:** Students should turn off their pagers and/or cell-phones before class begins.

**COURSE SCHEDULE:**

<u>Date</u>	<u>Topics and Assignments*</u>	<u>Reading Assignments</u>
	*Group Leadership experiences in lab will occur throughout the semester.	
Week 1	Introductions. Film - <i>Risk Taking</i>	
Week 2	Introductions Continued History and Trends, Types of Group Work, Group Dynamics, Therapeutic Factors	Gladding, Ch.1,2,3, Yalom, Ch. 1
Week 3	Effective Group Leadership, Interpersonal Learning, Beginning groups	Gladding, Ch. 4,5 Yalom, Ch.2,11
Week 4	Group Cohesiveness Therapeutic Factors, Group member selection	Yalom, Ch. 3,4,8
Week 5	Transition Stage, Therapist Tasks, Transference	Gladding, Ch. 6 Yalom, Ch.5,7
Week 6	Working Stage, Termination Working in the Here and Now	Gladding, Ch.7,8 Yalom, Ch.6,12
Week 7	Cultural Diversity, Ethical and Legal issues, Composition, Group Creation	Gladding, Ch.9,10 Gladding, Appendix B Yalom, Ch. 9,10
Week 8	TBA	

Week 9	Groups for Children, Adolescents, Adults, and The Elderly, Problem Clients, Best Practices Guidelines	Gladding, 11, 12, 13, 14 Appendix A Yalom Ch. 13
Week 10	TBA	
Week 11	Theory Discussion, Special Therapist Formats	Gladding, Ch. 15, 16, 17 Yalom, Ch. 14
Week 12	Theory Discussion, Specialized Group Therapy	Gladding, Ch. 18, 19 Yalom, Ch. 15
Week 13	Counselor Training, Encounter Groups, Summarization, Special Issues Training Standards, Discussion of final papers	Yalom, Ch. 16, 17 Gladding, Appendix C
Week 14	Summary	

#### **BLACKBOARD EXPECTATIONS AND ON-LINE PROTOCOL:**

1. Protocol for posting threads and contributing to an online discussion are as follows:
  - a. Postings should be evenly distributed during the discussion period (it is not permitted to concentrate posting all on one day), with the first posting being done by Thursday at 6:00pm and the second posting being by Sunday at 6:00pm. **It is expected that every student will make a posting twice a week in accordance with this schedule. Postings should start during the week of January 20<sup>th</sup> following the first class.** Postings that do not meet the timelines and specifications will not be counted for that week.
  - b. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs
  - c. Avoid postings that are limited to “I agree” or “great idea”, etc. (These comments will be viewed as non-postings). Support your statements with concepts from research, readings or by sharing related examples or experiences.
  - d. Stay on target with the discussion – don’t go on extreme tangents.
  - e. Build on others’ responses to create threads.
  - f. Bring in related prior knowledge (experiences, prior coursework, research, readings, etc.)
  - g. Use proper etiquette (e.g., APA language style.)
2. Tips for posting to discussion forums:
  - a. How do I post successfully? How do I get my classmates to read my postings?
    - i. Think of assignment in terms of a dialogue and not a writing exercise. You should engage yourself in a discussion about the issues raised in class, textbook and readings and/or other related issues to the course.
    - ii. Before you post – think about the assignment first and take notes before you read other responses.

- iii. Think of a thesis and how you can support it.
- iv. Read other postings after you've written yours.
- v. Respond to one that contradicts or supports your own thoughts; one that is lacking evidence or seems to fall short on an aspect important to you.
- vi. In your response, you can also turn your own thoughts into questions; offer your argument; play the devil's advocate; ask challenging questions.
- vii. If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.
- viii. It helps readers of your posting if you include a specific quotation from the message to which you're responding.
- ix. Choose your entry title carefully. Make it compelling.
- x. Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

3. Rubric for evaluating on-line discussions:

<b>Weekly On-line Discussions Rubric</b>				
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Responsiveness to discussion and demonstration of knowledge and understanding gained from each class session and readings	Very clear that the class session, readings and topics were understood and incorporated well into responses	Class session, readings and topics were understood and incorporated into responses	Postings have questionable relationship to session topics and readings	Not evident that session topics and readings were understood and/or not incorporated into the discussion
Adherence to on-line protocols	All on-line protocols followed	1 on-line protocol not adhered to	2-3 on-line protocols not adhered to	4 or more on-line protocols not adhered to

4. Evaluation criteria for facilitating an on-line class discussion:

- a. The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways including but not limited to:
  - i. Posing engaging questions
  - ii. Eliciting responses
  - iii. Engaging the learners in an activity or task
- b. The discussants will demonstrate the ability to effectively organize the discussion. This includes:
  - i. Keeping the discussion focused on the topic
  - ii. Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)
  - iii. Staying within the timeframe allotted for discussion
  - iv. Using effective media
- c. The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

