

## 2012 SPRING

**EDCD 608: GROUP PROCESSES AND ANALYSES**  
 SPRING 2012 TU 4:30-7:10 and Sat. 2/23 from 10:00-4:00  
 Class Location: Innovation Hall 316  
 Section 001 Lab: TU 3:00-4:20 (begins 2/12) Krug 107  
 Section 002 Lab: TU 7:20-8:40 (begins 2/12) Krug 110B

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### **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, gender, and social justice. 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.

**PREREQUISITE COURSES:** Admission to the Counseling and Development Program and *Completion* of EDCD 606 or EDCD 609.

### **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 Departments of Education and Health Professions.

### TEXTBOOKS:

Trotzer, J. (2006). The counselor and the group: Integrating theory, training, and practice (4<sup>th</sup> ed.). NY:Routledge.

Yalom, I. & Leszcz, M. (2005). The theory and practice of group psychotherapy (5<sup>th</sup> Ed.). NY: Basic Books.

### EVALUATION:

#### Grading Scale \*\*\*

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

\*\*\*Given that some weekly grades are half points there will be no rounding up of grade points.

### 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 6<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.

### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT:

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at *the beginning of the semester* [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**CELL PHONES AND PAGERS:** Students must turn off their pagers and/or cell-phones before class begins. Text messaging is not permitted during class.

**TECHNOLOGY:** Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Given the nature of the class laptops or tablets (e.g. iPads) are not permitted in this class. Engaging in activities not related to the course (e.g. gaming, email, chat, texting, etc.) will result in a significant deduction in your participation grade.

### **COURSE SCHEDULE:**

<u>Date</u>	<u>Topics and Assignments*</u>	<u>Reading Assignments/Due Date</u>
Class 1	Introductions Overview of Group Work <i>First Blackboard postings due this week</i>	
Class 2	History and Trends, Definitions Therapeutic Factors <i>Presentation topics and dates selected</i>	Trotzer, 1,2 Yalom, 1
Class 3	Rationale for Group Counseling, Group Process, Interpersonal Learning, Group Cohesiveness <i>Final Paper Outlines Due</i>	Trotzer 3 Yalom 2,3

Class 4	Group Process, Therapeutic, Factors, Basic Tasks <i>Lab Begins – Lab I</i>	Trotzer 4 Yalom 4,5
Class 5	Process to Practice, Group Leadership, Group Composition <i>Presentation, Lab II</i>	Trotzer, 5,6 Yalom, 9
Class 6	TBA SAT. CLASS	
Class 7	Beginning Groups, Creation of a Group <i>Presentation, Lab III</i> <i>Group Observation Projects Commence</i>	Yalom 10,11
Class 8	Group Members, Best Practices <i>Presentation, Lab IV</i>	Trotzer 7,8
Class	SPRING BREAK - NO CLASS	
Class 9	Cultural Diversity in Groups, Working In the Here and Now, Transference, Client Selection <i>Presentation, Lab V</i> <i>Assignment IA due</i>	Trotzer 9 Yalom 6,7,8
Class 10	Differentiating Groups, Kinds of Groups <i>Presentation, Lab VI</i>	Trotzer 10 Yalom 16
Class 11	Organizing Group Work, Advanced Groups <i>Presentation, Lab VII</i>	Trotzer 11 Yalom 12
Class 12	Evaluating Groups, Research, Problem Group Members <i>Presentation, Lab VIII</i> <i>Assignment 3 due</i>	Trotzer, 12, 16 Yalom, 13
Class 13	Communication Activities, Special Issues <i>Assignment IB due</i> <i>Presentation, Lab IX</i>	Trotzer 13 Yalom 14
Class 14	Crisis Work, Specialized Groups <i>Presentation, Final Lab X</i> Yalom 15	Trotzer 15
Class 15	Summarization, Special Issues, Discussion of Final Papers	

*Assignment 2 due*

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

1. Protocol for posting threads and contributing to an online discussion are as follows:
  - a. **It is expected that every student will make a posting following each class in accordance with the schedule outlined in the assignment section above. The first postings will start directly after the first class.** Postings that do not meet the timelines and specifications will not be counted for that day.
  - 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>				
Criteria	Excellent	Good	Average	Poor
Responsiveness to discussion and demonstration of knowledge and understanding	Very clear that the class session, readings and topics were understood and	Class session, readings and topics were understood and incorporated into	Postings have questionable relationship to session topics and readings	Not evident that session topics and readings were understood and/or not

gained from each class session and readings	incorporated well into responses	responses		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.

## PROFESSIONAL PERFORMANCE CRITERIA

As posted on C&D homepage: [http://gse.gmu.edu/programs/counseling/professional\\_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

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

### 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 demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training
- 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