

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Counseling and Development DRAFT**

EDCD 608 002: Group Process and Analysis  
4 Credits, Spring 2014  
Tuesdays 4:30 – 7:10 Robinson B-118

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

Admission to the CNDV program; EDCE 603; and EDCE 606 or EDCE 609

**B. University Catalog Course Description**

Presents theories appropriate to various types of groups and descriptions of group practices, methods, dynamics, and facilitative skills. Focuses on applying theory to practice. Includes lab.

**C. Expanded 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.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

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.

### **PROFESSIONAL STANDARDS (Virginia Department of Education; Virginia Department of Health Professions):**

This course fulfills the requirement for preparation in group counseling for the Virginia Department of Education (School Counselor Licensure) and the Virginia Department of Health Professions (Licensed Professional Counselor).

### **REQUIRED TEXTS:**

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

*Additional professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester*

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

#### **1. Participation (20 pts)**

As a skills-based class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, this class will be utilizing an “inverted classroom” format where many lectures are online, allowing class time to be freed for experiential activities and for working on assignments.

Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. *Note: providing feedback to classmates on their online Blogs via Blackboard is considered class participation.* Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

## **2. Blog Entry**

Students will create their own blog entry using Blackboard in which they write in some detail about an aspect of the group class that had an impact on them, and how they see themselves applying this new knowledge/awareness/skill/experience in their future work. The topic of the blog entry is up to the student, as long as it is grounded in some event (reading, discussion, experience, etc) from the class, and articulates the student's reflection upon their experience and its meaning beyond what was talked about in class. Blogs will be expected to be completed by Class 10, so that other students may read or comment on them. Students are free to do more than one Blog, including Blogs after Class 10, but one is required. Blogs will be graded based on whether they meet the criteria (including the due date), but will not be evaluated by the instructor for content. Students will also be expected to read and comment on each other's blogs as they would provide feedback in class discussions (this is another way to earn participation points).

## **3. Group Process Observation, Feedback, and Reflection**

One role that counselors may utilize their group skills is as "process observers". Process observation is a group consultant role where counselors observe a work group in process and provide feedback to the group members about group dynamics (e.g., communication style and patterns, power dynamics, etc.) and makes suggestions to improve group functioning. To practice these skills, students will observe a working group, either through a College of Education partner class or a work group found by the student, and provide both written (a group process observation form) and verbal feedback to the group, including specific suggestions to optimize group effectiveness. Students will then write a brief reflection paper on both the observation and the feedback experiences, including student's analysis of her/his strengths, areas of growth, plans for future skill development, and implications for future practice. Students will turn in a copy of their completed group observation form along with their reflection paper on the due date.

## **4. Special Interest Exploration Project**

Students will have the opportunity to develop their own project related to group work specific to a particular population and/or professional setting in which the student is interested. The project may take the form of a review and critique of the relevant research literature, a prospectus for a group experience, or student may propose another project to the instructor for his approval. Whatever the final product is, students will be expected to create and submit an annotated bibliography reviewing the literature informing the project, and then create a class presentation that will include an overview of the topic and approach as well as an experiential component.

## **5. Group Facilitation and Membership Skills Reflection paper**

Students will reflect upon and synthesize feedback they received from peers and the instructor throughout the class, and in particular the experiential components, and provide a self-assessment of the student's current skill across 5 dimensions: basic facilitation skills, understanding group process, building group cohesion, working in the here-and-now, and specific intervention strategies. Students will provide a brief (3-4 page) narrative discussing strengths, areas for growth, and strategies to improve during the program.

## Evaluation-

### Assignment weights

Participation	20%
Blog entry	10%
Process Observation Feedback	25%
Special Interest Project	30%
Group Skills Reflection	15%

### Grading Scale

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

## TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, [Name of Assessment] to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>Date</b>	<b>Topics</b>	<i>Reading/Assignments Due</i>
Jan 1 Class 1	Course Goals and Expectations  Building an ILC  Group Work in Professional Practice	Syllabus
Jan 28 Class 2	History and Trends, Definitions, Types of groups; Therapeutic Factors	Yalom, 1-2
Feb 4 Class 3	Interpersonal Learning; Stages of group development; Evidence Based Practice	Yalom, 3-4 Jensen et al.
Feb 11 Class 4	Group Cohesiveness and Integration of the therapeutic factors: Culturally Responsive Group Work	<i>Holcomb-McCoy &amp; Moore-Thomas</i>  <i>Singh &amp; Salazar</i>
Feb 18 Class 5	Basic Tasks of Group Leader; Task Groups  Understanding Process and Content	Yalom, 5
Feb 25 Class 6	Working in the Here and Now; Keeping Process in Psychoed groups; Process Observation and Feedback	Yalom, 6
March 4 Class 7	Developing Groups in School and Community Agencies; Setting goals for Groups; Group Selection and Composition	Yalom 8-9  <i>Reading TBA</i>
March 11	<b>Spring Break</b>	
March 18 Class 8	Getting started; Setting up for success	Yalom 10-11  <b>Special Interest Bibliography Due</b>

March 25 Class 9	Advanced Group Work Skills, Focal Conflict Theory	Yalom 12 <i>Kline</i>
April 1 Cl ass 10	Internal experience of Group facilitator, Co- Facilitation Evaluating Groups	Yalom 7 <i>Fall, Landreth, &amp; Berg</i> <b>Blog Entry Due</b>
April 8 Cl ass 11	Working with Challenging Members <i>Special Interest Presentations</i>	Yalom 13
April 15 Class 12	Appropriate Use of Exercises <i>Special Interest Presentations</i>	<i>Jacobs, Maasson, &amp; Harvill</i>
April 22 Class 13	Termination <i>Special Interest Presentations</i>	<i>Hays, Milliken, &amp; Change</i>
April 29 Class 14	Discussion of Final Papers, Summary & Closing	<b>Group Process Feedback and Reflection Papers Due</b>
May 6	Final Exam	<b>Group Facilitation Skills Reflection Papers Due</b>

\*\* Deviations may occur to support student learning and unique circumstances.

**ASSESSMENT RUBRIC(S):**

[Insert

Assessment – PBA for EDCD 608

CATEGORY /POINTS	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
<b>Demonstration of Group Process Observation Skills</b>	Written notes accurately support scoring of group process across four dimensions (leadership, participation, support, and process orientation)	Written notes usually support scoring of group process across four dimensions (leadership, participation, support, and process orientation)	Written notes are not consistent with support scoring of group process across four dimensions (leadership, participation, support, and process orientation)	Scores are presented without specific notes to support scores.
<b>Usefulness of Group process feedback</b>	Feedback is clear, grounded in specific examples noted, and clearly related to dimensions of group process	Feedback is clear, often grounded in specific examples noted, and closely related to dimensions of group process	Feedback is not clear or specific; connections to specific examples and dimensions of group process are tangential.	Feedback is vague and does not include examples of behaviors or links to dimensions of group process.
<b>Analysis and Reflection</b>	Students are able to fully analyze group process and identify strengths and areas for growth for the group. Analysis and feedback is very thoughtful and meaningful.	Students are able to analyze dimensions of group process and identify some strengths and areas for growth for the group. Analysis and feedback is fairly thoughtful and meaningful.	Students are not able to accurately analyze all dimensions of group process; struggle to and identify strengths and areas for growth for the group. Analysis and feedback lacks thoughtfulness and meaning.	Students are not able to accurately analyze dimensions of group process and/or identify strengths and areas for growth for the group. Analysis and feedback is superficial.

rubric here for performance-based assessment(s)]