



College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

1

EDCD 608.001: GROUP PROCESSES AND ANALYSES

4 Credits Spring 2015

Thursdays 4:30P - 7:10P

Thompson 1017

**Section 001 Lab: Tuesdays February 12, 2015 – May 13, 2015, 7:20P – 8:40P King Hall
2054**

**Section 002 Lab: Tuesdays February 12, 2015 – May 13, 2015, 7:20P – 8:40P Thompson
1010**

Instructor: Jennifer Maskell Carney, PhD, LPC

Office hours : Mondays and Thursdays, by appointment

Office location : Krug Hall 201D

Office Phone: 703-993-4404

Email: jcarney2@gmu.edu

COURSE DESCRIPTION:

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

COURSE DELIVERY:

This course will be delivered in a weekly, face-to-face format. A variety of reading material and experiential activities will be provided during this course. Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, role-play exercises, and videos. Experiential group activities will be incorporated via weekly lab, live observations, and supervised group leadership experiences.

COURSE 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.

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:

Gladding, S. T. (2012). *Groups: A Counseling Specialty* (6th ed.). Upper Saddle River, NJ: Pearson.

Yalom, I. & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy* (5th Ed.). NY: Basic Books.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT Course Requirements, Performance-Based Assessment, and Evaluation Criteria:

Assignments

Journal (10 points): You are required to keep a weekly journal (posted in Blackboard) beginning in week 3 of the course, before the labs begin. The journal should focus on your reactions to the laboratory experiences as you have gained knowledge and insight into yourself as a group member. Your entries should include your insightful observations, honest self-reflection, and interpretations of events rather than a description of events. Elements could include your understanding of your own interpersonal relations, defense mechanisms, leadership abilities, self-perceptions, roles you assume in the group, etc. These are personal reaction papers so they should be direct, honest and forthcoming. The journal is *not* a reaction to your group leadership experience. Each journal should be approximately (do not exceed) 1 double-spaced page.

Summary Analysis (10 points): At the end of your group experience, review your journal, reflect, and formulate a paper that is a process commentary on the group experience. Apply your readings about group process to an analysis of your own experience in a member and leader-in-training. Do *not* give a report or summary of group events/content. Some areas to consider: What did you learn about yourself during the process? What qualities might either enhance or detract from your effectiveness as a group leader? What did the group experience teach you about being a group member? How groups function or don't function? How did the group evolve over time? Discuss group cohesiveness, group stages, and what you learned about techniques associated with different stages.

Group Leadership Experience (10 points total):

Group Facilitator (5 points): The group leadership experience will involve each student in class facilitating a simulated group experience within the classroom laboratory setting. This will be done under the guidance and instruction of the doctoral student facilitator. *You must meet with the group leader before you are scheduled to lead/co-lead a group session* to discuss your plans for the group session. The group plan should include what stage you believe the group is in, session goals, and strategies to meet those goals.

Process Observer (5 points): You will serve as a process observer during at least one group session to strengthen your group analysis skills and practice providing feedback to the group. The process observer will note nonverbal behaviors and communicate process factors (not content) to the group members.

Group Observation and Reflection (10 points): Each student will be required to find a group to observe one session in a school, institution, or community agency setting. Students are strongly encouraged to observe groups in the area of their presentation. If groups are closed students must obtain permission to sit in and observe the group session. A 1-2 page double spaced reflection paper is required addressing the following questions: 1) The type of group; 2) numbers of clients/members including gender, age, and ethnic breakdowns; 3) the stage of the group; 4) the effectiveness of process in the group; 5) the role of diversity in the group; 6) the perceived role and effectiveness of the leader; 7) what worked and didn't work in the session; 8) what appeared to be the challenges of the group?

Quizzes (20 points): During each class there will be a short, informal quiz (3-5 questions) to ensure that the reading materials are retained and understood. All quiz answers will be covered and discussed in class.

Class participation/attendance (20 points): Attendance and participation are essential in a group counseling class and therefore is one-fifth of the grade. It is required that all students are on time for all classes, 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 class this semester or taking the course during another semester. **Attending the first class is mandatory, without exception.** Missing the first class will result in having to drop the class and retake the class in a future semester. Please alert the instructor if you will be absent or late to class. Only one unexcused absence is permitted, and *lateness to class may be considered an absence from that class*. Excessive missed time will impact your grade. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. Laptops should be used for note-taking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students.

Group Proposal and Presentation (20 points): You will work together with other class members (depending on similar interests) to develop a proposal which describes the rationale and implementation of a counseling group that can/will be used in a practicum/internship or work setting. The proposal should be between 8-10 pages, and should utilize *at least 5 professional recent referenced journal articles* (no websites, book chapters, or books), include a reference page, and be written in APA 6th edition. Two of your references must be research studies that comment on the effectiveness of the type of group you are proposing. Students must submit a one-half page topic proposal outline to the instructor for approval on or before 3/26. You must include the following elements in your proposal (more information will be given in class): introduction, literature review, population and concerns, group theories, leadership, membership, curriculum, evaluation, and ethics.

EVALUATION:

Grading Scale

A	=	97-100
A-	=	92- 96
B+	=	87- 91
B	=	82- 86
C	=	75-81
F	=	Below 75

TASKSTREAM REQUIREMENTS: Every student registered for any Counseling and Development Program course with a required performance-based assessment is required to submit this 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

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].

PROFESSIONAL PERFORMANCE CRITERIA

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

As posted on C&D homepage:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

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.

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/>

COURSE SCHEDULE
TXT= Gladding text
Y & L= Yalom and Leszcz

Class	Date	Topic	Due
1	1/22/15	<ul style="list-style-type: none"> • Introductions • Review of syllabus and expectations • Introduction to group counseling • What is a group/types of groups 	Review syllabus TXT chapter 1
2	1/29/15	<ul style="list-style-type: none"> • Group dynamics • Process vs. content • Therapeutic factors 	TXT chapter 2 Y & L chapter 1 & 2
3	2/5/15	<ul style="list-style-type: none"> • Leading a group • Leadership styles, roles, functions • Group cohesiveness • LABS BEGIN (2/10) 	TXT chapter 3 Y & L chapter 3 Journal #1 Quiz #1
4	2/12/15	<ul style="list-style-type: none"> • Beginning a group • Introduction to group stages • Forming stage • Ethical considerations 	TXT chapters 4 & 10 Y & L chapter 11 Journal #2 Quiz #2
5	2/19/15	<ul style="list-style-type: none"> • Group transition • Storming stage • Norming stage • Maintenance of the group 	TXT chapter 5 Y & L chapter 5 Journal #3 Quiz #3
6	2/26/15	<ul style="list-style-type: none"> • Working in a group • Performing stage • Facilitation techniques 	TXT chapter 6 Y & L chapter 6 Journal #4 Quiz #4 Group Observation DUE
7	3/5/15	<ul style="list-style-type: none"> • Closing a group • Issues in termination • Special issues in groups 	TXT chapter 7 Y & L chapter 12 Journal #5 Quiz #5 Group Reflection DUE
8	3/12/15	SPRING BREAK- No class	
9	3/19/15	<ul style="list-style-type: none"> • Cultural diversity in groups • Developing proposal topics 	TXT chapter 8 Journal #6 Quiz #6
10	3/26/15	<ul style="list-style-type: none"> • Creativity in groups • Specialty groups • Developing proposal topics 	TXT chapter 9 Journal #7 Quiz #7 Proposal Topic DUE
11	4/2/15	<ul style="list-style-type: none"> • Groups across the lifespan • Children and adolescents 	TXT chapters 11 & 12 Journal #8 Quiz #8

12	4/9/15	<ul style="list-style-type: none"> • Groups across the lifespan • Adults and older adults 	TXT chapters 13 & 14 Journal #9 Quiz #9
13	4/16/15	<ul style="list-style-type: none"> • Theoretical approaches to group counseling • LABS END (4/21) 	TXT chapters 15 & 16 Journal #10 Quiz #10
14	4/23/15	<ul style="list-style-type: none"> • Group Proposal Presentations 	Journal #11 Group Proposal DUE
15	4/30/15	<ul style="list-style-type: none"> • Group Proposal Presentations 	
16	5/7/15		Summary Analysis DUE

**Grading Rubric
Evaluation of Paper and Presentation**

	Below Expectations Below 80% (Below 16 pts)	Meets Expectations 80-89% (16-17 pts)	Exceeds Expectations 90-100% (18-20 pts)
Reasoning	<ul style="list-style-type: none"> • Presentation is illogical • Ideas from different sources are presented without synthesis 	<ul style="list-style-type: none"> • Logical, orderly presentation • Effort is made to synthesize ideas from different sources 	<ul style="list-style-type: none"> • Writing is logical, orderly, well-developed • Ideas are well synthesized, following a logical outline
Grammar & Mechanics	<ul style="list-style-type: none"> • Substantial grammatical, spelling, punctuation, format errors 	<ul style="list-style-type: none"> • Minimal grammatical, spelling, punctuation, format errors 	<ul style="list-style-type: none"> • No grammatical, spelling, punctuation or format errors
APA Style	<ul style="list-style-type: none"> • Several APA errors 	<ul style="list-style-type: none"> • Few APA errors 	<ul style="list-style-type: none"> • No APA errors
Content & Focus	<ul style="list-style-type: none"> • Several required areas are neglected • Analysis is superficial • Unclear purpose or direction 	<ul style="list-style-type: none"> • All required areas are addressed • Adequate analysis • Purpose and direction discernable 	<ul style="list-style-type: none"> • All required areas are addressed • Thorough and critical analysis • Clear purpose and direction
References	<ul style="list-style-type: none"> • Inappropriate references • Many errors in the citations and/or reference section • Many citations in the body are not cited in the references, and vice versa 	<ul style="list-style-type: none"> • References are appropriate • A few incorrect citations or references • A few citations in the body do not match those in the references 	<ul style="list-style-type: none"> • References are appropriate and sources are varied • Citations are correctly referenced • Citations in the body match references
Oral Presentation	<ul style="list-style-type: none"> • Presentation is difficult to follow • Presenters read directly from slides/notes • Largely unequal contribution of members 	<ul style="list-style-type: none"> • Presentation follows a logical outline • Effort is made to engage audience • Some members contribute less than others 	<ul style="list-style-type: none"> • Presentation is clear and logical • Presentation includes an experiential component • All members contribute equally

Total points: _____

Group members: _____

Proposal topic: _____