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Office E612
aidahutz@boisestate.edu (prefer method of communication)
Office Hours: Monday & Tuesday 1:20-3:10pm; Thursday 1-3pm (and by appointment)

Course Number: COUN 513
Course Title: Group Counseling
Course Time: Wednesdays 6:00-8:45pm
Course Location: Education Building Room 525
Semester: Fall 2013
Credits: 3 credits

Course Objectives and Accreditation

<table>
<thead>
<tr>
<th>CACREP Standards Addressed in the Course</th>
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<tbody>
<tr>
<td>II. 6.</td>
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<tr>
<td>a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;</td>
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<tr>
<td>b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;</td>
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<tr>
<td>c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and</td>
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<tr>
<td>d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</td>
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Course Description
In this course students will focus on the concepts and skills necessary to understand and lead counseling groups in schools and other settings. PREREQ: Completion of COUN 505 with a grade of at least a B.

Methods of Instruction
Lecture and discussion, small group work, films, assigned readings, journaling, service-learning
COURSE OBJECTIVES

- Provide an overview of the field of group counseling (II.6a) with investigation of commonly used theories and techniques (II.6c);
- Learn cognitive, affective, and behavioral dimensions of human experience in group leadership styles and counseling techniques (II.6b);
- Learn developmental group stages and characteristics (II.6a);
- Promote increased analysis, risk-taking, and awareness of self as a leader/facilitator (II.6b) and understanding group member’s roles and behaviors (II.6a);
- Develop an atmosphere of acceptance and support as a basis for self-challenge, group feedback, and evaluation of effectiveness (II.6d);
- Incorporate handouts and exercises appropriate to groups of children, adolescents, adults, and the elderly across diverse settings and cultures with an understanding of possible strengths and limitations (II.6d);
- Provide opportunities for practice of group concepts (including developmental theory), leadership, and techniques in an environment that is safe and encouraging, yet productive and educational (II.6a, II.6b., and II.6d);
- Generate thoughtful student decision-making based on legal and ethical considerations with keen awareness of the multicultural aspects of client populations; and
- Provide access to and knowledge of professional organizations and resources that support group counselors and their clients.

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<tr>
<th>Technology Skills Addressed in the Course</th>
<th>Instructor Application</th>
<th>Student Application</th>
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<tbody>
<tr>
<td>Utilize Blackboard technology</td>
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<tr>
<td>Word process, including APA formatting</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use a spreadsheet and a statistical package</td>
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<tr>
<td>Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Create and deliver a power point presentation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Find material on the Web and review Web sites</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Be able to use e-mail, including document attachments</td>
<td>X</td>
<td>X</td>
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<td>Be able to sign in and participate in listservs</td>
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<td>Be familiar with computerized testing</td>
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<td>Be able to use digital recording equipment</td>
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**Required Text and Articles**


**Recommended Texts:**


1. **Class Participation and Attendance (If you miss more than 2 classes you will not be eligible to earn an A in this class)**

   You are expected to participate as evidenced by attendance, punctuality, and a willingness to be a *facilitative member of the class*. This includes being engaged and giving feedback to other students in a supportive and caring manner. It also includes being respectful to all present in the room.

   If you miss a small group experience, you cannot turn in a Group Note and the points cannot be made up. Your presence and absence impacts the group dynamics.

2. **Group Leadership and Experience (adapted from Guo, 09)**

   CACREP STANDARDS: II.6a-d

   a. You will participate in an experiential group in order to practice leadership/facilitation skills. I will be walking in-and-out of the room where the groups are taking place to observe and make recommendations if needed.

   b. Your group will decide on a topic to be carried out throughout the semester. For example, topics can include stress and time management, wellness, deepening spirituality, etc. Although you will not be role-playing, you are not to share deeply personal issues. The purpose of the groups is to practice skills and get a sense of what it feels like to be in a group as a context for counseling. However, for this experience to be helpful and meaningful, you will need to be honest with one-another in the here-and-now and take risks.

   c. Each student will sign up to lead the group two times – these times must be spread so that you can show growth in-between. Work with your group to decide dates and pairings. Your groups will be randomly assigned. **When you lead the group, you must demonstrate skills from the theoretical orientation(s) we are discussing on that day in class. Also, you will have to work with your partner to come up with a leader plan (discussed below).** There may be times that students will facilitate without a partner.

   d. The day you lead / facilitate the group experience, you will turn in a *Leader Plan* (20 points total, 10 points each, one page). If you are partnering up to facilitate, turn in one leader plan addressing the following:

      1. Your rationale for goals you wish to accomplish (you must include at least one reference from an peer-reviewed or published counseling-related book),
      2. How you will attempt to meet your goals (e.g., exercises and skills that demonstrate the theoretical orientation(s) of the day),
      3. Outline an agenda for your group session.

   e. The next class period, after each group, you will turn in a *Group Note* (40 points total, 5 points each) addressing your thoughts, feelings, and reactions to the previous session. Each Group Note (see sample below) should be at least 2 and no more than 4 *insightful, thoughtful, and concise* paragraphs. **Your grade is based on insightfulness, thoughtfulness, and conciseness and NOT content.**
The group continues to work on tasks of the initial stage. The leader utilized a group activity that paired group members to learn about each other and later share the information learned about each other with the group. I felt we become more open to each other and gradually trusted others to talk about ourselves; we are starting to let our guard down and that feels a little scary but also exciting.

As a result of the initial exercise, a group member mentioned that he had painful childhood experiences he hasn't quite worked through, which keep him from expressing emotions as freely as he would like. He felt this was helpful to share because in the past classmates have perceived him as “ standoffish” and he felt misunderstood. I was moved to see this group member share because I often judged him as “standoffish.” I felt a great deal of empathy toward him, and I validated his experience by sharing that in the past I did judge him in that way. Another group member seemed uncomfortable and her body language shifted away from the group as this exchange took place. The leader caught this and invited the member to share. This was a powerful moment for me see these reactions be acknowledged. I was surprised at how uncomfortable I felt, at first.

This group session made me feel a lot closer to other members. I do wish we had more time to wrap up. It felt odd and unfinished when the group session was terminated due to time limit. I should talk about this in our next session and find out what other members think about his matter. Maybe we could come up with a plan to deal with this more effectively.
3. **Group Proposal (30 points) and Presentation (10 points)**  
   CACREP STANDARDS: II.6a, c, & d

   In groups of four or five, you will develop a proposal for running a group. Select a topic and setting that is relevant to counselor education (for example, a school or community agency). This assignment should be about **15 pages**. Please include the following:

   1. Title page with your names, group topic, and date.
   2. Your rationale for starting such a group (the agency or school is your target audience)
   3. Targeted population
   4. Group format, length and duration of group sessions, treatment modalities, rationales for selecting modalities, overall goals & objectives, leader/co-leader roles, potential difficulties of population, expected difficulties in each group stage, potential interventions, potential benefits, etc.
   5. A flyer to announce your group to potential members
   6. Group plans for each session (include theoretical models, session goals & objectives, group activities, expected difficulties, expected interventions, potential benefits to members, etc.)
   7. You need to attach a list of cited references (APA format).

**Presentation:** Your group will present your proposal to the class. Your presentation will cover the items described above. It should last 30 minutes with an additional 5-10 minutes of questions and answers.

4. **Service-Learning (50 points):**  
   CACREP STANDARDS: II.6a & b

   a. Participation (25 points): You will practice your group facilitation skills by leading several short, 20-minute debriefing sessions for the Tunnel of Oppression. You are required to sign up for 4 hours of debriefing, which will likely consist of four, 20-minute groups. You will receive training during class time on Oct. 24. Sara Haas (3rd year) and Laura Burdette will be organizing the scheduling for this event; therefore please work with them to sign up. They will email you with a google doc for you to sign up online.

   Debriefing will take place on Friday, November 8 from 10am-6pm, and Saturday, Nov. 9 form 10am-5pm. **BE SURE TO PLAN AHEAD TO BE AVAILABLE FOR a minimum of FOUR HOURS during this time.** A run through where you will walk through Tunnel will take place at 9am each day. Please plan on walking through Tunnel before you debrief. If you can’t make it at 9am, come about an hour before you debriefing shift so that you can walk through and be debriefed. Be sure to sign-up for the time slot you will be walking through. This sign up, for walking through Tunnel occurs through the Multicultural Student Service’s website.

   b. Reflection Paper (25 points): You will write a three-page paper, double-spaced and typed, addressing the following:

      1. Principles of group dynamics: Please described what you noticed and how you applied aspects of: (a) group process components, (b) developmental
issues (stages of group formation), (c) group members’ roles and behaviors, and (d) therapeutic factors of group work;

2. Group Leadership/Facilitation: please discuss your style and approach, and compare and contrast it with your partner’s style and approach. What it was like to co-facilitate the group, what internal adjustments did you make? What did you and your partner talk about in order to become more effective in working together?

3. What did you learn about oppression, privilege and power from a personal perspective? What did you learn about yourself? What did you learn about others who are different from you in terms of reference group membership (race, sexual orientation, social economic status, nationality, etc.)?

4. What steps can you take to create positive social change that leads to a more peaceful and just world? What can you do to “be the change you want to see in the world?”

5. Final (50 points)
CACREP STANDARDS: II.6a-d

The final exam will be comprised of 50 multiple-choice questions. The questions will come from your textbook and can include material from your assigned readings that we did not have time to cover in class. To prepare thoroughly, I recommend that you read your textbook carefully and have a working knowledge of main concepts. The final will include all assigned chapters with the exception of chapter 18.

Group work can be an integral part of being a professional counselor. In order to get the most out of this experience, come to class prepared to learn, with a positive attitude, and willingness to stretch outside of your comfort zone. I will also come prepared to do the same. This course has an academic as well as an experiential component; therefore, if you experience distress or have concerns do not hesitate to speak with me right away. I cannot be of help to you if I am not aware of your concerns.

Service Learning: You will participate in a Service Learning (SL) experience that integrates the academic and experiential components of the course. You will be debriefing groups as part of the Tunnel of Oppression, an experiential theater that BSU students put together every year to help educate the campus and larger community about issues related to oppression, privilege, and power (further information in the assignments section).

Through this experience, you will have the opportunity to practice group leadership/facilitation skills in an intense, brief, debriefing group. You will be immersed in a learning experience that (a) deepens your awareness, knowledge, and skills of multicultural counseling and social justice issues we all face, and (b) helps you develop group facilitation skills to work with clients and/or students from a variety of underrepresented, underserved, and underprivileged groups.

Please refer to the following link to learn more about SL from a philosophical and pedagogical context: http://servicelearning.boisestate.edu/about/investigate-sl/
**Total Points and Grading Scale**

**Class Participation/Attendance** (if you miss more than 2 classes you are not eligible for an A).

**If you miss a small group experience, you cannot turn in a group note and the points cannot be made up.

Leader Plan (10 points each) 20 points
Group Note (5 points each) 40 points
Group Proposal 30 points
Group Proposal Presentation 10 points
Final 50 points
Service Learning Participation 25 points
Service Learning Reflection Paper 25 points

**Total Points:** 200 Points

**Grading Scale:**

A = 180-200 points
B = 160-179 points
C = 140-159 points
D = 120-139 points
F = below 120

**Disability and Academic Integrity Statements**

**Disability Statement:** To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, drcinfo@boisestate.edu. Students are required meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at http://drc.boisestate.edu.

**Academic Integrity Statement:** Academic misconduct or dishonesty including cheating and plagiarism is unacceptable and appropriate penalties will be imposed.

**Diversity Statement:**
This is a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religion, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and In-Class Activities</th>
<th>Reading and Assignments</th>
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</table>
| 8/28   | Syllabus Review  
Ice-Breaker Exercise  
Random Assignment of Groups                       | Read chapters 1 and 2  
In-class group leader sign-up                                                            |
| 9/4    | Chapter 1: Intro to Group Work  
Chapter 2: Group Leadership                      | Read chapters 3 and 4                                                                   |
| 9/11   | Chapter 3: Ethical and Prof Issues  
Chapter 4: Early Stages  
Discussion: Thoughts/feelings about your in-class group experience. How to get the group started? | Read chapters 5 and 18                                                                  |
| 9/18   | Chapter 5: Later Stages  
Film: *The Evolution of a Group*  
Chapter 18: Evolution of Group               | Read chapters 6 and 7                                                                   |
| 9/25   | Chapter 6: Psychoanalytic  
Chapter 7: Adlerian  
Group Experience: Session #1                  | Read chapter 8  
Leader Plan 1 Due (you will only turn in a leader plan if you are leading the group today. If you are paired to lead, you will only turn in 1 leader plan). |
| 10/2   | Chapter 8: Psychodrama  
Group Experience: Session #2                      | Read chapter 9  
Leader Plan 2 Due  
Group Note 1 Due                                                                           |
| 10/9   | Chapter 9: Existential  
Group Experience: Session #3                      | Read chapter 10  
Leader Plan 3 Due  
Group Note 2 Due                                                                           |
| 10/16  | Chapter 10: Person-Centered  
Group Experience: Session #4                       | Read articles relevant to SL  
Leader Plan 4 Due  
Group Note 3 Due                                                                           |
| 10/23  | Service Learning (SL): Learning about Tunnel and this year’s skits, and racial identity development training. | Read chapter 11  
Group Note 4 Due                                                                           |
<p>| 10/30  | Debriefing training and role-plays                                                               | No officially assigned homework                                                            |
| 11/6   | NO CLASS due to Debriefing this week                                                              | No officially assigned homework this week                                                 |
| 11/13  | SL Discussion (personal experience, SL Reflection Paper Due)                                      | SL Reflection Paper Due                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>11/20</td>
<td>application of classroom materials, and where do you go from here?) Group Experience: Session #5</td>
<td>Read chapter 12 and 13 Leader Plan 5 Due</td>
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<td>Chapter 12: Transactional Analysis</td>
<td>Read chapters 15, 16, and 17 Leader Plan 6 Due</td>
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<td>Chapter 13: Cognitive Behavioral</td>
<td>Group Note 5 Due</td>
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<td>Chapter 14: Rational Emotive</td>
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<td>11/27</td>
<td>No class</td>
<td>No officially assigned homework activities this week</td>
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<td>12/4</td>
<td>Chapter 15: Reality</td>
<td>Leader Plan 7 Due</td>
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<td>Chapter 16: Solution-Focused</td>
<td>Group Note 6 Due</td>
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<td>Chapter 17: Comparison, Contrasts, and Integration</td>
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<td></td>
<td>Group Experience: Session #7</td>
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<td>12/11</td>
<td>Group Proposal Presentations</td>
<td>Group Proposal Due</td>
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<td>Final Examination</td>
<td>Group Note 7 Due</td>
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<td>Optional potluck</td>
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