



HARDING SCHOOL OF THEOLOGY

5780 Group Counseling

CATALOG DESCRIPTION: An introduction to group dynamics and group processes as presented and viewed from a systems perspective. Uses of groups for growth, prevention, and therapy are explored. Participation in a group experience is an integral part of the course.

Professor:

Dr. Ed Gray, LMFT, LPC-MHSP, NCC
1000 Cherry Road
Memphis, TN 38117

Semester: Summer 2017

Format: Intensive (On-campus)

Day(s) Class Meets: Monday-Saturday
June 19-24, 2017

Time Class Meets:

M-F 8AM – 4:15PM; Sat 8:30am – 12pm.

Office: Ijams Administration Building, Room 204

Office Phone: (901) 681-9200

Office Hours: by appointment

Email: egray@harding.edu

ACADEMIC INTEGRITY: Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

CREDIT HOUR WORKLOAD: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who

needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

LIBRARY RESOURCES: If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

II. COURSE DESCRIPTION

This course focuses on experiential learning and your development of interpersonal competency through the small, face-to-face group interaction. The course is designed to give you an overview of group psychotherapy, to help you become acquainted with the group psychotherapy literature, and to prepare you to be leaders of counseling and psychotherapy groups in both Christian and secular settings.

III. COURSE OBJECTIVES

(CACREP 2009 Standards can be found at: [http://www.cacrep.org/doc/2009 Standards with cover.pdf](http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf).)

As a result of taking this course, students should be able to demonstrate theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following by: (Fulfills CACREP common core curricular experiences 2009 Standards Section II.G.6)

- a. identifying and discussing principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; **(evidenced by successful completion of midterm and final exams, two process papers, and student interactive discussion forums; engaging participation in experiential group sessions)**
- b. exploring group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; **(evidenced by successful completion of second assigned process paper; engaging participation in experiential group activity as co-leader for part of a session)**
- c. identifying, discussing, and comparing theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; **(evidenced by successful completion of two exams)**
- d. exploring and practicing group counseling methods, including group counseling orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; **(evidenced by successful completion of two exams; engaging participation in experiential group activity)**
- e. participating as group members in group activity for a minimum of 10 clock hours during the course. **(10 hours during course)**

IV. USE OF TECHNOLOGY

Please read the Technology Use Policy for this class found on page 8 of this syllabus. Once you have reviewed it, sign it, and turn it in during our first class meeting.

This course is supported with the video platform [www.Zoom.us](http://www.zoom.us) and **Canvas** (available at <http://elearning.harding.edu/>) to facilitate class participation. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation
- (Optional) Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).

Equipment Requirements:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon: https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic++Standard+Packaging+-+White
2. **Additional monitor for remote students required. Used monitor is okay.**
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Each student in Group Counseling needs to sign up for a free Zoom.us user account. It allows for meetings up to 40 minutes in length that will allow you to record your triads. You can record them on your own laptop. When recording is selected, the mp4 conversion occurs automatically when you close the “meeting.” It downloads to your download folder on your hard drive.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor’s email address is egray@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to**

check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

V. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Your professor will provide a link for you to watch 3.5 hours of group process. Familiarize yourself with the “content” of the video. In class we will rewatch portions of this to better understand the “process” of what is going on during the group.

Students are expected to attend all scheduled class meetings for which they are enrolled. **Your professor should be notified in advance regarding any absence or missed deadline for an assignment.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. *This course requirement is worth 20% of your course grade.*

Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<ul style="list-style-type: none">• Demonstrates good preparation: knows readings well, has thought through implications of readings.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views, and respond professionally	A-level
<ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom’s taxonomy)	B-level
<ul style="list-style-type: none">• Present, but not involved in discussions.	C-level

2. Midterm exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the Yalom and Corey text readings and class lectures up until the midterm. ***The midterm exam is worth 30% of the course grade and will be given in class on Wednesday afternoon, June 21st.***

3. Two Process Papers

As part of this course, you will prepare two process papers that demonstrate your relating to group counseling via our text and group experience. The first paper is from your perspective as a group participant. You should demonstrate an integration of your readings, class lectures and discussions, and your group participation experience. This paper is about you and should not be a recap of the group experience, but a reflection of the insights you gained into yourself in a group. The second paper is a leadership process paper. In this paper, you integrate what you have read and learned with your group experience in a way that highlights how your group leadership perspectives have changed and developed.

Each paper should be **five to six pages long**. The papers must follow APA 6th edition style and format. ***The two papers are worth a combined 20% of your course grade. The papers are due by midnight on Saturday, July 8th via their respective Canvas assignments links provided.***

4. Final exam

The final exam will consist of questions in essay format. The exam will cover material read or discussed since the midterm and will include comprehensive questions to assess students' grasp of the course content and implications. ***The final exam is worth 30% of the course grade and will be given as a take home format and is due via the Canvas link as a Word document by midnight, Monday, June 26th.***

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	20%
3. Midterm Exam	30%
4. Two Process Papers	20%
5. Final exam	30%
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Total for course	100%

VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VII. CONFIDENTIALITY

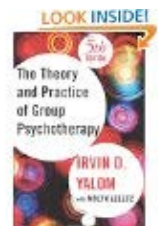
Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

VIII. TEXTS/MATERIALS

Textbooks can now be ordered through a link on the [HST website](http://hst.edu). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5thed.). New York: Basic Books. ISBN 978-0465092840

Corey, M., S., & Corey, G., (2006). *Groups: Process and Practice* (7th ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.
ISBN-10: 978-0465092840



Bibliography (recommended but not required texts):

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

*****Must use 6th edition.**

*Paperback ISBN: 1-4338-0561-8 Spiral ISBN: 1-4338-0562-6



Corey, G., Corey, M. S. & Haynes, R. (2006). *Groups in action: Evolution and challenges*. Thomson—Brooks/Cole. ISBN 0-534-61909-6

DeLucia-Waack, J., Kalodner, C., & Riva, M. Eds. *Handbook of Group Counseling and Psychotherapy*. Thousand Oaks, CA: Sage Publications.

Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy* (2nd ed.). Belmont, CA: Wadsworth.

White, J. R., & Freeman, A.S. (Eds.). (2000). *Cognitive-behavioral group therapy for specific problems and populations*. Washington, DC: American Psychological Association.

IX. COURSE SCHEDULE (subject to modification)

Date	Topics/Assignments Due	Readings
Monday June 19 (1)	Introduction to Group Work Therapeutic Factors in Group Work Group work	Corey: Chapters 1, 2 Yalom: Chapters 1, 2, 3, 4 Selected articles on Canvas
Tuesday June 20 (2)	Role of the Group Therapist Working in the Here-and-Now Group work	Yalom: Chapters 5, 6, 7, 8, 9, 10, 11 Selected articles on Canvas
Wednesday June 21 (3)	The Advanced Group, Problem Clients, Ethical & Legal Issues Forming a Group and the Initial Stage Midterm Exam Group work	Yalom: Chapters 12, 13, 14 Corey: Chapters 3, 4, 5 Selected articles on Canvas
Thursday June 22 (4)	The Transition Stage of a Group The Working Stage of a Group The Ending Stage of a Group Group work	Corey: Chapters 6, 7, 8 Selected articles on Canvas
Friday June 23 (5)	Specialized Groups Techniques “The In-patient Group”/ Spiritual Issues in Group Counseling Group work	Corey: Chapters 9, 10, 11, 12 Yalom: 14, 15 Selected articles on Canvas
Saturday June 24 (6)	Wrap up and Termination	

June 26 (7)	Final due in Canvas by midnight	
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X. TECHNOLOGY USE IN THE CLASSROOM

TECHNOLOGY POLICY - Read, sign, and submit this at the first class meeting.

ACADEMIC INTEGRITY: Harding University’s Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Administrative responses to violations of academic integrity may be handled by denial of credit for the assignment, academic probation, a failing grade for the course, or dismissal from HST.

In our society, multitasking is the norm. Checking email, surfing the Internet, social networking, and other technology tasks are done at the same time we interact with others. These tasks are totally inappropriate as you counsel people. **Therefore, my in-class policy will not allow for any of these activities during our face-to-face or online class meeting times.**

Listening to lectures, classmates, and video vignettes will provide you with practice opportunities to be fully present and hone your observation skills as you seek to learn counseling skills.

I commit to personal integrity in the use of technology and will abide by the policy above. I will also address a fellow student who is not following this policy and encourage him or her to further develop their attentiveness and observation skills.

Student’s name

Date

Student’s signature

Name _____

5780 Group Counseling

Self-evaluation of **required** text readings and video segments: Bring this to our first class meeting.

Evaluate your timeliness and effort in completing the required assignments of each text before our class beginning on June 19. Use the following number scale and **circle** the appropriate number which most closely describes your reading

Corey Text: **Approximate amount of time spent in this reading** _____

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

Yalom Text: **Approximate amount of time spent in this reading** _____

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

Self-evaluation of **required** 3.5 hour video:

Use the following number scale and **circle** the appropriate number which most closely describes your viewing of the material linked in Canvas or Google Docs that Dr. Gray shared with you.

5. I watched this with appropriate time for reflection and understanding.
4. I watched this but without time for reflection.
3. I watched this in its entirety, but hurriedly and was multitasking to get it done.
0. I didn't this do this assignment . . .

Paper Grading Rubric

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.