CO 675 Group Counseling

Javier Sierra

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CO 675 GROUP COUNSELING

Area of Counseling and Pastoral Care
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Assistant Professor of Counseling
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E-mail: Javier_Sierra@asburyseminary.edu

Office Hours: By appointment
Office: 232
Class Time: T 6:15 – 9:00 PM
Enrollment Limit: 24

Course Description:
This course offers an overview of the more common approaches to working with groups, especially groups that are formed for the practice of counseling. The key goal is to help course members develop a personal theory, framework, synthesis and some "tools" suitable to support their professional practice. The class will incorporate lecture, video demonstrations of various aspects of group work, and interactive experiences.

Course Goals:
At the end of this course, you should be able to:

1. Develop a biblical and theological understanding of groups and their role in therapy;

2. Be aware of the major theoretical approaches to group counseling;

3. Understand the dynamics of group formation and process;

4. Acquire skills relevant to conducting group counseling;

5. Experience the dynamics of a group by participating in and leading group experiences.

Students will be required to participate as a client in an 8-week group with a contracted therapist for 8 weeks of the semester. Group therapy sessions will begin September 9. The group will meet on Tuesdays from 12:00 to 1:15 PM. A laboratory fee of $75.00 is required for this service. No report will be made to the professor other than affirmation that each student has "fully participated" according to standards agreed upon by the therapy group. No participation in this experience will result in failing the class.
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**Required Texts:**


The text includes a rather thorough bibliography.


**Recommended Texts:**


Cokesbury will no longer be available on the Florida-Dunnam Campus. **All students are responsible for ordering their textbooks online.** Some possible online sources are: [www.cokesbury.com](http://www.cokesbury.com), [www.gettextbooks.com](http://www.gettextbooks.com), [www.amazon.com](http://www.amazon.com), [www.christianbook.com](http://www.christianbook.com), or [www.bookfinder.com](http://www.bookfinder.com). If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.

**Course Policies:**

Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.

Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings and workbook assignments. *Informed* participation is expected and considered in your final grade.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Written Papers should followed the following guidelines:

- All papers should have your name and your SPO number on them.
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All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted electronically (or otherwise required) by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades (by 1/3 of the total grade).

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Feedback on assignments will be timely and substantive:

**Timely:** For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

**Substantive:** For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else’s written work as one’s own as well as looking at someone else’s test answers to formulate one’s own test answer(s).

Regarding incomplete work, a grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

Exchange of papers, questions and all other written information related to the course would be managed through the course’s webpage in Moodle. The following information can help you find support for any technical questions you may have related to the use of that resource.
Virtual Support Contact Information:
For technical support, library research support, library loans, and Virtual media contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733
For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials
1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm

2. Materials Requests:
   a. To search the library catalog for available materials, click here: http://www.asburyseminary.edu/information/index.htm
   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
   c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:
   a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:
   a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies
The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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Course grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95+</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>A+</td>
<td>87</td>
</tr>
<tr>
<td>B+</td>
<td>83</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
</tr>
<tr>
<td>B-</td>
<td>77</td>
</tr>
<tr>
<td>C+</td>
<td>below 60</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
</tbody>
</table>

Course Requirements:

1. Full participation in the class process. This will include being part of a group that leads the class in a counseling experience or a class discussion, and/or presenting one of the approaches to group counseling (15%). This presentation should provide a brief overview of the concepts of the theoretical approach. The major attention should be given to the group applications of the approach and to leading the class in a group experience based on the theory.

2. Make arrangements for and lead a psycho-educational group for a minimum of 4 (1 hr.) sessions. Class members may pair together to arrange and co-lead the sessions. Students need to make an appointment with the instructor to discuss a general outline of the psycho-educational group prior to starting the group. Consider this experience as a service to the community.

Each class member will write a paper that evaluates and analyzes the group. (35%)

Papers should include a consideration of the following where applicable:

- Provide a detailed outline of each session (Included at the end of the paper).
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- Describe your recruitment of the group.
- Conceptualize the dynamics in the group (e.g. group development stages), the ebb and flow, critical turning points.
- Bring in any insights from the texts that illuminate the process:
  - Characteristics of group at each stage of development.
  - Member interaction.
  - Leader-member relations.
  - Leader-co-leader dynamics.
  - Members' assessment of the group.
  - Leader's assessment of the group.
- Group outcomes. Considerations might include the following:
  - What were the group’s outcomes?
  - How do you explain the outcomes? Draw upon theoretical considerations to assist you in understanding and explaining the group process and outcomes and as a basis for your evaluation.

A week by week summary should not be done and the paper should not focus on personal issues raised by participants in the group.

3. As an alternate to the project in number 6, class members may complete a detailed proposal for an 8 sessions psycho-education group. The proposal should include all of the following:

- The focus and purpose of the group
- Type of group and the rationale
  - Open or closed?
  - Size and duration
  - Frequency of meetings and time
- Group members
  - Population to be served and a rationale for it
  - Procedures for selecting and screening potential members. If certain types of persons are to be screened out, provide a rationale for this exclusion
- The ground rules that will guide the group
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- Group sessions content
  - Provide a detailed plan for each week's session
  - Provide samples of any assessment tools or techniques to be used
- Plans for advertising and recruitment
- Follow-up and evaluation procedures

4. View the video “Evolution of a Group” in its entirety on your own and fill out the workbook completely. Participate actively in class discussions of this assignment. (20%) The video will also be shown in class.

5. Participate as a client in eight (1.25 hr.) group counseling sessions.

  **Group Counseling Sessions**

  A trained therapist will lead group counseling sessions. Sessions will start at 12 PM every time on Tuesday. You will note that there are 8 group sessions throughout the semester. Please note that there is a $75 lab fee for this experience. The class schedule will be modified to reflect this change. Instead of going until 9:00 PM, class will end around 8:30 PM during the weeks that the group sessions are in process.

6. Mid-Term and Final Exams. 30%

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2</td>
<td>Class organization and introduction to group work; Leadership</td>
<td>Corey chapters 1, 2; Jacobs chapters 1, 3</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Ethical and Professional Issues</td>
<td>Corey chapters 3; Jacobs chapters 6 &amp; 13</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Planning and Developmental Stages in Groups</td>
<td>Corey chapters 4 &amp; 5; Jacobs chapters 2, 4 &amp; 5</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Psychodynamic Approaches to Group: Adlerian Group Presentation; Focus; Cutting Off and Drawing Out</td>
<td>Corey chapters 6-7; Jacobs chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Psychodrama Group Presentation: Group 2; Rounds &amp; Dyads: Excersies</td>
<td>Corey chapter 8 &amp; 9; Jacobs chapters 9, 10 &amp; 11</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Person-Centered or Gestalt Group Presentation: Group 3; Leading the Middle Stage</td>
<td>Corey chapters 10 &amp; 11; Jacobs chapter 12</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Reality Therapy Group; Mid-Term</td>
<td>Corey chapter 15</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Transactional Analysis Group Presentation: Group 4; Counseling &amp; Therapy</td>
<td>Corey chapter 12; Jacobs chapter 14</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Behavioral Group Presentation: Group 5; Closing</td>
<td>Corey chapter 13; Jacobs chapter 15</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Rational Emotive Behavior Therapy Group Presentation: Group 6; Dealing with Problems</td>
<td>Corey chapter 14; Jacobs chapter 16</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Solution-Focused Brief Group Therapy; Working with Specific Populations</td>
<td>Corey chapter 16; Jacobs chapter 17</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Integrative Issues in Group Work</td>
<td>Corey chapter 17; Psychoeducational Project due</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 25</td>
<td>Reading week</td>
<td></td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Integrative Issues in Group Work continued</td>
<td>Corey chapter 18</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Final Exam</td>
<td>“Evolution of a Group” workbook due</td>
</tr>
</tbody>
</table>

### Grading Rubric for Class Presentation

<table>
<thead>
<tr>
<th>Class Presentation</th>
<th>Excellent</th>
<th>Good</th>
<th>Weak</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>46-50</td>
<td>45-41</td>
<td>40 or lower</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>45-41</td>
<td>40-41</td>
<td>20 or lower</td>
<td></td>
</tr>
<tr>
<td><strong>Weak</strong></td>
<td>40 or lower</td>
<td>20 or lower</td>
<td>20 or lower</td>
<td></td>
</tr>
</tbody>
</table>

**Class Presentation**

- **Presentation reflects a graduate level engagement with topic.** Reviewed an advanced understanding of counseling issues germane to this situation. You dress and conduct yourself in a **professional manner.** Presenters coordinated their part successfully and smoothly. Time was well allocated. You did not go overtime. Audio-visual aids reflect professional excellence and are used properly. Successfully engaged the class in the discussion and practice of the skills taught.

- **Demonstrates an emerging graduate level understanding about your topic.** Your dress and conduct was somewhat professional. Time was allocated in an appropriate manner. Transitions between presenters was somehow awkward. You did not go overtime. Audio-visual aids were used appropriately. Most of class members participated in suggested activities. A fair level of discussion was sustained.

- **Presents basic information that does not go beyond textbook.** Dress and presentation were too casual in nature. Time was not used well. There was no coherence between presenters. Presentation was too short or too long. Audio-visual aids were not used well. Class members did not fully participate in discussions or exercises.

**Class Handout**

- **Covers all required elements in graduate level manner.** No typographical or grammatical errors. Professional presentation. Thoroughly summarizes the presentation and goes beyond the PowerPoint use in presentation. Some extra and relevant resources were provided.

- **Covers most aspects of presentation.** Some typographical or grammatical errors. Information moderately appropriate to topic. Information about the model presented lacks clarity. Resource information is good, but some aspects are missing.

- **Many aspects of presentation are missing.** Many typographical or grammatical errors. Information about model presented is inadequate. Resource information is inadequate. Handout is only a copy of PowerPoint use in presentation.

**Overall Comments**

- **Class session flowed smoothly in all ways.** Team members gave equitable investment of time and energy as evidenced in the overall presentation. Coherent.

- **Class session had some problems to flow smoothly.** Uneven involvement by team members is evident. Moderately coherent presentation.

- **Class session seemed thrown together at last minute.** No depth to information or group strategies.

Total: ______________ out of 10
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## Paper Rubric

<table>
<thead>
<tr>
<th>Factor</th>
<th>Superior Paper</th>
<th>Competent Paper</th>
<th>Weak Paper</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research What references you use.</td>
<td>Demonstrates the author’s ability to conduct and present graduate-level research, i.e., uses current primary data (nothing older than 10 years, unless the reference is a “classic” source); selects data appropriate to the topic and the aims of the paper; employs a valid balance of journal articles to books. References include empirical articles, theoretical articles, and books written for professional audiences. Solid documentation is evidenced by using a substantial number of sources (more than 10 references).</td>
<td>Demonstrates the author’s emerging ability to conduct and present graduate-level research. Begins to show fluency dealing with empirical and theoretical data. Considers relevant data from scholarly journals and books, without undue reliance on books. Uses data that has been published within the past 10 years, unless the source is a classic reference. Avoids citing secondary sources [quoting someone in another book]. The minimum references needed to write a workable paper were used (no fewer than 10 references).</td>
<td>Research seems like a hodgepodge of the most easily accessible sources. Many are not centrally relevant to the topic. Many are not scholarly works, but are written for the popular market. Heavy reliance on books with little to no attention given to the most current empirical research on the topic (journals). No new insight is offered. Writing style lacks fluidity and consistency. Too few references are cited (10 references or less).</td>
<td>Scale: 0-20 pts, Expectation for “B” = 16 pts.</td>
</tr>
<tr>
<td>Use of Clinical Thinking</td>
<td>Accurately identifies, defines and uses salient clinical concepts for the selected topic. Author clearly understands the concept and how it is manifested in the psychopathology under consideration. Concepts are fully inte-</td>
<td>Accurately defines the clinical concepts that are used. Author shows moderate understanding of the concepts and how they are manifested.</td>
<td>Inaccurately defines and deploys clinical concepts. Important and relevant concepts are missing from the discussion.</td>
<td>Scale: 0-20 pts. Expectation for B = 16 pts.</td>
</tr>
<tr>
<td>Factor</td>
<td>Superior Paper</td>
<td>Competent Paper</td>
<td>Weak Paper</td>
<td>Grading</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Critical Engagement</td>
<td>Demonstrates graduate-level engagement with scholarly resources. Author employs research data to present the thesis of the paper. Scholarly works are compared and contrasted. Independence of thought is demonstrated through the author’s presentation of his/her own evaluation and opinion on the topic, supported by appropriate data. The author uses in-text citations when presenting data that is obviously not the author’s own. The author succinctly summarizes the opinions of others rather than relying on direct quotes.</td>
<td>Demonstrates emerging critical engagement with scholarly resources. Data is presented accurately, but does not include a critical comparison of sources. The author may sometimes represent the work of others as his or her own thinking. The paper displays an appropriate use of direct quotes.</td>
<td>Has the appearance of a collage of the opinions of others without critical reflection. Data presented does not work together to form a coherent whole or to build a case for the author’s thesis.</td>
<td>Scale: 0-40 pts. Expectation for B = 33 pts.</td>
</tr>
<tr>
<td>Organization</td>
<td>The organization enhances the author’s case. The paper includes an <strong>introduction</strong> and a <strong>conclusion</strong> that are coherent with the body of the paper. Thoughtful <strong>transitions</strong> link sections of the paper together in a logical way. Sequencing is logical and effective for making the author’s case.</td>
<td>The organization is workable and does not detract from the author’s case. It has recognizable introduction and conclusion. Transitions often work well, but are fuzzy at other times. Sequencing shows some logic, but is not under control enough that it consistently</td>
<td>The organization lacks a clear sense of direction and focus. The relationships between ideas are not clear. Data seems strung together in a random or haphazard fashion.</td>
<td>Scale: 0-10 points Expectations for B = 8 pts</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Factor</th>
<th>Superior Paper</th>
<th>Competent Paper</th>
<th>Weak Paper</th>
<th>Grading</th>
</tr>
</thead>
</table>
| Presentation                | A superior research paper is presented in a professional manner in terms of spelling, sentence, and paragraph construction, and use of appropriate /form style. The paper follows APA style accurately and consistently. | A competent research paper shows only minor and infrequent errors in spelling, grammar, and form/style. | A weak research paper contains major grammatical errors, with no real attempt at proof-reading or spell-checking. Does not conform to appropriate form/style criteria. | Scale: 0-10 points

Expectation for B = 8 pts.

### Expectations for writing a Research Paper

1. The Publication Manual of the APA is the **only** criteria you should follow when writing your paper.
2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length **excludes** the cover page and reference list.
3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract.
4. Use 12 cpi font with 1" margins all around. Double space. **Paginate**.
5. In APA style there **must** be 100% agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.
7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a **minimum of 10** references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do **not** count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.
8. The **REFERENCE list** [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.
9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.
10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors’ work **without** critique, comparison, or evaluation yields a mediocre grade.
11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [Tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].

12. Check and double check your spelling and grammar. Have somebody else read your paper before you submit it.