

Group Counseling Methods

COUN-5313

21/FR Section Temporary 08/23/2021 to 12/16/2021 Modified 06/14/2024

Meeting Times

Contact Information

Course Description

An experiential study of group counseling theories and techniques. Leadership roles, stages of group development, and member responsibilities are explored. Ethical and legal issues related to group interventions are discussed. Open only to students in the Master of Arts in Professional Counseling, Master of Education in School Counseling, and the accelerated B.A./B.S. in Psychology/M.A. in Professional Counseling Programs. Terms Offered: Fall, Spring, Summer.

Requisites

None.

Learner-Centered Outcomes

Learner-Centered Outcomes and Objectives:

1. Demonstrate the appropriate knowledge, skills, and dispositions of a successful clinical mental health counselor.
2. Practice and promote resiliency, optimal growth and development, and wellness for self and clients across the lifespan.
3. Apply ethical and legal standards responsibly as a clinical mental health counselor.
4. Develop and maintain a culturally-competent professional identity as a clinical mental health counselor.
5. Demonstrate understanding of theoretical foundations, relationship dynamics, and therapeutic factors vital to assessing, diagnosing, and treating both individuals and groups.

CACREP 2016 STANDARDS & COURSE OBJECTIVES CACREP

2016 Standards can be found at: <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

CACREP Standards Addressed in COUN 5313:

II.F	Common Core Areas
II.F.6	Group Counseling and Group Work
II.F.6.a	Theoretical foundations of group counseling and group work
II.F.6.b	Dynamics associated with group process and development
II.F.6.c	Therapeutic factors and how they contribute to group effectiveness
II.F.6.d	Characteristics and functions of effective group leader
II.F.6.e	approaches to group formation, including recruiting, screening, and selecting members
II.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings
II.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups
II.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Student Learning Outcomes: By the end of this course (COUN 5313) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
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1.	Identify principles of group dynamics - including elements of group process, leadership skills, and techniques (II.F.6.a; II.F.6.b; II.F.6.c; II.F.6.e; II.F.6.f)	group leader performance exercise
2.	Demonstrate competence in applying various counseling theories to group process (II.F.6.a; II.F.6.h);	evaluation instrument of member performance
3.	Demonstrate competence in multicultural dynamics in group process (II.F.6.g)	classroom quiz on distributive justice
4.	Apply ethical and legal principles unique to group work;	classroom exam
5.	Articulate the responsibilities of members and leaders in the group counseling process (II.F.6.d);	KPI-Group leadership activity
6.	Integrate personal Christian belief system into group counseling practice;	group leader performance exercise

Materials

Berg, R., Landreth, G., & Fall, K. (2012). *Group counseling: Concepts and procedures*. (6th ed.).

New York, NY: Routledge. ISBN: 978-0415532914

Assignments

Grading: The students final grade will be computed as follows:

1. Attendance and Participation

Because much of the interactional and experiential learning for this course will take place during class activities, 20 points will be deducted from the attendance/participation portion of the grade for each absence, except for reasons beyond the person's control such as medical, death, accident, etc. Lack of participation in group participation may also result in a deduction of 5 points for each class meeting or activity not engaged in. 1 point will also be deducted for each time a student is late. Students are responsible for explaining missed classes.

2. **Group Techniques Demonstration;** Each student and their cofacilitator will demonstrate a techniques of a group psychotherapy approach for 100 points

3. **Exams:** Three exams will be given during the semester, each 100 points (300 total)

4. **Outside Group Reaction Paper:** For this paper, you must attend and observe on open AA, Al-Anon, NA meeting, and then attend and participate in at least six sessions of a support group such as Celebrate Recovery, campus recovery group etc. Include what group format was followed, how members identified themselves, and what principles of group work you saw in action in the group. Discuss what benefits you thought were gained by the members attending the group and what potential drawbacks members might experience. The reaction paper must be at least 6 pages in length, APA style, and no references are required. This paper may be written in first person. (Compile a written journal after attending each of these meeting, discuss your perspective of the group you attended which will be handed in at the end of your paper). 100 points.
5. **Small Group Research Article Reviews & Summary:** This assignment is designed to introduce you to current small group research. Review five articles related to group work published in peer reviewed professional journals. At least three articles must present research and at least two must be theoretical or descriptive in nature. (Research articles present systematic inquiry (either quantitative or qualitative) into a specific aspect of group work (most commonly effectiveness or outcome). Descriptive/theoretical articles do not contain research per se; instead, these articles may describe a particular type of group or group work with a specific population, or a unique or creative approach.) Write a brief synopsis of each article, including the type of article, the article's focus or purpose, any research findings, and/or authors' conclusions. For each review, briefly identify and apply what you have learned to date in class about group work, including development, dynamics, therapeutic factors, type, etc. 100 points

600 total points possible for the class

NO LATE WORK WILL BE ACCEPTED

Requirements for Credit

Requirements for Credit

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time.

Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with

disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Classroom activity Session 1	Orientation, formation of breakout groups & discussion of ethics for group therapy	Textbook chapter 4-Ethics and Leadership Classroom handout, classroom exercise on creating a journal exercise. Exercise for next week will be distributed. Student papers must be prepared to record answers to questions on Discussion Board; the paper will be submitted the next class meeting after it has been assigned, and must contain an answer to the question presented , and replies to the answers of two other students.
Classroom session Session 2	Development of personal semester contracts, ethics & defining group work	Initial breakout sessions, Textbook chapter 1- History & rationale of Group Counseling classroom handouts, journal entries due. Group Exercise- personal boundaries

When	Topic	Notes
Classroom session Session 3	Ethics exam, elements of group therapy, textbook chapter 8.	Chapter 8- Starting a Group & Group Process Critique exam, lecture relative to essential elements of group therapy, breakout groups, journal entries due. journal entries will be due. Access Discussion Board for questions pertaining to group norms. Access Discussion Board for the topic of group norms. Group Exercise- Immediacy
classroom session Session 4	Group roles, values & norms	Chapter 3- Group Work and Theory Person-Centered, Gestalt, Adlerian, REBT, and Family Systems Class handout, process Discussion Board topic, lecture on norms, group processing, breakout group exercise., begin student led exercise. Family Sculpting Exercise
Classroom session Session 5	Group leadership	Textbook chapter 5- Leadership Styles, Skills & Function Classroom handout, examples of leadership styles and effectiveness of each for group leaders, discussion of empathy, rapport, Yalom's curative factors, journal entries due, breakout group exercise with student leader. Access Discussion Board topic.
classroom session Session 6	Development of group stages, group modalities	Review Discussion Board questions Textbook chapters 2- Diversity and Social Justice in Group Work Chapter 9- Maintaining a Group Class handouts, journal entries due, student led group exercise
classroom session Session 7	Responding to resistance	Textbook chapter 10- Working Effectively with Resistance, classroom handouts, student response to scenarios of resistant members, questioning techniques, journal entries due, student led group exercises, access Discussion Board for questions
classroom session Session 8	Review, developing group exercises	Chapter 6- The Group Leader's Internal Experience Administer and critique multiple choice quiz, class handout, demonstration and requirements of appropriate exercises, journal entries due, student led breakout groups, access Discussion Board for topic questions
Classroom session Session 9	Analysis and evaluation of groups	Chapter 11- Evaluating the Leader and the Group Review of Discussion Board questions, assess group effectiveness, introduce the sociogram, for processing group performance, journal entries due, student led group exercise

When	Topic	Notes
Classroom session Session 10	Midterm exam	Chapter 7 Co-Leadership- Rationale and Implementation administer and critique exam, provide students with feedback on class performance introduce self-help groups, journal entries due, access Discussion Board for topic questions
Classroom session Session 11	Counseling Children	Chapter 12- Group Counseling with Children Review of Discussion Group questions, class handout, journal entries due, student led exercises.
Classroom session Session 12	Leadership of groups	Textbook chapter 11- Evaluating the Leader and the Group, class handouts, journal entries due, student co-leadership of breakout group, access Discussion Board for topic questions.
Classroom session Session 13	Counseling age groups	Textbook chapters 13- Group Counseling with Adolescents Review Discussion Board assignment, journal entries due, student led breakout group.
Classroom session Session 14	Termination exercise	Review of personal contracts, journal entries due, termination exercise.
Classroom session Session 15	Final exam	Journal entries due, administer, grade and critique the final exam, provide for student evaluations of semester.