

CSD 5620 Syllabus: Group Counseling
Tuesday 3.00-5.30PM
Spring 2019

Instructor: Dr. Rebecca Tadlock-Marlo

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Office Hours: T 2:00-3:00pm, W 12:00-2:30pm, Th 9.30-10.30am

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Course Description: This course is designed to introduce the use of groups as an instrument of change in the counseling process. The class is designed to provide both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods and skills, and other group approaches. Emphasis is placed on learning about the group process and techniques through observing, critiquing, and experiencing being in a group. Class members will participate in structured group guidance activities during the first part of the course and be a member and an observer of a growth group during the second part of the course.

Course Objectives: Counselors-in-training will

1. Develop an understanding of the theoretical foundations of group counseling and group work. (II. F.6.a).
2. Examine dynamics associated with group process and development. (II. F.6.b).
3. Understand therapeutic factors and how they contribute to group effectiveness. (II. F.6.c).
4. Examine characteristics and functions of effective group leaders. (II. F.6.d).
5. Examine approaches to group formation, including recruiting, screening, and selecting members. (II. F.6.e).
6. Examine types of groups and other considerations that affect conducting groups in varied settings. (II. F.6.f).
7. Understand ethical and culturally relevant strategies for designing and facilitating groups. (II. F.6.g).
8. Direct experiences in which student 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 (II. F.6.h).

Required Texts:

Corey, M., Corey, G., & Corey, C. (2010). *Groups: Process and practice*. Belmont, CA: Brooks/Cole.

Donigian, J. & Malnati, R. (1999). *Critical incidents in group therapy* (2nd ed.) Belmont, CA: Brooks/Cole.

Readings as posted to Desire2Learn and Course Pack

Teaching Philosophy: Education is a growth process consisting of two mutually inclusive variables: educating and learning. Students are not regarded as passive recipients of knowledge. Rather, they are encouraged to participate actively and develop the ability to independently problem solve. I am provided opportunities to learn from students, especially regarding effective teaching strategies, theory conceptualization, and progressive intervention application. Learning objectives of all are more effectively accomplished when both roles are actively engaged.

Method of Instruction: Students will be exposed to the educational process via class dialogue, written papers, experiential activities, and group participation.

Due Date Policy: Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines: be sure to carefully back-up computer work, be certain your printer has ink and is working, etc. so that if technology should fail, you will have time to compensate. All assignments should be in APA style. All assignments must be turned in to receive a passing grade in the course.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Include the originality report with your papers.

Class ID: 17027965 Enrollment Key: group

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Informed Consent: As this class requires participation in a group, students will also be required to sign an informed consent that explains their rights and responsibilities.

Confidentiality Policy: The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Student Evaluation:	CACREP	Points	Due Date
Attitude and attendance	All	30	All
Research articles	II. F.6.a, g	30 points	2/12
Reaction journals	II. F.6.a, b, d, h	40 (8 at 5pts)	Starting 2/26
Critique	II.F.6.a, b, c, d, e, f	100 points	4/23
Midterm learning assessment	II.F.6.a, b, c, d, e, f, g	50 points	2/19
Final learning assessment	II.F.6.a, b, c, g	50 points	4/30
		Total: 300 points	

Attendance and Attitude Policy: Attendance is necessary for co-constructing a deeper meaning for the class and for a full experience of the group process to be felt. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and be knowledgeable of any expectations discussed. Behaviors including but not limited to asking to leave class early, tardiness, extensions for papers, excuses for not being prepared will not be tolerated as they are not professional behaviors. Treat class as you would treat your future career. Arriving late or leaving early counts as ½ of an absence.

Experiential Group Involvement: (II. F.6.h)

Presence in class is important, but especially during the experiential sessions. Students are expected to participate; if you have to miss a class, inform the instructor in advance. Attendance is the only direct evaluation of participation in the experiential sessions. The nature and quality of participation in experiential sessions does not affect your grade. This arrangement is intentional so that you will feel less evaluative threat from the group facilitators in the experiential session, and therefore can feel more ‘yourself’ in these sessions. There are two exceptions to the participation credit in experiential sessions: (a) if you come to session exhibiting evidence of consuming a mind-altering substance or (b) if your experiential group asks you to leave (e.g., due to breaking confidentiality) and you are unable to find another group, you will not receive any credit for subsequently missed sessions. It is important to emphasize that *what you share in the experiential group is confidential*. You are not required to self-disclose anything you do not want the instructor to know. What you disclose will not affect your grade. However, it is theoretically possible that such information could be used in making departmental decisions about your suitability for the program.

Note: Please be aware that taking this course may affect or change you in ways you might not expect. It is possible to feel differently at the end of a session than you did at the beginning.

Midterm and Final Learning Assessment: (50 points each)(II.F.6.a, b, c, d, e, f, g)

There will be a midterm and final learning assessment. Each will consist of multiple-choice, short answer, matching, and essay questions. You will be responsible for all material from assigned readings and class discussions. The midterm will cover material up to the test date and the final exam will cover material after the midterm.

Critique (100 pts) (II.F.6.a, b, c, d, e, f, g):

The critique covers the development of the observed group dynamics through the progression of the experiential group. Report on observations over the course of a minimum of three observed groups.

In the critique be sure to report on the following:

- What is group counseling and why is it important?
- Define the type of group observed and support your decision with literature and observations (counseling, psycho-educational, task, peer helping)
- Define all four stages of group. Express what stage the group is in and why you believe so (initial, transition, working, final). Support your conclusion with literature and observations
- Define all therapeutic factors (12 in Yalom & Lesczc) and express which ones were observed. Explain if you expect them to be observed as a result of what stage the group is in and support your position with observations and literature.
- Define and report leadership dynamics and behaviors. Express what the leader does, how he/she facilitates the group process, and how he/she controls problematic member behaviors. Explain what you would expect from a group leader at the stage you described.
- Define and describe typical member behaviors for the stage in which the group is experiencing. Include problematic behaviors, common fears of the stated stage, and the interactions you observe. Explain how these roles and behaviors have progressed throughout the development of the group process.
- Explain how the group is being used to help members overcome barriers in their lives, providing observable evidence from the group process. What would be expected growth for the stage of group identified? Support with literature.

Link *all* information back to the commonality of the group stage and process. Do NOT simply summarize the group sessions; specifically identify processes, stages, roles, etc. *Use the assigned readings and additional literature to support your observations.* See rubric for point values.

Group Research Article Reviews & Summary (30 pts) (II. F.6.a, g)

An integral part of effective group planning is knowledge of current relevant research. This assignment is designed to introduce you to small group research with the goal that you may integrate what you learn into future group planning.

- a) Article Review Papers (2 each): Review two articles related to group work published in peer reviewed professional journals.
 - o One article must discuss cultural factors
 - o One article must discuss ethical considerations.
 - o Write a brief synopsis of each article, including:
 - The type of article (research or theory based)
 - The article's focus or purpose
 - Any research findings, and/or authors' conclusions
- b) Summary. Following your article reviews, describe what you have learned about group work and small group research as a result. Integrate what you have learned during class as appropriate. What are the implications of this research for your future professional work? How might you incorporate the articles' ideas into your professional practice?

Reaction Journals to Experiential Sessions (65pts) (II. F.6.a, b, d, h):

Submit a reaction paper for each of the eight group meetings. Reaction papers are to be e-mailed via attachment in two days (Thursday) by 11:59pm to receive full credit. What you write in your reaction journals is confidential and may include specifics of actual events and issues dealt with by group members. The inclusion does not constitute a breach of confidentiality because the instructor/facilitators are considered group members. However, you will NOT obtain credit if your reaction papers simply reviews the group session. Journals must be in APA, typed, and use proper grammar/spelling.

The reaction papers should include:

- *For group participants:*
 - What are my *thoughts* about how the session went? What issue(s) brought up by other group members in my group could be further addressed?
 - How did I *feel* about what unfolded in the group session? What are my feelings towards other group members and the facilitators?
 - How do I *see* the other members in the group? How do you view each of your group members from this specific group meeting?
 - How do I see myself within the group? How did I *hold back* or avoid issues so that I did not involve myself as fully as possible?
 - What have I written that I would like to share with my group? What did I wish I had said in session but did not think of/was afraid to say?
 - What am I *learning* about group process, stages, leader role, and member roles from the Corey text that I can apply to my understanding of this session?
- *For group co-leaders:*
 - How did I *feel* about myself as I was leading or co-leading my group? What skills did I use and what skills do I want to work on?
 - What most *stood out* for me during this session?
 - How *involved* was I in this group? How was leading the group different from being a member? If I am not as involved as I would like to be, what specific steps am I willing to take to change this situation?
 - Are any factors getting in the way of me effectively leading this group?
 - What am I learning about group process and practice from the Corey text about leading that I can apply to my understanding of this experiential session?

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments Due	CACREP	Objective
01/08	Syllabus and Expectations Introduction to Group and Ethics Types of groups	Corey 1 and 3	II.F.6.a, f, g	1, 6, 7
01/15	Therapeutic Factors Group Leadership	Corey 2 Yalom 1 and 2	II.F.6.c, d	3, 4
01/22	Forming a Group Cultural Considerations Group Screening	Corey 4 Yalom 3 and 8	II.F.6.e, g	5, 7
01/29	Initial Stage Transitional Stage	Corey 5 and 6 Yalom 4	II.F.6.a, b	1, 2
02/5	Working Stage Final Stage Conduct group screening	Corey 7 and 8 Group Screening	II.F.6.a, b, e	1, 2, 5
02/12	Conduct group screening Midterm review	Group Screening Research Summary	II.F.6.e, h	5, 8
02/19	Midterm		II.F.6.a, b, c, d, e, f, g	1-7
02/26	Experiential Session One	Reaction Journal One	II.F.6.h	8
03/05	Member roles Experiential Session Two	Stonebridge, 2012 Reaction Journal Two	II.F.6.b, h	2, 8
03/12	Spring Break No class			
03/19	Groups for Children and Adolescents Experiential Session Three	Corey 9 and 10 Reaction Journal Three	II.F.6.a, b, g, h	1, 2, 7, 8
03/26	Groups for Adults Experiential Session Four	Corey 11 and 12 Reaction Journal Four	II.F.6.a, b, g, h	1, 2, 7, 8
04/02	Cognitive Behavioral Experiential Session Five	Donigian 2 Reaction Journal Five	II.F.6.a, g, h	1, 7, 8
04/09	Gestalt Experiential Session Six	Donigian 4 Reaction Journal Six	II.F.6.a, g, h	1, 7, 8
04/16	Individual Psychology Experiential Session Seven	Donigian 5 Reaction Journal Seven	II.F.6.a, g, h	1, 7, 8
04/23	Psychodynamic Groups Experiential Session Eight	Donigian 7 Reaction Journal Eight Critique Due	II.F.6.a, g, h	1, 7, 8
04/30	Final Exam		II.F.6.a, b, c, g	1, 2, 3, 7

Informed Consent Form
CSD 5620 – Group Counseling
Eastern Illinois University
Spring, 2019

Instructor: Rebecca L. Tadlock-Marlo, Ph.D., LCPC

I, _____ have voluntarily agreed to take CSD 5620 – Group Counseling.
(print name)

I understand that my participation in this class includes my being a part of an eight week experiential group. I understand that I am not required to disclose any information that I do not feel comfortable disclosing in group and that I will not be graded on my performance in the group.

I also understand that if issues arise in which my instructor becomes concerned about my level of fitness to continue my successful performance in the counseling program, that she will meet with me individually to discuss concerns and recommendations.

I understand that I must uphold confidentiality of the group to ensure integrity of the process material and to honor my peers.

I also understand that my instructor is available to meet with me should I have any concerns about my experience in the experiential group.

Signature of student

Witness

Protocol Research Review and Summary (30 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Cultural article	5 pts Superior ability to present conceptual framework of type, purpose, and conclusions	3.5 pts Moderate ability to present conceptual framework of type, purpose, and conclusions; one component missing	1 pts Superficial presentation of conceptual framework of type, purpose, and conclusions; two components missing	0 pts Not presented
Ethics article	5 pts Superior ability to present conceptual framework of type, purpose, and conclusions	3.5 pts Moderate ability to present conceptual framework of type, purpose, and conclusions; one component missing	1 pts Superficial presentation of conceptual framework of type, purpose, and conclusions; two components missing	0 pts Not presented
Summary	5 pts Demonstrates superior ability to present learnings and implications of material. Professional practice integrated	3.5 pts Demonstrates moderate ability to present learnings and implications of material. One component missing	1 pts Demonstrates poor ability to present learnings and implications of material. Two components missing	0 pts Not Presented

Scoring Rubric for Critique (100 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Importance of group	5 pts Superior ability to present conceptual framework supported with literature; describes what and why of group work.	3.5 pts Moderate ability to present conceptual framework supported with literature; loosely describes what or why of group work.	1 pts Superficial presentation of framework supported, no literature, vaguely describes what or why of group work.	0 pts Not presented
Type of group	10 pts Superior ability to present type of group supported with literature and group observations	7 pts Moderate ability to present type of group supported with little literature or group observations	5 pts Superficial presentation of type of group; no literature or group observations	0 pts Not presented
Stage of group	15 pts Demonstrates superior ability to present stage of group supported with literature and group observations; all stages included	10 pts Demonstrates moderate ability to present stage of group supported with little literature or group observations; not all stages included	5 pts Demonstrates poor ability to speak to present stage of group supported with no literature or group observations; only current stage presented	0 pts Not Presented
Yalom and Lesczc factors	15 pts Demonstrates superior ability to present all factors supported with literature and group observations; linked to stage of group	10 pts Demonstrates moderate ability to present 10 factors, moderately supported with literature and group observations; linked to stage of group	5 pts Demonstrates poor ability to present less than 10 factors supported with no literature or group observations; not linked to stage	0 pts Not Presented

Leader functions	15 pts Demonstrates superior ability to present leader functions supported with literature and group observations; linked to stage of group	10 pts Demonstrates moderate ability to present leader functions, moderately supported with literature and group observations; linked to stage of group	5 pts Demonstrates poor ability to present leader functions with no literature or group observations; not linked to stage	0 pts Not Presented
Member functions	15 pts Demonstrates superior ability to present member functions supported with literature and group observations; linked to stage of group	10 pts Demonstrates moderate ability to present member functions, moderately supported with literature and group observations; linked to stage of group	5 pts Demonstrates poor ability to present member functions with no literature or group observations; not linked to stage	0 pts Not Presented
Growth	10 pts Demonstrates superior ability to present member growth supported with literature and group observations; linked to stage of group	7 pts Demonstrates moderate ability to present member growth, moderately supported with literature and group observations; linked to stage of group	5 pts Demonstrates poor ability to present member growth with no literature or group observations; not linked to stage	0 pts Not Presented

*Note scores midway between the posted levels are possible for each criterion at instructor's discretion

Student score: _____