This course is taught using team-based collaborative learning: When groups of people who share a social and cultural context work together to learn, a culture or community of learning develops with everyone’s participation supporting a collective effort to learn something new (Bichindaritz & Marling, 2006; Brown & Campione, 1994; Duncan & Barber-Freeman, 2008; Lave & Wenger, 1998). The shared objective, combined with the diversity of expertise offered by each member of the group and sharing what is learned while learning how to learn, all play a significant role in a learning community. Diversity of thought and experience does not hinder a learning community; the learning community actually benefits from the variety of experiences of its members, making it a more supportive learning environment to women and minorities.

Course Syllabus   Group Counseling
F674 – 3 Credits
Summer Semester, 2013
Monday - Thursday 8:00 AM -10:00 AM – Gruening Building, Room 215

Instructor: Susan L. Renes, Ph.D.  E-mail address: slrenes@alaska.edu
Office: 709-B Gruening Building  Office Hours: By Appointment
Telephone: 907-474-7696

Course Description: The Group Counseling course is designed to provide students preparing to enter a helping profession with an understanding of group theory, an understanding of the types of groups used in group counseling or group therapy, and the experience of being a member in a counseling group. Emphasis is placed on developing methods, problems, and leadership skills when working with a group. Course Prerequisites: COUN 615, COUN 623, admittance to the Counseling Program, or permission of the instructor.

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following aspects of the group counseling based on an understanding of

- The stages of group development and the various types of groups used for group counseling.
- Different theories of group counseling and how these theories influence the purpose of the group and the participation of the group members.
- Ethical guidelines that pertain to group counseling.
- The premise that incompetent leadership might result in-group members failing to make progress and/or could potentially cause a debilitating experience for one or more group members.

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.
**Class Set-up:**

Class sessions will alternate between the following two formats:

1. The instructor will facilitate the **didactic group** - this group will follow a lecture/discussion format focused on various aspects of group functioning.

2. The **counseling group** (student led) will meet for approximately one hour with the remaining time available for comments and feedback.

**Objectives of the counseling group experience:**

- Experience the processes and issues pertinent to the establishment of a new group.
- Experience the development of the group as a modality for achieving the goals of the group members.
- Become explicitly aware of the different aspects of group process and group dynamics.
- Experiment with new perspectives of group function and/or try out new behaviors.

**Required Texts:**


Starred texts are available under the Course Document section of Blackboard.

**Required Readings:**


**Optional Readings:**


(All readings are on available under the Course Document section of Blackboard or available from the Rasmuson Library online.)

**Course Evaluation:** Students will be evaluated based on three criteria: class participation, written response papers, and the final paper.

1. **Class participation:** Students are expected to come to class prepared, ready to turn in assignments upon arrival. Attending class, reading all required assignments, and participating in class discussions is expected. The quality of your involvement in class is worth a maximum of 50 points toward your final grade. Speak out and share your perspectives; it enriches the class experience for all of us. Be ready to begin promptly at 10:00 AM. In addition, be mindful that all personal information shared in class must remain confidential.

   If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student from the responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. For any missed class, students are expected to turn in a 250-word paper capturing the discussion held that day. This assignment is due at the start of the next class session. Late assignments will not be accepted without prior approval from the instructor. Excessive absences may result in the student receiving a grade of “Incomplete” for the course.

2. **Written papers:** Students will be expected to complete seven papers throughout the semester: (a) three personal objective papers, (b) a function paper, (c) a theory paper, (d) a 12-step group reaction paper, and (e) the final paper. All papers are to be typed, double-spaced, and are expected to be well-written, well thought out, and grammatically correct. The writing in the theory paper, function paper, and the final paper should conform to APA style and include citations and references. Please submit all papers to the Assignment tab in Blackboard.

   Personal Objectives Papers: These papers are designed to allow students to examine personal goals for the course. You will delineate your personal goals (i.e. what do you
want to get out of the group counseling course?) and later evaluate whether or not you achieved your goals. In the initial paper (1-2 pages, 15 points), identify your goals, and then discuss how these goals will enhance your experience in the group-counseling course. (Due June 3). In the second paper (3-4 pages, 25 points), discuss your progress toward meeting your goals. Reflect on the group process and discuss obstacles that were overcome or obstacles that hindered the achievement of your goals. (Due June 25). In the third paper (5-6 pages, 35 points), evaluate your overall progress and discuss how you might utilize the information you learned from your group experience as a professional counselor. (Due July 3). These papers may be written in first person.

Function Paper: Address four separate principles related to group function (i.e. roles, norms, communication, competition, leadership, group energy, safety, etc.). You may use specific examples from the in-class support group to support your work. The function paper is due June 17, must be 5-6 pages in length (not including references), and include at least five references. This paper is to be written in third person.

Theory Paper: Discuss a theory of group therapy that best fits the way you believe groups work to facilitate change in group members. Explain why your theory is preferable to you compared to other theories. You may add personal experiences from group sessions to support your arguments. The theory paper is due June 5, must be 4-5 pages in length (not including references), and include at least five references. This paper may be written in first person.

12-Step Group Reaction Paper: After attending an open AA, Al-Anon, or NA meeting, discuss your perspective of the group you attended. 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 is due June 10, must be 4-5 pages in length, and no references are required. This paper may be written in first person.

Final Paper: Create a fictional group that you might facilitate as a professional counselor. Take each of the concepts we discussed in class (theory, group formation, initial stage of group development, group facilitation, middle stage of group, ending a group, problem situations, potential role on online counseling or support for your group, problem situations, and ethical practice) and describe how these concepts would pertain to your fictional group. An outline for the paper, including references, is due June 18. The final paper is due July 6. The final paper must be 15 - 20 pages in length (not including references), and must include at least ten references. This paper is to be written in third person.

Grading: Your course grade will be determined by the following point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Personal Objectives Papers</td>
<td>75</td>
</tr>
<tr>
<td>Function Paper</td>
<td>45</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>55</td>
</tr>
<tr>
<td>12 Step Reaction Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Grading Scale:

- 372 points and up (93%) - A
- 320 points to 464 (80%) - B
- 280 points to 399 (70%) - C
- 240 points to 349 (60%) - D
**Daily Reflection Notes:**

Each day at the end of class, each student will complete a reflection consisting of the following two components: experiential and didactic.

In the **experiential component**, write your reflections and ideas about today’s group experience, including thoughts and feelings about yourself or others in the group. Feel free to write about any discussions or interactions that took place. You are encouraged to be honest and candid, as only I will review your entry. In this reflection, you assume the role of the participant.

In the **didactic component**, write about any group dynamics you observed, comment on the stage the group is currently in, and discuss any techniques or activities used by the leaders. You are encouraged to be honest and candid, as only I will review your entry. In this reflection, you assume the role of an observer.

An example of how this entry should look is as follows:

5/31/13

**Experiential:** I was really nervous about this session because……

**Didactic:** To me, our group is in the stage known as…..

**Disability Services:** Students with a physical or learning disability, who may need academic accommodations, should contact Mary Matthews in the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of $12 per semester. Students who are not on the UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

**Plagiarism:** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29</td>
<td>Group #1</td>
<td></td>
</tr>
<tr>
<td>May 31</td>
<td>Group #2</td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td>Objectives #1</td>
<td>Initial Stage of Group Corey &amp; Corey. (2006). Ch. 6 Riordan &amp; Beggs. (1987). Counselor self-help groups...</td>
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<td>June 4</td>
<td>Group #3</td>
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<td>June 6</td>
<td>Group #4</td>
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<tr>
<td>June 10</td>
<td>12-Step Group Reaction Paper Group #5</td>
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<tr>
<td>June 17</td>
<td>Function Paper</td>
<td>Group #6</td>
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<tr>
<td>June 19</td>
<td>Group #7</td>
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<tr>
<td>June 25</td>
<td>Objectives #2</td>
<td>Group #8</td>
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<tr>
<td>June 27</td>
<td>Group #9</td>
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<tr>
<td>July 1</td>
<td>Groups for the Elderly Online Counseling and Support Course Review Corey &amp; Corey. (2006). Ch. 11 Articles brought in by students</td>
<td></td>
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<tr>
<td>July 2</td>
<td>Group #10</td>
<td></td>
</tr>
<tr>
<td>July 3</td>
<td>Objective #3</td>
<td>Group #11</td>
</tr>
<tr>
<td>July 6</td>
<td>Final Paper Due</td>
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**Experiential**:

**Didactic**: 