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EDGC 6450

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University of New Orleans

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Syllabus
University of New Orleans
Counselor Education Program
Dept. of Educ. Leadership, Counseling, & Foundations
College of Education & Human Development
Fall Semester - 2015

EDGC 6450: Group Work

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Professor:	Zarus E. P. Watson, Ph.D., LPC, NCC ED 308B E-mail: zwatson@uno.edu
Class Schedule:	Wednesday, 4:00 pm – 6:40 pm
Required Text:	DeLucia-Waack, J.L., Kalodner, C.R., & Riva, M.T. (2014). Handbook of group counseling & psychotherapy (2nd ed.). Thousand Oaks, CA: Sage (ISBN-978-1-4522-1761-1)
Suggested Text:	Gladding, S. T. (2012). Groups: A counseling specialty (6th ed.). Upper Saddle River, NJ: Prentice Hall. (ISBN-10: 0137051526)

Course Description:

An examination of the history, contemporary research findings, and conceptual models, process issues, and ethics involved in the effective practice of group work. Participation in a group experience is required.

Course Format:

EDGC 6450: *Group Work* will be taught in a seminar format that is both interactional and experiential. A variety of instructional strategies will be used including: lectures, discussions, presentations and demonstrations by the professor and class members; as well as small group work for the purpose of practicing skills, critiquing other students' performance and sharing reactions to the group counseling process (this portion of the class will be conducted with class members of the advanced group course).

Course Objectives:

The course is designed to aid students in developing an understanding of the group process, group dynamics and development in order to prepare students to facilitate counseling groups effectively.

CACREP Standards Addressed in this Course:

Section II.G.6.Group Work: provide an understanding of :

> G.6.a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
>
> G.6.b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
>
> G.6.c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
>
> G.6.d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
>
> G.6.e. 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.

Clinical Mental Health Counseling:

> D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
>
> D.7. Applies current record-keeping standards related to clinical mental health counseling.
>
> J.1. Applies relevant research findings to inform the practice of clinical mental health counseling.

School Counseling:

> C.5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
>
> C.6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention
>
> D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

CACREP Standards Assessed in this Course: CMHC D.5., D.7., J.1. SC C.5., C.6., D.2.

Methods of Instruction: Lecture/discussion, presentations, cases of group counseling, and experiential small group activities will be used throughout the semester to introduce and illustrate group dynamics and processes. Students will practice basic group counseling techniques through a dual experience with students of the advanced group counseling course.

Evaluation and Grading:

1. **Attendance and participation (A&P)**. Attendance at all class meetings and participation in class discussions are expected. Due to the intensive time structure of the course, absence from a group experience without prior approval of instructor may result in a lower final grade.

   Attendance/participation grades will be based on evidence of preparation, role-taking, and participation in class discussions, presentations, point/counterpoint activities, and small group activities. **(10% of Grade)**

2. **Experiential Group Participation and Reflection Journal (EGP)**: In small groups, students will participate in weekly experiential group experiences with students from the advanced group course. The students will gain experience as both group members and group leaders. The experiential learning activities can be invaluable components for

teaching and counseling. Students will generate typed journal entries of experiences within the group experience from their perspective as a group member and/or leader for every group meeting. **Each typed and hard copy journal entry is due no later than one-week after the specific group meeting. (15% of grade)**

3. **Individual Proposed Group Project Presentation & Paper (IPGP3)**: Students will choose a specific population and presenting concern and review the research pertaining to this group (e.g., adolescents who self-injure). Students will build an empirical rationale for why this population of clients needs group-based services. In addition, students will develop an empirically supported **five-week group curriculum** to utilize with this population (note: each session should last 45 minutes to 1½ hours, depending on your population and setting). Students will present their paper to the class. Although this is an individual assignment, students are strongly encouraged to consult with one another for resources, peer editing, and conceptualization. A **Project Proposal** outlining how you plan to complete this assignment. This proposal will include a one-page review of the literature, in addition to, your group topic and population, and some preliminary ideas for how you plan to proceed. Please utilize the framework below.

    The PGP3 project must include:

    - **An introduction**
    - **A logistical section;** where you discuss:
        o The need and rationale for the group that you are developing (this should be developed through a brief review of the current counseling literature – include a brief summary of a **minimum of 4** peer reviewed articles)
        o A consideration of your leadership style and preferences
        o The overall focus (goal) of your group
        o How you will publicize your group, recruit members, and screen members (to include the utilization of the Internet)
        o Additional logistics of the group (e.g., space to be used, number of group members, age of group members, time of day of the group, duration of the group, etc.)
    - **A group plan section;** where you provide individual "lesson plans" for each group session**:**
        o For each of the 6 sessions, you should provide enough detail about icebreakers, group rules, materials needed, goals, objectives, activities, process questions, etc. so that another counselor/therapist could implement your ideas
        O Provide <u>empirical and theoretical support </u>for your proposed group and the methods that you describe (i.e. don't "wing it."). There should be a rationale for everything you do in every group meeting.
        o Whereas you are encouraged to reference other authors' work as it applies to structuring your sessions, **<u>DO NOT</u> copy someone else's ideas**. Use proper APA 6th Edition referencing techniques. For example, you could note that "The following exercises were adapted from Author (2009)".

- **A conclusion section;** where you address:
  - o Anticipated challenges in running this group
  - o How you will evaluate the effectiveness of the group experience
  - o A concluding paragraph that reiterates the most important parts of your paper

The projects will be presented during class in the form of a ten-minute (max) presentation (Power Point usage is allowed). At that time, you may decide to share your papers or specific activities with your classmates so that they may be added to their "toolboxes." This sharing process is left up to the individual and no pressure will be made to engage in this sharing process. There is no minimum/maximum page limit. Students are expected to write comprehensive yet succinct papers. **(35% of grade)**

4. **Topic Chapter Group Presentations (TCP):** Students, in small groups, will present on an assigned chapter topic in class. They must produce an executive summary report on the topic for turn in at the time of the presentation. **(40% of grade)**

Grading Scale:
> A = 90+
> B = 80-89
> C = 70-79
> D = 69 or less

Accommodations: The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: (1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs, and (2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications to which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resources to verify eligibility and recommend appropriate accommodations.

To request academic accommodations due to a disability, please contact the ODS Office (x6222) or the Accommodative Testing and Adaptive Technology Center (x7284). As soon as possible to better ensure that such accommodations are implemented in a timely manner. If you need course adaptations or accommodations because of a disability, please see the Office of Disability Services in UC Room 260 or the Accommodative Testing and Adaptive Technology Center in LIB 120.

Academic Honesty: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty.
As professionals, only the highest level of academic honesty and professionalism are expected. This includes the requirement that you do your own work. The ideas you present in your work, written or otherwise, should be your

own or should be cited according to the APA Publication Manual which serves as the sole reference book for citation requirements and style. Also, the conduct of research should follow the established ethical guidelines for research with human or animal subjects. Violations of that policy, that is, academic dishonesty, will not be tolerated and cases will be sent to the appropriate university officials for action. Such findings could result in your failing the assignment, failing the course, or being suspended from the university. See the UNO Judicial Code at http://www.studentaffairs.no.edu/studentpolicites/policymanual/judical_code.

Important University Dates*
Last day to adjust schedule w/out fee 08/18/2015
Semester Classes Begin 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund 08/25/2015
Last day to apply for December commencement…09/25/2015
Final day to drop a course or resign....... 10/14/2015
Mid-semester examinations 10/05-10/09/2015
Final examinations...................... 12/07-12/11/2015
Commencement 12/18/2015
Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu

Fall Semester University Holidays
Labor Day 09/07/2015
Mid-semester break 10/15-10/16/2015
Thanksgiving 11/26-11/27/2015

Withdrawal Policy – Undergraduate only
Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, http://www.registrar.uno.edu. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only
The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy
When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies
Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf

Academic Dishonesty Policy
http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-affairs-enrollment-management/

UNO Counseling Services and UNO Cares
UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through http://www.uno.edu/fye/uno-cares.aspx.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. http://diversity.uno.edu/index.cfm

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at http://www.uno.edu/lrc/.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: http://www.uno.edu/human-resource-management/policies.aspx

Course Calendar Schedule and Assignments (tentative):

Date	Topics	Assignments
8/25	Orientation to the course	
9/1	Group History & Unifying Theory	Chap 1
9/8	Unifying Theory of Group	Chap 2
9/15	Group Dynamics & Development	Chap 3
9/22	Guidelines for Ethics & Legal Practice in Counseling & Psychotherapy Group	Chap 6
9/29	Therapeutic Factors: Current Theory & Research *Chapter Topic Presentation Group 1*	Chap 4

10/6	Effective Processing in Groups *Chapter Topic Presentation Group 2*	Chap 7
10/13	Selecting and Using Activities in Groups *Chapter Topic Presentation Group 3*	Chap 8
10/20	Effective Group Leader Skills *Chapter Topic Presentation Group 4*	Chap 9
10/27	Understanding Racial/Cultural Identity Development Theories to Promote Effective Multicultural Group Counseling *Chapter Topic Presentation Group 5*	Chap 15
11/3	Using Groups to Facilitate Social Justice Change *Chapter Topic Presentation Group 6*	Chap 23
11/10	Group Treatments Within the Dept. of Veterans Affairs *Chapter Topic Presentation Group 7*	Chap 28
11/17	Post-Disaster Group Counseling: A Multicultural Perspective *Chapter Topic Presentation Group 8* **PGP3 Presentation Papers are due**	Chap 45
11/24	Proposed Group Project Presentations (IPGP3)	
12/1	Proposed Group Project Presentations (IPGP3)	

Useful Web Sites and Supplemental Readings

www.counseling.org Official web site of the American Counseling Association. Current
and past codes of ethics, legal consultation resources, risk management papers,
more.
www.asgw.org Association for Specialists in Group Work (ASGW)

www.schoolcounselor.org/files/EthicalStandards2010.pdf The revised ethical standards
for school counselors (ASCA).

www.amhca.org/assets/content/Codeof Ethics1.pdf Current code of ethics for mental
health counselors (AMHCA).

www.nbcc.org/Assets/Ethics/nbcc-codeofethics.pdf Code of ethics of the National Board
for Certified Counselors (NBCC).

http://www.lacounseling.org/ Louisiana Counseling Association (LCA)

Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont,
CA: Thomson Brooks/Cole.

Forsyth, D. R. (2010). *Group Dynamics* (5th ed). Belmont, CA: Wadsworth Publishing Company.

Yalom, I. D., & Leszcz, M. (2008). *Theory and practice of group psychotherapy* (8th ed.).
Belmont, CA: Thomson Brooks/Cole

CACREP STANDARDS RUBRIC

Course #: _____   Student Name: _____

Professor:_____   Semester/Year:_____

0 = Unacceptable: Student did not meet the standard.
1 = Below Expectations: Student performed below expectations on the standard.
2 = Acceptable: Student adequately met the standard.
3 = Target: Student performed above expectations on the standard.

CMHC: D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. *Assessments: IPGP3, TCGP, EGP*	
CMHC: D.7. Applies current record-keeping standards related to clinical mental health counseling. *Assessments: IPGP3, EGP*	
CMHC: J.1. Applies relevant research findings to inform the practice of clinical mental health counseling. *Assessments: IPGP3, TCGP*	
SC: C.5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. *Assessments: IPGP3, TCGP, EGP*	
SC C.6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention *Assessments: TCGP*	
SC: D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. *Assessments: TCGP, EGP*	