

Fall 2015

## EDGC 6460

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### Recommended Citation

Dufrene, Roxane, "EDGC 6460" (2015). *University of New Orleans Syllabi*. Paper 258.  
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**EDGC 6460: SUPERVISED EXPERIENCE IN GROUP WORK**  
**Department of Educational Leadership, Counseling, and Foundations**  
**College of Education & Human Development**

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**Introduction and Course Description:** This course will provide you with the opportunity to learn the knowledge and skill competencies for effectively leading psychotherapeutic and psychoeducational groups. The in-class supervised demonstrations will strengthen your ability to be successful in a variety of group settings. The in-class group experience will give you experience participating and observing groups. Through supervised practice you will learn how group process can be conceptualized as a thread that runs through all groups regardless of their content or purpose.

The class design will give you the opportunity to be a member and co-facilitator of a weekly learning group where a balance between process and content will be modeled. Through all activities, we will study group process and will examine how gender, age, cultural backgrounds, and world views shape the social ecology of our learning group. You will develop skills for forming, facilitating, maintaining, and ending group experiences while focusing on how theory influences practice and how the practice of group work influences theory development.

**Methods of Instruction:** Lecture/discussion, feedback exchange, reading and writing assignments, role play videos, and case examples will be used throughout the semester to introduce and illustrate advanced group counseling skills. Students will practice advanced group skills by practicing with case examples, working individually and in small groups.

**CACREP Doctoral Standards Addressed:**

*PROFESSIONAL IDENTITY*  
FOUNDATIONS

**Section II.A.** Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

KNOWLEDGE

**Section II.C.1.** Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crisis, disasters, and other trauma causing events.

II.G.6. Group Work

**Section II.G.6.b.** Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.

**Section II.G.6.c.** Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

**Section II.G.6.d.** Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

**Section II.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.

**CACREP Doctoral Standards SLOS Assessed in this Course:** None

## Required Reading

Yalom, I. D. (2005). *The theory and practice of group psychotherapy*. (5<sup>th</sup> ed.). New York: Basic Books.

American Psychological Association. (2010) *Publication Manual* (6<sup>th</sup> Ed.). Washington, DC: APA.

**Rubric Assessments:** *This course includes a candidate assessment requirement that aligns with one or more of the following themes expressed in the College of Education and Human Development Conceptual Framework: Assessment and Communication.*

**Class Lectures and Assignments:** The class format will be discussion, presentation and experiential in nature. Textbook readings will be a source for students to contribute and participate in the class structure. Assigned readings will be important for students to prepare for class and participate during class. Students will also be assigned a reflection paper in which students should apply their textbook readings to understand and support their interest area in group processes.

**Course Requirements and Evaluation:** As professional group leaders and counselors, we are all responsible for our personal and professional growth. This growth depends, in part, on our ability to continually evaluate ourselves. Through constant self-evaluation, based on feedback from your professor and peers, a review of your written work, and your demonstration of understanding and learning of group skills, I hope that you will be able to recognize and appreciate your strengths and identify areas needing further development and refinement.

**Class Participation and Attendance (10%):** Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent. Because this is a graduate level class, one class missed equates to three classes missed. **After one graduate class absence, each additional graduate class missed your letter grade will be lowered.** For example, on your second absence a letter grade of an A will be lowered to a B. Effort in class includes participation in all discussions and exercises beginning with the first week of class.

**Out of Class Group Observation (10%):** Students will select one group, approved by your professor, to observe outside of the class setting. Students will be required to observe this group assignment **twice**. Students will maintain a personal journal of reflections after each group observation. A brief 2-3 paragraph type written description which includes a summary of your journal and the type of group, place group is held, number of members, etc. of the group must be posted by **October 26** through Moodle Discussion Board.

## In-Class Groups (60%):

**Groups:** Students will participate in an **in-class group (1 hour and 15 minutes)** assignment as a doctoral group co-leader of a master's level group. The topic of the group assignments and details of assignments will be discussed in class.

**Group Videos:** Students will **video three in-class groups in the counseling lab**. As a group leader, demonstration of your ability to practice your advanced counseling group skills within a professional group setting is required. Arrangements for videos must be discussed with the lab coordinator. Structure of group/class times will be discussed in class and a brief description is provided on the class outline.

**Critical Incident of Each Group:** As part of your **three videos**, a 10 minute chosen critical incident from each video will be shown in class including your presentation describing the group skills utilized during your group.

**Documentation of Videos:** As part of your **three videos**, a written 2-3 page summary will be evaluated based on your attention to the following points: **1) your name and group members' names, 2) name of the file on the lab computer system, 3) area description of group members' discussion, 4) your impressions of the group when you were a group facilitator, 5) your impressions of how you did as a group facilitator, 6) your learning experiences as a facilitator, and 7) how you translated conceptual learning to actual practice in your group.** Yalom's text must serve as the basis for your paper and referenced and cited appropriately. **Each summary must be submitted the following week of each group.** Because of the number of videos and scheduling of the class, documentation will **not** be accepted late.

**Peer Consultant (10%):** Students will participate as a peer consultant to provide feedback to one group leader of his or her use of advanced group counseling skills using Yalom's perspective. A one page summary documentation of evaluation will be required of peer consultant to be submitted to the instructor. Also, feedback using group skills will be provided in class by the peer consultant as well as the instructor. Attention to the following points should be given: **1) your name as the peer consultant and the name of the group leader, 2) area of group members' discussion, and 3) feedback and impressions of the group leader's skills.** Yalom's text must serve as the basis for your paper and referenced and cited appropriately. **Each summary must be submitted the following week of each group.** Because of the number of videos and scheduling of the class, documentation will **not** be accepted late.

**Presentation (10%):** Students will deliver a 10-12-minute presentation regarding his or her summary observations of the in-class group experiences as a facilitator and the outside group assignment of his or her personal and professional development. Any observations and highlights that would be pertinent to demonstrate your growth as a professional group facilitator and counseling professional would be beneficial. Your specific method of presentation delivery: power point, handouts, poster presentation, stand and deliver is a personal choice. Strict adherence will occur to the 10-12-minute time slot for presentations. Areas to be addressed in your presentation must include: (a) your impressions of the group when you were a group facilitator, (b) your impressions of how you did as a group facilitator, (c) your learning experiences as a facilitator, (d) your learning experiences in observing other professionals lead a group, and (d) how you translated conceptual learning to actual practice. A summary 1 page handout or paper must be submitted of your presentation. Students must cite and reference appropriate materials such as Yalom's text.

**Please Note:** All papers and written work should follow APA (6<sup>th</sup> ed.) style for margins, fonts, references, and headings. Successful papers and presentations will be those that are organized, thoughtful, without typos and awkward phrases, and without direct quotes. All assignments are due on the dates designated in the course syllabus. **Five points** will be subtracted for each day a late assignment is submitted.

**Academic Integrity Statement:** As professionals, only the highest level of academic honesty and professionalism are expected. This includes the requirement that you do your own work. 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, your failing the course, your being suspended from the university, etc. All matters of academic dishonesty will follow the UNO guidelines. 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. Refer to the UNO Judicial Code for further information at

[http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial\\_code\\_pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm)

**Disability Statement:** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and/or the Office of Disability Services to discuss their individual needs for accommodations (<http://www.ods.uno.edu>). Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284, as soon as possible to better ensure that such accommodations are implemented in a timely manner.

If you need any special accommodations related to the course such as e.g., religious holidays, special learning needs, or military considerations, please see me after the first class meeting or make an appointment as soon as possible in the beginning of the semester.

**Note: Please place all cell phones and pagers on vibrate. No texting, recording or use of the internet during class will be allowed.**

**Note:** This syllabus is only an approximate outline of the material presented in this class. Topics may be added or deleted as time permits.

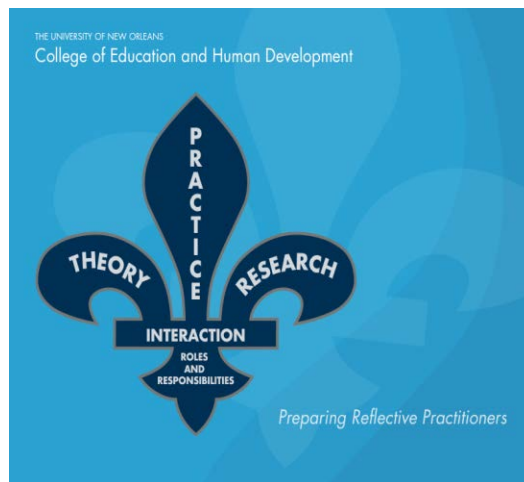
### Scoring Rubric for Videos

**Group Videos - Rubric:** Each criterion will be scored using a range from 0-60%.

<b>Criterion</b>	<b>0-20 Unacceptable</b>	<b>21-40 Acceptable</b>	<b>41-60 Target (exceeds expectations)</b>
Demonstration of advanced group skills	Does not accurately demonstrate advanced group skills	Accurately demonstrates and exhibits some specific examples of advanced group skills	Accurately demonstrates and exhibits advanced group skills, gives examples that illustrate a complete range of advanced group skills
Evaluation of advanced group skills	Does not accurately evaluate advanced group skills	Accurately evaluates and gives some specific examples of advanced group skills	Accurately evaluates and assesses group skills, gives examples that illustrate a complete range of advanced group skills
Identification of advanced group skills	Inadequately identifies accuracy of advanced group skills at each stage of group	Adequately identifies accuracy of group skills, provides minimal information about advanced group skills at each stage of group	Thoroughly identifies accuracy of advanced group skills, provides detailed information about advanced group skills at each stage of group
Assesses impact on effective approach to advanced group skills based on theory	Fails to assess impact of effective approach to working in group	Discusses effectiveness of approach to working in group within a theoretical framework	Provides comprehensive discussion of effectiveness of approach to working with in group within a theoretical framework
Ability to summarize and facilitate main points during group	Summarization of advanced group and topics discussed within group	Provides summarization of advanced group skills and facilitates topics discussed within group including detailed main points	Provides concise summarization of main points of advanced group skills and facilitates topics discussed that are thoughtful and focused

## NCATE Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



## Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.
- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.
- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.