COURSE SYLLABUS
TUESDAY

DIVISION: TBF                  PROGRAM AREA: Counselor Education

COURSE: CED 8000 Seminar: Group Counseling

SECTION: 16793

COURSE CREDIT: 3 hrs.

TERM/YEAR: FALL 2015

DAYS/TIME: TUESDAY
7:30 - 10:15 P.M.

LOCATION: 149 Education Building

INSTRUCTOR: Arnold B. Coven, Ed.D., LPC, LP
Assoc. Professor, Counselor Education

OFFICE: Dr. Coven, 329 Education

SECRETARY: LeiJuan Stewart-Walker (313-577-1613)
e-mail: ab2628@wayne.edu

OFFICE HOURS: Tuesday, 2:00-4:30 PM
WEDNESDAY, 2:00-4:30 PM

PHONE: (313)577-1655 & (248)875-3244 (Preferred)

E-Mail: acoven@wayne.edu, or aa1553@wayne.edu

COURSE DESCRIPTION:

CED 8000 - Students counsel groups which they have
established. Process recordings of counseling
sessions analyzed to develop a theory and methods of
group counseling, group leadership, and techniques in
the counseling of individuals in group.
MISSION STATEMENT: To prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies into effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.

LEARNING GOALS:

1. Students will develop personally and professionally as reflective, innovative professionals who have the commitment and competence to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

2. Students will obtain an advanced understanding of group development, dynamics, counseling theories, and group counseling methods and skills by increasing:

   a. Students' will obtain advanced knowledge of principles of group dynamics including group process components, developmental state theories, and group members' roles and behaviors.

   b. Students' will obtain advanced knowledge of group counseling theories including commonalties, distinguishing characteristics, and pertinent research and literature, as well as application of these theories at an advanced level.

   c. Students' will obtain advanced knowledge of group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.

   d. Students' will obtain an advanced knowledge and technical skills in group counseling and leadership and the application of these skills at an advanced level.

   e. Students' will obtain an advanced knowledge of group
counseling methods, including group counselor orientations and behaviors, ethical considerations, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

f. Students' will further develop sensitivity and awareness of cultural, ethnic, age, gender, physical disabilities, socioeconomic and value differences and how they affect group behavior.

g. Students' will obtain advanced knowledge of the status of research on different group counseling techniques and processes and the relevant research on their validity and usefulness.

h. Students' will obtain greater competence in the interpretation and application of the legal requirements and ethical codes related to the practice of group counseling.

3. Students will be assisted in further development of their own working theory of group counseling and increase their learning methods of evaluating the effectiveness of their approach and ultimately be able to integrate theoretical concepts and develop advanced counseling skills.

ASSESSMENT CRITERIA

1. This goal will be measured by students’ attendance, class participation, group leadership skills observed, group process reports and small group interactions.

2.a This goal will be measured by students’ class participation, skills observed, group process reports, definitions and illustrations of major group counseling concepts, and group counseling theory paper.

2.b. This goal will be measured by students’ class participation, skills observed, knowledge of research reported in theory paper and application of theory demonstrated in reports and class co-leadership experiences.

2.c. This goal will be measured by strengths and weaknesses of the group leader, his/her recognition of the group process and
dynamics and the therapeutic theme that guides the leader.

2.d. This will be measured by student’s leadership in small class
groups and in outside group as reported in session notes and supervision.

2.e. This will be measured by students’ major paper and behavior in
group leading that demonstrates ethical considerations,
appropriate screening of group members, and methods of
evaluating the effectiveness of his/her group leading.

2.f. This will be measured by students’ performance in leading
outside and class groups and in interactions with other
advanced class students.

2.g. This will be measured by students’ paper assignments, behavior
in class and small groups; and in interactions with members of
outside group.

3. This will be measured by students’ theory papers, especially
their method of evaluating the effectiveness of their approach
and demonstrate in group leading their integration of theory
and practice, and show advanced group leadership skills.

STANDARDS: C.2.5., C.2.6., C.2.7., D.1., D.2., D.3., D.4., D.5.,
D.6., D.7., D.8., D.9., E.1

EXPECTED LEARNING OUTCOMES

1. Students will be able to form and develop a group successfully.

2. Students will be able to process the termination and closure of
a group successfully.

3. Students will be able to integrate counseling theories and
techniques in leading a group.

4. Students will be able to introduce, conduct, and process an
exercise and experiment effectively.

5. Students will be able to plan group sessions in different
stages effectively.

6. Students will demonstrate how to work with a member and the group at the same time, and facilitate the members interacting with one another.

7. Students will be able to involve other group members in the working with an individual group member, and with the group as a whole.

8. Students will have a better understanding of the history of group counseling, and be knowledgeable about the status of group counseling research.

9. Students will be able to plan and implement and evaluate task, psychoeducational, and counseling/therapy groups.

10. Students will be able to function in a sensitive, aware, and understanding and effective manner with persons of different cultural, age, gender, physical abilities, and socio-economic and value characteristics.

REQUIRED TEXTS:


STRONGLY RECOMMENDED TEXTS:

RECOMMENDED TEXTS:

KEY REFERENCES:


OPTIONAL TEXTS:


REFERENCES:

Books:


Journals: (last ten years)

Counseling Psychologist

Group

International Journal of Group Psychotherapy

Journal of Counseling & Development

Journal of Mental Health Counseling

Journal of Multicultural Counseling and Development

Journal for Specialists in Group Work

Michigan Journal of Counseling & Development
ASSIGNMENTS:

A. Students will make appropriate plans to form a group for the purpose of conducting at least eight counseling sessions.

1. Groups need to be arranged with the understanding that counseling will be conducted by the student and will be observed, or video recorded for evaluation by the faculty supervisor.

2. Notes and a critique will be written for each session to include.
   a. First names of each client.
   b. Group theme for this session. (Specify for each client).
   c. Therapeutic theme (metaphor) of the group session which guides the therapist.
   d. Group process and dynamics that were prominent during the session.
   e. Strengths and weaknesses of the therapist.
   f. Each counselor will also identify the “therapeutic” factors important and promoted in the session. (DUE EACH WEEK: 1-3 PAGES)
   g. Supervision

B. 1. Each student will define and illustrate with examples the following concepts: Group dynamics, group process, illuminating the group process, here and now, feedback. (DUE: 10/13) (2-3 PAGES)

2. Each student will identify his/her group counseling theory and write a paper no more than 6-8 pages which summarizes this theory, provides relevant examples illustrating application of this theory from their group experience, and cites the research conducted using this theory. (DUE 11/17)
C. Each student will co-lead the instructor and share his/her experience during process discussion. (DUE: TO BE SCHEDULED)

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<th>Date</th>
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<td>12/01</td>
<td>Instructors: <strong>Summary, Conclusion</strong></td>
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<td>12/08</td>
<td><strong>Final Evaluation</strong></td>
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</table>

D. Each student will be a co-presenter with the instructor for one group counseling theory. Be prepared to describe and demonstrate 2 or 3 techniques of the Theory.

**SUPERVISION:**

Each student will be supervised by the instructor. This entails bi-weekly sessions. You will also be observed for one session. Bring your progress notes to each meeting. Discuss with the instructor any questions or difficulties you have with this assignment.
EVALUATION & GRADING:

Grades will be determined in the following manner:

A. Group Counseling, Process Notes and Critiques – 5 each 25%
B. Definitions & Illustrations of Major Concepts 15%
C. Co-Presentation of Group Therapy 15%
D. Group Counseling Theory Paper 35%
E. Class Participation & Attendance 10%

100%

GRADING SCALE:

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<td>85-89</td>
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<td>80-84</td>
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<td>75-79</td>
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<td>70-74</td>
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<td>60-70</td>
<td>C</td>
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<td>Below 60</td>
<td>NP</td>
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CLASS POLICIES:

1. Class attendance is required. Please contact instructor if unable to be present.
2. Participation, involvement and commitment are necessary.
3. Each student must have Professional Liability Insurance prior to beginning group work. You can procure this insurance from ACA where it is relatively inexpensive for members and graduate students, or you can obtain this coverage from any insurance company of your choice.
4. Professional ethics and conduct (i.e., confidentiality, timely reporting, parental permission, etc.) are necessary and required.
5. If an assignment due date cannot be met, it must be discussed and agreed to by the instructor.
6. Incomplete grades are only allowed for the most extenuating and unforeseeable circumstances.

ATTENTION STUDENTS WITH DISABILITIES:

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs,
services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in Room 1600 David Adamany Library to request an accommodation.

EAS Telephone Numbers: VOICE: (313) 577-1851 OR TDD (313) 577-3365.

THE WRITING CENTER

The Writing Center (2nd Floor, UBL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:

http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring)


CLASS SCHEDULE

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Related Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>09/08</td>
<td>Introduction</td>
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Course Plan & Outline

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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Author(s)</th>
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<tr>
<td>1</td>
<td>09/15</td>
<td>History of Group Counseling and Psychotherapy</td>
<td>DeLucia-Waack -</td>
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<td>The Therapeutic Factors</td>
<td>Yalom - I</td>
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<td>Co-Presenter:________________________________________________________</td>
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<td>2</td>
<td>09/22</td>
<td>Interpersonal Learning</td>
<td>Yalom - II</td>
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<td>Unifying Theory for Group Counseling and Psychotherapy</td>
<td>DeLucia-Waack -</td>
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<td>3</td>
<td>09/29</td>
<td>Group Cohesiveness</td>
<td>Yalom - III</td>
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<td>Group Dynamics &amp; Development</td>
<td>DeLucia-Waack -</td>
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<td>4</td>
<td>10/06</td>
<td>Therapeutic Factors - Integration</td>
<td>Yalom - IV</td>
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<td>Leadership</td>
<td>Yalom - VII</td>
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<td>Creating a Group</td>
<td>Yalom - X</td>
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<td>Therapeutic Factors: Current Theory and Research</td>
<td>DeLucia-Waack -</td>
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<td>5</td>
<td>10/13</td>
<td>Selection of Patients, Composition of Groups</td>
<td>Yalom - VII, IX</td>
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<td>In the Beginning</td>
<td>Yalom - XI</td>
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<td>Process and Outcome in Group</td>
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<td>Counseling and Psychotherapy: A Perspective</td>
<td>DeLucia-Waack -</td>
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<td><strong>GROUP CONCEPTS PAPER DUE</strong></td>
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<td>7  10/20  Group Stages</td>
<td>Yalom-VI, XI, XII</td>
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<td>Group Process</td>
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<td>Effective Processing in Group</td>
<td>DeLucia-Waack - 7</td>
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<td>8  10/27  Group Stages</td>
<td>Yalom-VI, XI, XII</td>
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<td>Illuminating Group Process</td>
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<td>Composition of Therapy Group</td>
<td>Yalom - IX</td>
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<td>Effective Group Leader Skills</td>
<td>DeLucia-Waack - 9</td>
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<td>9  11/03  Feedback</td>
<td>Yalom - VI</td>
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<td>Staying in the Here &amp; Now</td>
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<td>Problem Patients</td>
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<td>Effective Multicultural</td>
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<td>Group Counseling</td>
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<td>10  11/10 The Advanced Group</td>
<td>Yalom - XII</td>
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<td>Specialized Formats and Aids</td>
<td>Yalom - XIV</td>
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<td>Supervising Group Leaders</td>
<td>DeLucia-Waack -</td>
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<td>11  11/17 The Specialized Therapy Group</td>
<td>Yalom - XV</td>
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<td>Group Therapy &amp; Encounter Groups</td>
<td>Yalom - XVI</td>
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Integrating Therapeutic Modalities Norcross, Goldfried (Chap. 17)
Group Counseling for African Americans DeLucia-Waack –

GROUP COUNSELING THEORY PAPER DUE

Co-Presenter: ____________________________

12  11/24  Training the Group Therapist  Yalom – XVI
Clinical Evaluation  Bergin &

Garfield’s Psycho-

Handbook of Therapy & Behavior Change (Chap. 13)
“Small Group Treatment”

Counseling Groups with Latinos  DeLucia-Waack –19
Mindfulness and Group:
Mindfulness-Based Stress Reduction &
Dialectical Behavior Therapy  DeLucia-Waack –37

Co-Presenter: ____________________________

13  12/01  Group Therapy Reports  Doctoral Students
Group Therapy With Those
in Later Life  DeLucia-Waack – 22

14  12/08  Group Therapy &
Group Therapy Reports  Yalom – XVI
Group Work in Mental Health Settings  Doctoral Students

15  12/15  Evaluations

SYLLABUS POLICIES

Additional information for Faculty and Part-Time Faculty can be
REQUIRED

Academic Dishonesty
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/, The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.

Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provisions for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual students who find that their classes or examinations involve conflicts with their religious observances.
They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Student Disability Services
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is (13) 577-1851 or (313) 577-3365 (TDD only). Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Withdrawal Deadline
Withdrawal Policy: Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the end of the 10th week of classes.

Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class. The appropriate remedy for a poor grade is normally to repeat the
course. If questions exist about exceptions for course withdrawal after the deadline, please consult with the Office of the Registrar prior to advising a student to seek an exception.

RECOMMENDED

Adding Classes
Students may add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Anti-Discrimination and Harassment Policies
Wayne State University respects and protects the personal and academic freedom of its students, faculty, and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship. Source: WSU’s Mission Statement (http://www.wayne.edu.MissionStatement.htm).

Attendance
You are expected to attend each class session. The syllabus allows you to know what general material is to be read before the designated class date. Your ability to do well on the tests will likely relate to attending and participating in the class. In the event that you are not able to attend a session, you are to contact the Instructor by phone or email advising her/him of your absence. In the event that you are not able to fulfill that expectation of the seminar, you must discuss this personally with the Instructor. The University has an Incomplete Grade Policy in place that you may qualify for; when developed in written format between you and the Instructor; should this be necessary. More information on this policy can be found at http://students.slis.wayne.edu/policies/index.php.

Professional Behavior (Required for only SCP Syllabi)
Consistent with NASP’s goals, and as outlined in the SCP program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program
by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

MORE POLICIES CAN BE FOUND AT:
http://students/slis.wayne.edu/policies/index.php