COURSE SYLLABUS

CED 7000 Seminar: Introduction to Group Work

DIVISION: TBF
PROGRAM AREA: Counselor Education

COURSE: CED 7000 Seminar: Introduction to Group Work

SECTION: 001
CRN: 30703

COURSE CREDIT: 2 hrs.

TERM/YEAR: SPRING/SUMMER 2015

DAYS/TIME: TUESDAY/THURSDAY
4:30 – 6:20 P.M.

LOCATION: 0155 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: TUESDAYS, 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 7000 - Seminar to provide an understanding of group counseling theories and an overview of basic elements of group process, with a focus on stages of group development, including: group leadership styles, group dynamics, guidelines for multicultural practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various counseling situations (school, community,
substance abuse, & art therapy agencies).

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 a basic understanding of group development, dynamics, counseling theories, and group counseling methods and skills by increasing:
   a. Students will obtain basic knowledge of principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.
   b. Students will obtain a basic knowledge of group counseling theories including commonalties, distinguishing characteristics, and pertinent research and literature, as well as application of these theories at a beginning level.
   c. Students will obtain a basic knowledge of group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.
   d. Students will obtain a basic knowledge of technical skills in group counseling and leadership and the application of these skills at a beginning level.
   e. Students will obtain a basic 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 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 a basic 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 a basic 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 developing their own working theory of group counseling and learn basic methods of evaluating the effectiveness of their approach, and ultimately be able to integrate theoretical concepts and group counseling skills into their specialization areas.

ASSESSMENT CRITERIA

1. This goal will be measured by students' attendance, class participation, and scores on the mid-term and final examinations and small group interactions.

2.a. This will be measured by students' class participation, observation paper, and scores on the mid-term and final examinations.

2.b. This will be measured by students' class participation, observation paper, and mid-term and final examinations.

2.c. This will be measured by students' attendance, leadership and participation in small class groups, and scores on the mid-term and final examinations.
2.d. This will be measured by students’ attendance, class participation, leadership in small class groups, and scores on the mid-term and final examinations.

2.e. This will be measured by students’ class attendance and class participation, observation and journal papers, behavior in small class groups and scores on the mid-term and final examinations.

2.f. This will be measured by students’ behavior in class group interactions and in small group exercises and scores on the mid-term and final examinations.

2.g. This will be measured by students’ report of research in the observation paper and journal assignments, and scores on the midterm and final examinations.

2.h. This will be measured by students’ paper assignments, behavior in class and small groups, and answers to the ethic questions in the midterm and final examinations.

3. This will be measured by students’ paper assignments, especially reporting their views of theories and how they would use them when they lead groups.

STANDARDS:  C.2.5., C2.6., C.2.7., D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9, E.1

STANDARDS EXPECTED LEARNING OUTCOMES

1. Students will be able to begin a group successfully.

2. Students will be able to close a group successfully.

3. Students will be able to use counseling theories in a group.

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

5. Students will be able to plan a group successfully.

6. Students will be able to work with a member and the group
at the same time.

7. Students will be able to involve other group members in the working with an individual group member.

8. Students will have a better understanding of the history of group counseling.

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

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

REQUIRED TEXTS:


OPTIONAL TEXT:


KEY REFERENCE 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**

Small Group Behavior

**Strongly Recommended**

**Journal Articles:**


School Guidance and Counseling, 26, 130-138.


ASSIGNMENTS:
Use PIN# instead of names for blind grading.

1. Attendance & Participation: Punctuality and attendance will be rewarded. More than two(2) absences will affect grade. Lateness will affect grade.

2. Compare and contrast an observation of an outside group (preferably in your specialization area) and your class group. Elements such as leadership style, group process (i.e. here and now member interactions) and feedback process can be used for comparison. Emphasis on Yalom’s therapeutic factors is critical. Use examples and illustrations to demonstrate your knowledge and understanding (ESSENTIAL). Include any awareness of cultural, ethnic, age, gender, physical disabilities, socioeconomic and value differences and how they affect group behavior. 5-7 pages. DUE: 06/02/2015

3. Midterm Exam 06/04

4. Journal Reports Due: 06/18

5. Extra Credit Due: 06/23

6. Final Exam 06/25

EVALUATION & GRADING:

Observation of Outside Group & Paper (Assignment #1) 40 points
Attendance, Punctuality, & Participation in CED 7000 25 points
Journal Reports 15 points
MidTerm Exam 20 points
Final Exam 20 points
Total: 120 points

Extra Credit

Total: 125 points

GRADING SCALE:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>116 - 120</td>
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<td>90 - 105</td>
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<td>76 - 89</td>
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<td>66 - 75</td>
<td>C+</td>
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<td>56 - 65</td>
<td>C</td>
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<td>Under 56</td>
<td>Below Graduate Standards</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. Professional ethics and conduct (i.e., confidentiality, etc.) are necessary and required.

4. If an assignment due date cannot be met it must be discussed and agreed to by instructor.

5. Incomplete grades are only allowed for the most extenuating and unforeseeable circumstance.

6. Syllabus is available in alternative format if needed.

7. It is considered non-ethical to obtain the class texts directly from the publisher.
GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All papers are to be typed.

2. Use APA format for papers:
   a. Cover page with relevant information, brief abstract, and body of paper should include an introductory paragraph following paragraphs elaborating on points from introductory one--thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
   b. Spelling and grammar important.
   c. A few quotations and a little paraphrasing from experts are permissible and desirable, but your words and way of interpreting is essential.
   d. Your reactions and views from material read, and presenting your learning are really wanted and crucial.
   e. Case examples and illustrations to show understanding and to make papers and/or presentations alive, desirable, and important.

JOURNAL REPORTS (15 points) (REQUIRED): Due: 06/18

Keep a journal reporting three group counseling participation experiences other than the ones written in the observation paper. Note in your own words reactions and interpretations relating to:

   a. Your feelings about group counseling experience.
   b. Important learnings or insights about yourself.
   c. Group themes that developed.
   d. Group member roles (initiators, stoppers, silent members, etc.) and what group members were doing.
   e. Leadership and Co-leadership style, relationship to action, model employed.
f. Significant patterns (i.e., seating arrangement, non-verbal data.)

g. Interventions (i.e., who; thrust; what occurred before, during and after; useful ones (appropriate or inappropriate and why).

h. How group session began and ended.

**EXTRA CREDIT: DUE: 06/23**

A relevant task discussed with the instructor.

Five(5) points is the maximum for extra credit.

**ATTENTION STUDENTS WITH DISABILITIES:**

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 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**SDS News:**

Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

**THE WRITING CENTER:**

The Writing Center (2nd floor, UGL) 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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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Book/Chapter</th>
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<tbody>
<tr>
<td>1</td>
<td>05/12</td>
<td>Introduction</td>
<td>Chap. 1</td>
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<tr>
<td>2</td>
<td>05/14</td>
<td>Stages of Groups, Group Process, &amp; Therapeutic Forces</td>
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<td>3</td>
<td>05/19</td>
<td>Purpose of Groups</td>
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<td>4</td>
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<td>Planning</td>
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<td>5</td>
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<td>Getting Started: The Beginning Stage and Beginning Phase</td>
<td>Chap. 5</td>
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<td>6</td>
<td>05/28</td>
<td>Basic Skills for Group Leaders</td>
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<td>7</td>
<td>06/02</td>
<td>Focus</td>
<td>Chap. 7</td>
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<td>1st Paper Due - Observation</td>
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<td>8</td>
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<td>Cutting Off and Drawing Out</td>
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<td>MidTerm Exam</td>
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<td>Rounds and Dyads Exercises</td>
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<td>Introducing, Conducting and Processing Exercises</td>
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<td>Leading the Middle Stage of a Group</td>
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<td>Using Counseling Theories in Groups</td>
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<td>06/18</td>
<td>Closing a Session or Group JOURNALS DUE</td>
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<td>Dealing with Problem Situations</td>
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