

PLYMOUTH STATE UNIVERSITY
UNIVERSITY SYSTEM OF NEW HAMPSHIRE
COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY

CO 5460 - Group Counseling

Class will meet between 10-12:30 most Thursdays between May 28th-Aug 13th.
Within that time there will be 4 weeks of a small group experience.

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Office Hours: by appt.

COURSE DESCRIPTION:

This course provides a comprehensive understanding of theory, practice, and ethics in group counseling across the lifespan within clinical, school and other professional settings. This course provides students an opportunity to develop group counseling skills through classroom facilitation and supervision. In addition to the didactic portion of this class students will also participate as group members in an in-class 10-hour facilitated experiential group process.

REQUIRED TEXT:

Jacobs, E., Schimmel, C., Masson, R. & Harvill, R. (2016). *Group counseling: Strategies and skills (8th Edition)*. Boston, MA: Cengage learning.

RECOMMENDED TEXTS:

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. New York: Basic Books.

Geroski, A. & Kraus, K. (2010). *Groups in schools: Preparing, leading, and responding*. Boston: Pearson.

METHODS OF INSTRUCTION

This course will be split into three types of experiences. There will be 7 synchronous zoom meetings and 5 asynchronous online modules focused on activities to review theories, skills, and constructs related to group counseling. There will be also 4 synchronous zoom meetings devoted to experiential groups for class members led by non-grading adjunct faculty. See course schedule for more details.

CACREP STANDARDS, METHODS OF DELIVERY, AND ASSESSMENT

CACREP Standard/Goal	Methods of Delivery	Assessment
6.a. theoretical foundations of group counseling and group work	Introduction, Stages & Dynamics, and Group Theories Lectures	Group Design Project Final Exam
6.b. dynamics associated with group process and development	Group Stages and Dynamics Lectures	Group Design Project Final Exam
6.c. therapeutic factors and how they contribute to group effectiveness	Group Stages and Dynamics Lecture	Group Design Project Final Exam
6.d. characteristics and functions of effective group leaders	Basic Skills for Group Leaders Lecture	Group Design Project Experiential Group Reaction Paper
6.e. approaches to group formation, including recruiting, screening, and selecting members	Planning and Starting a Group Lecture	Group Design Project Final Exam
6.f. types of groups and other considerations that affect conducting groups in varied settings	Introduction, Counseling and Therapy, and Special Populations Lectures	Group Design Project Final Exam
6.g. ethical and culturally relevant strategies for designing and facilitating groups	Ethics, Dealing with Problems, and Special Populations Lectures	Group Design Project: Rationale Final Exam
6.h. 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	Small Group Experiences	Experiential Group Reaction Paper

PLYMOUTH STATE UNIVERSITY POLICIES

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit http://www.plymouth.edu/registrar/policies/academic_standing for more information on University policies and procedures regarding academic integrity. (From page 10 of the College of Graduate Studies 2011-2012 Catalog). Please review APA guidelines on what constitutes plagiarism.

Academic Integrity Policy

<https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf>

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact Campus Accessibility Services (CAS) in Spere210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Inclement Weather

Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

Sensitive Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Class Teleconferencing / Zoom Policy

Teleconferencing through Zoom or other mediums may be a part of your course experience due to the COVID-19 Pandemic, weather disruptions, or other issues. Since the connection and interaction that are normally a large part of our courses can be more difficult in this format, the following set of policies and expectations has been created to help us ensure that your educational experience is as positive and beneficial as it can be.

- Students are expected to keep their cameras on during class time. Turning your camera off temporarily when needed is permitted, but leaving it off entirely for most of the course makes it very difficult to engage with you, or determine if you are present for the class. If you have an internet connection that makes both audio and video problematic, please speak with the course instructor to let them know.
- Students are expected to keep their microphones on "mute" when they are not speaking, to avoid background noise that can make it difficult to hear what someone is saying. Please be patient with each other when we take the time to unmute, since it can take a moment to do so.
- Class discussions are a vital part of the learning experience for many of our classes, and can be an engaging and enjoyable part of a course. However, it can also be more difficult to feel the connection and safety we often experience in face to face interactions through teleconferencing. We encourage you to challenge yourself to speak up, reach out, and engage with us and your classmates more than you normally might be inclined to.
- You are expected to be respectful to your classmates by focusing on the video screen during any class discussion or classmate presentations, avoiding focus on other websites, email, etc. In addition, while the class "chat" function can be a very helpful way of supplementing the material being presented, please take care not to "talk over" someone who is already speaking whenever possible, unless it's to ask a question.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness,

respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. You are encouraged not to use a computer for note-taking purposes, as studies have shown it to have a negative impact on overall learning. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations and during the small group experiences.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases

where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

If an assignment is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.

Moodle Assistance: For assistance navigating Moodle, please watch the introductory video on this page: <https://www.plymouth.edu/webapp/help/wiki/Category:StudentMoodle2>.

Then read the short articles at the links at the bottom of that page. At the top this page, there are buttons that have drop down menus to various online learning topics. The “Moodle” button has more help articles. You may also call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

Fair Grading Policy: <https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Fair-Grading-Policy.pdf>

STUDENT EVALUATION:

Attendance and Participation	20 points
Group Design Project	60 points
Rationale	(20 points)
Format	(20 points)
Curriculum	(20 points)
Mid-Term Exam	10 points
Experiential Group Reaction Paper	10 points

Total	100 points

PAPERS

- All papers must be in APA format, following the 2009 APA formatting rules.
 - APA formatting resources are posted on the class Moodle site.
 - I will review any paper for APA formatting errors, or content, or both before the due date if given enough time to do so. At least 3-4 days is requested, and feedback will be given on a first-come / first-served basis. The paper does not need to be complete for an APA review.
 - Proper APA formatting will require:
 - A Title Page
 - Proper Citations
 - Sections with Section Headers
 - A References Page
 - An Abstract page is not required, but you are welcome to do one for practice. If one is included, it will be checked for errors but not graded.

- Proper citations are required for all work that is not your own. Direct quotes from a source must be marked as such with quotation marks. Avoid excessive direct quotations – one or two in a paper are plenty.
- Opinion papers, such as the Experiential Group Reaction Paper, do not require citations or references unless outside sources are used. **The Group Curriculum paper does not need to follow APA formatting.**
- The page length requirements for papers do not include the title page and reference page. Make sure the body of your paper is the required length. Longer is fine, just not shorter!
- All papers must be submitted electronically either to the assignment “dropbox” on the course Moodle site or via email to hls1038@plymouth.edu. Papers will be accepted as on time if received before midnight on the due date. When papers are received via email, I will reply to let you know that I’ve gotten it.
- Accepted formats for papers are Word, PDF, Pages, and Open/LibreOffice files. *WordPerfect files and Text files are not acceptable.*
 - As a PSU student, you’re able to claim free copy of MS Office if needed.
- Assignment File Names: Please title the file name for each of your submitted writing assignments and recordings with your last name first, then the name of the assignment. Below are a couple of examples using my last name:
 - Group Rationale Paper: *Sivalingam Group Rationale*
 - Experiential Group Reaction Paper: *Sivalingam Experiential Group Reaction*

ASSIGNMENTS:

Attendance and Participation

Your learning experience is dependent on your attendance in class and participation in class activities. Absences from class, or a marked lack of participation will result in a 5 point per day penalty from your Attendance and Participation grade. The lost points due to an absence can be made up through additional assignments. Note, however, that the missed class will still count towards the maximum of two absences allowed by department policy.

Experiential Group

For 6 of your scheduled classes, you will meet with other students in a small group setting. This is to fulfill a CACREP requirement that you experience a minimum of 10 hours of being a member of a process group as a part of your training. Group will average 9-10 members each. Each group will be led by a non-grading, adjunct faculty member with experience in group

leadership. The only portions of your course grade that are tied to this assignment are your Attendance and the Experiential Group Reaction Paper detailed below.

Group Design Project

Throughout the course, you will work on a design project wherein you'll detail a rationale, theoretical format, and curriculum for a group you'd like to run. There will be two sections of this project focusing on the same group idea, and each section will be graded separately. Written portions should adhere to APA formatting style. The sections are:

Section 1: Rationale and Format Presentation:

During week 3 or 5 you will present the rationale and format for your group to a small group of your peers and your instructor. In an apx. 10 min presentation you will:

Present a comprehensive rationale for the group:

- Briefly describe the population you'll be working with (children, adults, diversity group, etc.) and/or the issue you're interested in addressing through group counseling.
- Using your research, explain why a group approach would be effective in addressing this issue with this group. Utilize a minimum of 4 references apart from the textbook (books, articles, reputable web resources, etc.) to support your rationale
- Discuss what type of group you will run (Education, Growth & Experiential, Counseling & Therapy, Support, etc.) and which of Yalom's curative factors you'll hope to foster within this group.
- Note any additional people that may be involved with or informed about this group (if any), and discuss how they'll be involved. (e.g. parents, school administrators, teachers, medical professionals, other counselors, community agencies and community members, etc.)
- Discuss any ethical issues that may come up (confidentiality, dual relationships, informed consent, etc) and how you will plan to address them.
- Finally, note any key diversity factors (race, age, gender, sexuality, etc.) that could relate to your group, and how you will plan to address them.

Present a theoretical format for your group:

- Choose a theoretical perspective to use for the group and discuss why this theory is appropriate for your
 - o population *and* your issue/topic
 - o Detail, in a general sense, this theory's approach to group counseling. What overall theoretical goals will the group have?

- Describe What theoretical processes, interactions, or other components will you work to create within the group?
- Utilize a minimum of 4 references apart from the textbook (books, articles, reputable web resources, etc.) to support your choice/application of theory
- Discuss your planned leadership style as the group leader.
- Detail the selection process you will use for group members and the criteria for acceptance into the group.
- Describe the procedures you'll use to evaluate the group's effectiveness for its members, both during and upon conclusion of the group.

Section 2: Curriculum:

Design and detail two meetings for your group:

- For each meeting, create a session description that includes:
 - The objectives for that session
 - Details for any of your planned activities and the materials needed
 - Any specific plans for your leadership of this group meeting
 - Any contingency plans (addressing conflict, extra time, absent members, etc.)
 - Any ongoing or summative evaluation procedures

Include the first meeting and one after rapport/trust has been established. Each meeting should be about 2 pages long. Utilize references and citations for any activities or other resources that you did not create yourself. Other than citations and references, APA formatting does not have to be followed for this paper.

Experiential Group Reaction Paper

Near the conclusion of the Experiential Group, you are to complete a reaction paper on your experiences. This reaction paper should be approximately 2-3 double-spaced pages in APA format, and should discuss the following:

- A summary of your experiences in the group as a member and the thoughts, questions, and reactions you have reflecting on them.
- A review of how the concepts of Group Dynamics, Group Stages, and Leadership Styles, arose during your group experience. How did your group leader play into them?
- The key learning experiences that you will remember and utilize as you go on to lead groups in your future counseling career.

Exam

This exam will serve to test your knowledge of the theories and other material we cover in class, and allow you to practice answering the types of questions that will be found on your comprehensive and licensing exams. The format will include multiple choice and true/false questions. A study guide will be provided

It's advised that you prepare for the exam by reviewing your notes and the readings, and constructing a "quick reference" sheet. More details on the format of the exam will be provided in class.

GRADING SCALE:

A	96 – 100 %	B	83 – 86 %	C	73 – 76 %
A-	90 – 95 %	B-	80 – 82 %	C-	70 – 72 %
B+	87 – 89 %	C+	77 – 79 %	F	00 – 70%

COURSE CALENDAR

DATE	TOPICS	READINGS / ASSIGNMENTS
#1 May 10th th 11-2:45 <i>Zoom meeting</i>	Introduction to Group Counseling Group Stages and Dynamics Purpose of Groups	Jacobs Ch. 1-3
#2 May 17th 11-2:45	Planning a Group Starting a Group Basic Skills for Group Leaders	Jacobs Ch. 4, 5, 6

<p>#3 May 24th 11-2:45 Class 11-12:45, experiential group#1- 1-2:40</p>	<p>Focusing Cutting Off and Drawing Out Rounds and Dyads</p>	<p>Jacobs Ch.,7-9 Group Design Project: Rationale and Format Presentations Due for ½ of class / Skills Lab part 1</p>
<p>#4 May 31st Memorial Day asynchronous online module</p>	<p>Leading the Middle Stage of a Group Group Theories: CBT, ACT, Reality, Person-Centered Transactional Analysis, Psychodrama</p>	<p>Jacobs Ch. 12, 13 Online Module work</p>
<p>#5 June 7th- Class 11-12:45, experiential group#2- 1-2:40</p>	<p>Small Group Experience #1</p>	<p>Group Design Project: Rationale and Format Presentations Due for ½ of class / Skills Lab part 2</p>
<p>#6 June 14th Class 11-12:45, experiential group#3- 1-2:40</p>	<p>Exercises Introducing, Conducting, and Processing Exercises Small Group Experience #2</p>	<p>Jacobs Ch. 10,11</p>
<p>#7 June 21st- Class 11-12:45, experiential group#4- 1-2:40</p>	<p>Counseling and Therapy in Groups Closing a Session or Group Small Group Experience #3</p>	<p>Jacobs Ch. 14,15</p>
<p>#8 June 28th , Class 11-2:40 experiential groups tbd</p>	<p>Dealing with Problem Situations Working with Specific Populations</p>	<p>Jacobs Ch. 16, 17 Group Design Project – Curriculums Due</p>

#9 July 5th, Class 11-12:45, experiential group#6- 1-2:40	Small Group Experience #4	Jacobs Ch. 16, 17cont.
#10 July 12 th , 11-2:45 Zoom Meeting	Final Exam Class Closure	Final Exam Experience Experiential Group Reaction Paper Due

References

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- Hansen, J. C., Warner, R. W., & Smith, E. J. (1980). Psychoanalytic approaches to groups. In J. C. Hansen, R. W. Warner & E. J. Smith (Eds.). *Group Counseling Theory and Process* (2nd Ed.), (pp. 44-54). Boston, MA: Houghton Mifflin.
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- Polster, E., & Polster, M. (1973). Beyond one to one. In E. Polster & M. Polster (Eds.) *Gestalt therapy integrated; Contours of theory and practice* (pp. 285-311). New York: Brunner/Mazel.

- Quick, E. K., & Gizzo, D. P. (2007). The 'Doing What Works' group: A quantitative and qualitative analysis of solution-focused group therapy. *Journal of Family Psychotherapy*, 18(3), 65-84.
- Salloum, A., Garside, L. W., Irwin, C., Anderson, A. D., & Francois, A. H. (2009). Grief and trauma group therapy for children after Hurricane Katrina. *Social Work with Groups: A Journal of Community and Clinical Practice*, 32(1-2), 64-79. [narrative]
- Sonstegard, M. (1998). The theory and practice of Adlerian group counseling and psychotherapy. *Journal of Individual Psychology*, 54(2), 217-250.
- Wessler, R. L. & Hankin, S. (1988). Rational-Emotive therapy. In S. Long (Ed.). *Six Group Therapies*, (pp. 175-192). New York: Plenum Press.
- Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. New York: Basic Books.