

CNED 720 Group Counseling (3 credits)

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 Office hours: by appointment

Class: Th 4:00PM - 6:50PM
 Family Life Center, Rm 415A

Course Catalog Description

Study of group counseling principles appropriate to various counseling settings, including schools, treatment centers, and agencies. This class includes an experiential group experience. Prerequisite: Admission to the counseling program or permission from the instructor.

CACREP Standards

| CACREP Standards | Student Learning Outcome Assessments |
|---|---|
| 6.a. theoretical foundations of group counseling and group work | Group Proposal Exam |
| 6.b. dynamics associated with group process and development | Group Proposal Book Review Group Reflection Exam |
| 6.c. therapeutic factors and how they contribute to group effectiveness | Group Proposal Book Review Exam |
| 6. d. characteristics and functions of effective group leaders | Group Proposal Book Review Exam |
| 6.e. approaches to group formation, including recruiting, screening, and selecting members | Group Proposal Exam |
| 6.f. types of groups and other considerations that affect conducting groups in varied settings | Group Proposal Exam |
| 6.g. ethical and culturally relevant strategies for designing and facilitating groups | Live Text Reflection Group Proposal 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 | Experiential Group |

For further information regarding the CORE CACREP areas cited above, please see the CACREP 2016 Standards at: <http://www.cacrep.org/wp-content/uploads/2016/06/2016-Standards-with-Glossary-rev-2.2016.pdf>

Required Texts and Resources

American Counseling Association (2014). *Code of ethics and professional standards*. Alexandria, VA: Author.
Downloaded at <http://www.counseling.org/knowledge-center/ethics> (September 1, 2014)

Gladding, S. T. (2019). *Groups: A counseling specialty (8th ed.)*. Upper Saddle River, NJ: Merrill. ISBN-13: 978-0135166895

Live Text field experience version.

Yalom, I. (2007). *The Schopenhauer Cure*. HarperCollins.

Other readings and resources as assigned. Please read text assigned chapters before class each week. I will assign or recommended other readings, resources, and other activities in preparation for in-class discussion. Announcements or instructions regarding readings or tasks will be communicated via Blackboard.

Supplemental Readings

APGA, Evidence on the Effectiveness of Group Psychotherapy from the American Group Psychotherapy Association: <http://www.agpa.org/home/practice-resources/evidence-based-group-practice>

APGA, Practice Guidelines for Group Psychotherapy: A cross-theoretical guide to developing and leading psychotherapy groups, from the American Group Psychotherapy Association at [http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-\(pdf-format\)-groupworks!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2](http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-(pdf-format)-groupworks!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2)

Teaching Philosophy

I consider myself a relationally-oriented instructor and seek to enhance your learning through respect, mutuality, and understanding. Therefore, in this course the consideration of all of us learning with and from others is fundamental. Throughout the course, I will initiate and invite discussions and expect that all members of the class will do the same. I view the class as an environment with ongoing exchanges of information and ideas and value an open, challenging, and mindful classroom environment. Personal growth and development as counselors and counselor educators is the goal.

Academic Progress and Professional Dispositions

One of our primary responsibilities is to ensure that the students who graduate from NDSU are competent and capable to work in the field (as school counselors, clinical mental health counselors, counselor educators, supervisors, etc.). Thus, we closely monitor students' academic progress and professional dispositions (see *Handbook* for the full list of student dispositions). If we notice issues in any of these areas, we will discuss it with the faculty, and it may lead to a formal report and/or dismissal from the program (see the *Handbook* for detailed policies). In the spirit of relational practices, we value growth-producing connection and meaningful relationships. Our primary goal is to ensure and uphold safety, dignity, and respect for all within the program community.

Methods of Instruction:

A variety of instructional methods are utilized in this course including, but not limited to discussions, experiential learning projects, writing assignments, and practice of group applications.

CLASSROOM and UNIVERSITY POLICIES

Attendance Policy

I expect students to attend all sessions. If you are unable to attend, please notify the instructor *prior* to class. It is the students' responsibility to obtain all materials and information missed during their absence. *One absence* during the semester is without consequence. Arriving late and leaving early count towards absences, as it is important to be respectful of everyone's time. More than one absence may result in a reduction in grade.

Informed Participation

As graduate students, I expect that you actively participate in all aspects of the class. This includes reading and reflecting upon the material beforehand (come prepared with questions and comments), participating in class discussions, and engaging in experiential activities. If I notice a lack of participation, I may approach you about the issue. Lack of participation from all students reduces the quality of the course and your learning.

Electronic Devices

Do not text, e-mail, Facebook, or engage in any other mode of electronic communication during class. Use Laptops ONLY for the purposes of note taking. Turn off cell phones. If you feel the need to have your phone on, put it on a setting that does not ring.

E-Mail Communication

I will send all e-mail communication through NDSU e-mail addresses. Please be sure to check your e-mail account regularly, as I frequently provide updates on classes and assignments.

Class Cancellation

If class is cancelled for some reason (e.g., instructor emergency/illness, adverse weather), I will make every effort to notify you through your NDSU e-mail account. Please check it regularly. Additionally, follow the NDSU protocol for adverse weather, and if class is still scheduled, please be judicious in making the decision whether or not to drive. Your safety is the most important.

Standards for Academic Honesty and Integrity

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Copyright Permissions

NDSU prohibits students from transferring their class lecture notes or instructor-provided materials for commercial purposes unless approved by me (or the person who created the course material). Materials supplied by others (including myself) are subject to copyright rules, and cannot be posted or distributed without others' permission.

Students with Disabilities or Special Needs

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact Disability Services at <http://www.ndsu.edu/disabilityservices/> as soon as possible.

Veterans and Student Soldiers

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders. Contact Military and Veteran Services at <http://www.ndsu.edu/veterans/>.

Title IX

Faculty members are mandated reporters in situations related to Title IX (e.g., sexual harassment, gender-based discrimination, sexual assault). If you disclose any situations related to Title IX, I may report this to the coordinators. If you have any questions or concerns about the policy, see https://www.ndsu.edu/equity/title_ix/

Ethics

The Counselor Education Program at NDSU and its Community Counseling Services training facility adhere to the professional ethics of the Counseling Profession as set forth by the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the National Board for Certified Counselors (NBCC). Please familiarize yourself with those standards and consider them binding to your involvement in the course. The standards are available on-line at the American Counseling Association web site at <http://www.counseling.org/>.

COURSE REQUIREMENTS

This course consists of didactic and experiential components.

Didactic Group Component

This aspect of the class addresses theories, models, strategies, and basic concepts associated with group counseling. Assignments are associated with this component in addition to your in-class participation.

Experiential Group Component

Each week following the didactic group component, all of you will participate in an experiential group component during the second part of class (6:00 to 6:50). These groups are part of essential training and a CACREP standard. Groups will be facilitated by NDSU Counselor Education doctoral students. **The experiential groups begin on September 15 and end on November 17.**

ASSIGNMENTS AND EVALUATION

1. **Signature Assignment Group Reflections (credit/no credit; no credit equals a failure in the course).**
At the beginning and end of the semester you will be given time to reflect upon and document your knowledge of ethical and culturally relevant strategies for leading groups. These reflections will be used to assess your growth in this key accreditation areas. Although the reflections are NOT factored into your overall grade, you must upload them into your Live Text portfolio to receive a passing grade.
See Appendix.
2. **Participation (30 points)**
I encourage and expect all students to engage actively in all class activities. Participation includes: (a) preparing for class so that you are able to discuss the assigned readings with insight, (b) engaging in class activities in positive ways that focus on the task of the group and contribute to the group, and (c) openness to personal reflection and learning. Activities, role-plays, attendance, and discussion are all a part of participation.

3. **Experiential Group Experience (Required and not Graded)**

As a participant in the group process, you develop an understanding about the experiences of those who attend groups and have the opportunity to develop skills as a group leader. This group experience is not a therapy group; therefore, it is not a group setting to work through personal, deep-seated emotional issues. It is, however, an opportunity for students to experience the “here and now” relationship building that is necessary in groups so that participants can change and grow. It is important to focus on the present, share authentic feelings, and communicate to others what you are experiencing within the immediate group experience.

The purposes of this group provide opportunities for you to experience what it is like to be a member of a group and practice interaction with others in the present (the “here and now”). Outcomes of participation include: (1) personal self-awareness; (2) identification of personal styles of relationship; (3) sensitivity to others’ points of view and issues; and (4) enhancement of relational skills. All students have the right to choose what they self-disclose. All students also have the responsibility to maintain the confidentiality of what takes place in the group. This group experience is an excellent opportunity for learning about group dynamics, for enhancing personal growth, and for practicing group communication skills and counseling ethics. You do not receive a grade for any specific aspect of this group experience; however, students must attend all sessions in order to receive credit for the course. I encourage you to discuss with me concerns about your participation in the small group before the drop/add date so we may explore options such as taking the course later.

4. **Experiential Group Reflection (30 points) Due Dec 1**

This paper is written at the conclusion of the group experience and should include an overall summary of your experience in the small group including your insights, personal growth, what you’ve learned about group process, etc. The paper should be 3-4 pages and is focused on what you have learned about the group process and your personal experience. Do NOT reflect upon the content of group sessions.

5. **Individual Group Proposal (100 points) Due Dec 11**

This assignment will be a 4-6 page (excluding references and session plan) paper for a group proposal. You will also prepare a 10-15 minute presentation of your group proposal to the class on assigned dates. In your proposal paper, identify a special population or problem, design a group (psychoeducational, counseling, or psychotherapy) and outline one group session. This paper should be written in a way that demonstrates your knowledge in working with a specific population and or/problem. Use at least four professional references (journal articles, book chapters, books). You may use websites but they will not count toward your professional references. Include the following in your proposal:

- a. Purpose, rationale, and objectives and how they are appropriate for the setting, group type, and target population.
- b. Screening procedures including inclusion and exclusion procedures.
- c. Diversity considerations.
- d. Ethical and legal considerations that are most likely to be encountered.
- e. Key therapeutic factors that are most relevant to the group.
- f. Explain how a specific theory of your choosing will inform goals, process, techniques, and leadership style.
- g. Group Session Plan: Outline ONE session plan in detail and include a research based intervention. The intervention can be written up in text, diagram, images or other formats with instructions for application. The session plan is not included in 4-6 page paper limit. Include the following components:
 - i. Goals and objectives
 - ii. Stage and related tasks

- iii. Therapeutic factors
- iv. Key process questions
 - v. Anticipated critical incidents and group dynamics
 - vi. Anticipated leadership strategies and interventions
- vii. Activities/Intervention
- viii. Materials

6. **The Schopenhauer Cure Book Review (40 points) Due Nov 17**

Write a 3-4 page paper on *The Schopenhauer Cure* by Irvin Yalom. The purpose of this assignment is for students to apply group dynamics, stages, roles, and therapeutic factors to the characters and story in the book. Specific details will be given in class.

7. **Final Exam (50 points) Due by 4:00 pm December 15**

The final exam is a take-home, comprehensive exam. **Due by 4:00 p.m. December 15**

Evaluation of Assignments and Written Work

The expectation of the instructor is that you consistently exhibit an exceptional level effort and work.

Grading Scale

Grades are determined based upon the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 69%

Tentative Schedule

Assignments and topics subject to change.

| Date | Topic | Readings/due dates |
|-------------|--|--|
| Aug. 25 | Syllabus and Course Overview Signature assignment Introduction to Group Work | Review syllabus before start of class |
| Sept. 1 | No Class | Gladding Chapter 1 ACA Code of Ethics |
| Sept. 8 | Multicultural Perspective Group Leadership | Gladding Chapters 3 and 8 Article |
| Sept. 15 | Ethics in Groups Experiential Groups (6-6:50) | Gladding Chapter 10 |
| Sept. 22 | Group Dynamics Experiential Groups (6-6:50) | Gladding Chapter 2 |
| Sept. 29 | *No didactic component - Work Day Experiential Groups (6-6:50) | Gladding Chapters 11 – 14 (resources for manual) Yalom Chapters 1-7 |

| Date | Topic | Readings/due dates |
|-------------|--|---|
| Oct. 6 | Forming a Group Experiential Groups (6-6:50) | Gladding Chapter 3 Yalom Chapters 8-14 |
| Oct. 13 | Transition Stage Experiential Groups (6-6:50) | Gladding Chapter 5 Yalom Chapters 15-21 |
| Oct. 20 | Working Stage Experiential Groups (6-6:50) | Gladding Chapter 6 Yalom Chapters 22-28 |
| Oct. 27 | Closing a Group Experiential Groups (6-6:50) | Gladding Chapter 7 Yalom Chapters 29-35 |
| Nov. 3 | Theoretical Approaches to Group Experiential Groups (6-6:50) | Gladding Chapters 15, and 16 Yalom Chapters 36-42 |
| Nov. 10 | Guest Speaker Experiential Groups (6-6:50) | TBD |
| Nov. 17 | <i>The Schopenhauer Cure</i> book discussion Experiential Groups (6-6:50) | TBD <i>The Schopenhauer Cure</i> Review Due |
| Nov. 24 | No Class | |
| Dec. 1 | Presentations | Experiential Group Reflection Due |
| Dec. 8 | Presentations | Group Proposal Due Dec 11 |
| Dec. 15 | Presentations (if needed) | Final Exams Due 4pm |

APPENDIX

Signature Assignment Group Reflections

At two points during the semester (beginning of the semester and end of the semester), you will be given time to reflect upon and document your knowledge of ethical and culturally relevant strategies of career development. These reflections will be used to assess your growth in this key accreditation area. Although the reflections are NOT factored into your overall grade, you must upload them into your Live Text portfolio and to be assessed via the rubric below. By the end of the semester, you should earn at least a proficient (2) score.

6. Group Counseling and Group Work

Knowledge KPI: Students will describe their knowledge of ethical and culturally relevant strategies for designing and facilitating groups.

| Course/Signature Assignment | | Rubric | | |
|--|---|---|--|---|
| <u>Assessment Point #1</u> CNED 720: Group Reflection #1 | 0 = UNSATISFACTORY Does not describe (or inaccurately describes) knowledge of ethical and culturally relevant strategies for addressing career development | 1 = EMERGING Describes developing, yet insufficient, knowledge of ethical and culturally relevant strategies for addressing career development | 2 = PROFICIENT Describes adequate knowledge of ethical and culturally relevant strategies for addressing career development | 3 = DISTINGUISHED Describes sophisticated knowledge of ethical and culturally relevant strategies for addressing career development; evidences high levels of cognitive complexity |
| <u>Assessment Point #2</u> CNED 720: Group Reflection #2 | 0 = UNSATISFACTORY Does not describe (or inaccurately describes) knowledge of ethical and culturally relevant strategies for addressing career development | 1 = EMERGING Describes developing, yet insufficient, knowledge of ethical and culturally relevant strategies for addressing career development | 2 = PROFICIENT Describes adequate knowledge of ethical and culturally relevant strategies for addressing career development | 3 = DISTINGUISHED Describes sophisticated knowledge of ethical and culturally relevant strategies for addressing career development; evidences high levels of cognitive complexity |