CEPD 6160-02
Group Counseling

Semester/Year  Spring/2013
Time/Location  Mondays 5:30pm – 8:00 pm/Ed Center, #2
Instructor  Julia Whisenhunt, Ph.D., LPC, NCC
Office Location  Education Annex, Room # 241
Office Hours  Mondays: 2:00-5:15
Tuesdays: 1:30-5:15
Wednesdays: 2:00-5:15
*Please schedule appointments when possible*
Telephone  Direct Line: 678-839-6116
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Online Support  D2L Home Page
https://westga.view.usg.edu/
D2L Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisites: CEPD 6131 and CEPD 6140.
Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. This course also includes 10 hours of experience as a group member.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state and CACREP standards are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 5% online. This requires the online equivalent of 112.5 minutes of instruction (seat-time) and an additional 225 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online resources (videos, websites, articles)</td>
<td>112.5 minutes</td>
</tr>
<tr>
<td>Online assignment administration</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Online research for assignments</td>
<td>200 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. become knowledgeable about the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors and therapeutic factors of group work (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003) (Conceptual Framework Descriptors: Empathetic, Knowledgeable, Reflective) (CACREP II.K.6.a);

2. become knowledgeable about group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003) (Conceptual Framework Descriptors: Empathetic, Knowledgeable, Reflective) (CACREP II.K.6.b);

3. become knowledgeable about theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003) (Conceptual Framework Descriptors: Empathetic, Knowledgeable) (CACREP II.K.6.c);

4. become knowledgeable about group counseling methods, including group counselor orientations and behaviors, appropriate selective criteria and methods, and methods of evaluation of effectiveness (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003) (Conceptual Framework Descriptors: Knowledgeable, Reflective) (CACREP II.K.6.d);
5. become knowledgeable about approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups
   (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003)
   (Conceptual Framework Descriptors: Knowledgeable, Reflective)
   (CACREP II.K.6.e);

6. become familiar with professional preparation standards for group leaders
   (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003)
   (Conceptual Framework Descriptors: Knowledgeable)
   (CACREP II.K.6.f);

7. become familiar with ethical and legal issues in group counseling
   (Corey, 2000, 2008; Corey & Corey, 2006; Gladding, 2003)
   (Conceptual Framework Descriptors: Culturally sensitive, Empathetic, Knowledgeable)
   (CACREP II.K.6.g); and

8. participate in 10 hours of in-class group experience
   (Corey, 2008)
   (Conceptual Framework Descriptors: Knowledgeable, Reflective)
   (CACREP I.E).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)
   (Bundle ISBN: 9780495770992)


Suggested Text(s) N/A

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment 1: In-Class Personal Awareness Group Experience:
Part of class will be an actual group experience. The purpose of the group will be personal awareness. That is, you will have an opportunity to learn more about yourself as a person and a group member by sharing and exploring your personal issues and providing support, caring, and appropriate challenging to other group members. The level of your disclosure will, of course, be your choice. You will be responsible for deciding your personal goal for this experience and taking the initiative to gain from the group what you want and need to know about yourself and the group process. You will be assigned to your small group for this experience. Although dual relationship will be avoided as much as possible, you will gain the most benefit from this group experience by putting aside your friendships during group-time and making a commitment to the group experience. Your participation in this group experience is not graded, but is a required component of the course. (Attendance and participation=15 points; 10 sessions @ 1.5 points each)

Confidentiality is expected and necessary for appropriate trust to develop. Specifics about confidentiality will be discussed in your first group session. You are required to maintain strict confidentiality about what happens in group sessions, especially in regards to group members’ identity. Exceptions include:
  i. Supervision for your group leader that might include the course instructor’s attendance at group sessions for observation of the leader
  ii. You are determined by your group leader/the course instructor to be a danger to yourself and/or others
  iii. There is indication of child, elder, or dependent adult abuse that must, by law, be reported
(Course Objectives 1, 2, 4, 5, 6, 7, 8)

Assignment 2: Group Leadership:
Working as co-leaders, each student will engage in a group leadership experience within the context of the in-class personal awareness group. For the duration of one personal awareness group session, co-leaders will be responsible for leading the group through the opening, working, and closing stages of the single group session. Co-leaders are expected to have prepared a therapeutic intervention (activity, exploratory topic, etc.) and have met with their respective peer supervisor to discuss their group plan prior to the group leadership experience. Rubric is provided on D2L. (13 points)
(Course Objectives 1, 2, 4, 5, 6, 7, 8)

Assignment 3: In-Class Personal Awareness Group Journal:
You are to maintain a personal journal of your group experience. This journal is meant to serve as a means through which to process your group experience. Inclusion of non-relevant personal information is not permitted. Journal entries are to be no more than three pages, typed, double-spaced, and 12 point TNR font. Entries will be turned in weekly to your group leader via email and each should consist of two parts (be sure to clearly label each part):
  A. Your personal reaction to the group experience: (Ask yourself what you were most aware of in today’s group. Then, as your journal entry for this part, describe your personal feelings about/reactions to your awareness.)
  B. A fly-on-the-wall perspective: (Questions for this portion of your journal will be provided by the group leader. Questions will be designed to help you look objectively at what happened in your group.)

Note that if you miss a group session, you will not be eligible for the journal entry points for that group. Journal entries that are submitted late are not eligible for more than 1 point. Grading is based on clarity, substance, and evidence of thoughtfulness. Rubric is provided on D2L. (10 entries @ 2 points each)
(Course Objectives 1, 2, 4, 5, 7)
Assignment 4: Psychoeducational Group Proposal
You will be part of a small work group whose task is to develop a proposal for a psychoeducational group of your choice. Choose the type of psychoeducational group that your group members will be likely to lead or co-lead in your actual or anticipated work place. Research your idea and include at least 2 references about group process (references from professional journals or texts) and at least 2 practical references (references from nonacademic publications). Note that all references should be properly cited in the body of the proposal as well as in a reference list according to APA guidelines. Proposals are to be no more than 6 pages, typed, double-spaced, and 12 point TNR font (not including title page, references, or appendices). Guidelines for the various sections of the proposal will be provided. All members of the work group will receive the same grade, barring an extraneous circumstance. Outline and rubric are provided on D2L.
(Course Objectives: 1, 3, 4, 5, 6, 7)

Psychoeducational Group Proposal—Presentation
Your work group will be responsible for presenting a structured activity from your proposal to the class. Your group also will be responsible for a 1-page summary of the activity to be posted on D2L by one of your group members. Remember to bring a copy of the 1-page summary to the class for the instructor’s grading purpose. All members of the work group will receive the same grade for this assignment, barring extraneous circumstances. Plan a 20 minute presentation to include the following:
A. short description of the group,
B. short explanation of the activity and its purpose,
C. brief explanation of the theoretical approach that you will use for this activity,
D. the actual experience of the activity, and
E. processing by the class
(Proposal and Presentation=22 points; Course Objectives 1, 3, 4, 5, 6, 7)

Assignment 5: Exams
Midterm: This will be an exam that your work group will complete together. All members of the work group will receive the same grade. Although this midterm is related to your group proposal, your grade on this exam does not influence your proposal grade. (15 points)
(Course Objectives 1, 2, 3, 4, 5, 6, 7)

Final: The final exam will be objective, based on the text and class lectures/discussions. The exam may include true/false, multiple choice, matching, and/or essay questions. (15 points)
(Course Objectives 1, 2, 3, 4, 5, 6, 7)

Evaluation Procedure and Grading Policy:
- Personal awareness groups 15
- Group journals (10 @ 2 ea.) 20
- Psychoed group proposal 22
- Group leadership 13
- Mid-Term 15
- Final exam 15

Total 100

A=90-100  B=80-89  C=70-79  F=<70

A grade of Incomplete (“I”) can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.
### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Awareness Group Attendance and Participation</td>
<td>15 (10 @ 1.5 points each)</td>
<td>S/U</td>
<td>10 times throughout the semester</td>
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<tr>
<td>2. Group Leadership</td>
<td>13</td>
<td>Rubric</td>
<td>Various times throughout the semester</td>
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<tr>
<td>3. Group Journals</td>
<td>20 (10 @ 2 points each)</td>
<td>Rubric</td>
<td>Journal # 1: Jan. 30</td>
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<td>Journal # 2: Feb. 6</td>
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<td>Journal # 3: Feb. 18</td>
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<td>Journal # 4: Feb. 25</td>
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<td>Journal # 5: March 4</td>
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<td>Journal # 6: March 11</td>
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<td>Journal # 7: March 25</td>
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<td>Journal # 8: April 1</td>
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<td>Journal # 9: April 8</td>
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<td>Journal #10: April 15</td>
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<tr>
<td>4. Psychoeducational Group Proposal &amp; Presentation</td>
<td>22</td>
<td>Rubric</td>
<td>April 15</td>
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<tr>
<td>5. Midterm Exam</td>
<td>15</td>
<td>Assessment</td>
<td>March 4</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
<td>Assessment</td>
<td>April 15</td>
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</tbody>
</table>

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Confidentiality:** In order for class and lab to be safe places for students to practice skills and for the instructor and/or peer supervisors to demonstrate skills, it is essential that strict confidentiality is upheld. Major exceptions include harm to oneself or others, child or elder abuse, and discussions among peer supervisors and instructor.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

**Diversity:** The Department of Clinical and Professional Studies values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be
dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent event. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. No email submissions will be accepted unless otherwise approved by the instructor. Late submissions will be allowed only for valid university business and/or essential medical/dental care.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect a accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Test information: Acceptable performance on exams will require a thorough reading of your textbook, student manual, handouts, additional readings, etc., prior to attending class. Students will be evaluated on all assigned material, including material not discussed in class. Exams may include multiple-choice, true/false, matching, fill-in-the-blank, and/or essay questions. Make-up exams will only be granted for approved college business and/or essential medical/dental/emergency care. Make-up exams, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. If possible, students should advise the instructor in advance of the absence for the need to schedule a make-up exam.

Class organization: This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students’ class preparation; their level of understanding of course concepts; enhances group work; develops students’ critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class
notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic devise for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

**Extra Credit:** No extra credit opportunities will be offered for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

**Changes to The Syllabus:** This syllabus is subject to change with notice.
## CLASS OUTLINE (subject to change)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>To Prepare for Class</th>
<th>Class Activities &amp; Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Corey, Corey, &amp; Corey, Chpt. 1 (Intro to Group Work) Yalom, Chpt. 1</td>
<td>Review of syllabus; Group assignments made (group proposal &amp; personal awareness groups); Large Group Activity</td>
<td>None</td>
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<tr>
<td>Jan. 7</td>
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<tr>
<td>Week 2</td>
<td>Corey, Corey, &amp; Corey, Chpt. 3 (Ethical &amp; Legal Issues)</td>
<td>Large Group Activity; Work Group Meeting</td>
<td>None</td>
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<td>Jan. 14</td>
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<tr>
<td>Week 3</td>
<td>Corey, Corey, &amp; Corey, Chpt. 4 (Forming a Group) Yalom, Chpt. 8 (Selection of Clients)</td>
<td>Work Group Meeting; Personal Awareness Group #1</td>
<td>None</td>
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<td>Jan. 28</td>
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<tr>
<td>Week 4</td>
<td>Corey, Corey, &amp; Corey, Chpt. 5 (Initial Stage of a Group) Yalom, Chpt. 11 (In The Beginning)</td>
<td>Personal Awareness Group #2</td>
<td>Journal #1 Due</td>
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<td>Feb. 4</td>
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<tr>
<td>Week 5</td>
<td>Corey, Corey, &amp; Corey, Chpt. 2 (The Group Counselor) Yalom, Chpt. 5 (The Therapist: Basic Tasks)</td>
<td>Personal Awareness Group #3</td>
<td>Journal #2 Due</td>
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<td>Feb. 11</td>
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<td>Week 6</td>
<td>Person Centered Group Therapy (article on D2L)</td>
<td>Personal Awareness Group #4</td>
<td>Journal #3 Due</td>
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<td>Feb. 18</td>
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<td>Week 7</td>
<td>Corey, Corey, &amp; Corey, Chpt. 6 (Transition Stage) Yalom, Chpt. 6 Existential Groups (Working in the Here and Now)</td>
<td>Personal Awareness Group #5</td>
<td>Journal #4 Due</td>
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<td>Feb. 25</td>
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<td>Week 8</td>
<td>Psychodynamic Groups (article on D2L)</td>
<td>Personal Awareness Group #6</td>
<td>Journal #5 Due Midterm Exam</td>
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<td>March 4</td>
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<td>Week 9</td>
<td>Adlerian Groups (article on D2L) REBT Groups (article on D2L)</td>
<td>Personal Awareness Group #7</td>
<td>Journal #6 Due</td>
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<td>March 11</td>
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<td>Week 10</td>
<td>Corey, Corey, &amp; Corey, Chpt. 7 (Working Stage) Yalom, 345-381 (The Advanced Group) Gestalt Groups &amp; Psychodrama (articles on D2L)</td>
<td>Personal Awareness Group #8</td>
<td>Journal #7 Due</td>
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<td>March 25</td>
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<td>Week 11</td>
<td>Yalom, Chpt. 13 (Problem Group Members) Article on D2L</td>
<td>Personal Awareness Group #9</td>
<td>Journal #8 Due</td>
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<td>April 1</td>
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<tr>
<td>Week 12</td>
<td>Corey, Corey, &amp; Corey, Chpt. 8 (Final Stage of a Group) Yalom, pp. 382-393 (Termination)</td>
<td>Personal Awareness Group #10</td>
<td>Journal #9 Due</td>
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<td>April 8</td>
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<tr>
<td>Week 13</td>
<td>Prepare for your group presentation</td>
<td>Group Presentations, groups 1, 2, &amp; 3</td>
<td>Journal #10 Due Group Proposals Due Final Exam Due</td>
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<tr>
<td>April 15</td>
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<td>Week 14</td>
<td>Prepare for your group presentation</td>
<td>Group Presentations, groups 4 &amp; 5</td>
<td>Group presentations</td>
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<tr>
<td>April 22</td>
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Jan. 21, 2013=MLK Holiday; March 18-24, 2013=Spring Break