

**The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus
PSYC 6308: Methods of Group Process
FALL 2014**

COURSE DESCRIPTION:

This is a course in learning how to lead out-patient psychotherapy groups. Mock groups are conducted which allow students opportunities to practice group leadership. Feedback is provided by classmates and the professor.

Course Correlation to Pedagogy and Professional Responsibilities

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including: the theory and types of groups, including dynamics and the methods of practice with groups" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (5) (B).

PREREQUISITE:

This course is required for the MAC, MACC, and MAP-LSSP degrees. PSYC 5323 is the prerequisite for the course.

DATE AND TIME OF CLASS MEETINGS:

Wednesdays 6:30 pm – 9:00 pm

Hinton 207

INSTRUCTOR INFORMATION

Roxy M. Riefkohl - Siegrist, Ph.D., LPC

E-mail: rriefkohl@hbu.edu

Phone: 281.649.3036

Office location: Hinton 346B

Office Hours: TBA

LEARNING RESOURCES

Required Course Text: Corey, G. (2012). *Theory and practice of group counseling* (8th ed.). Belmont, CA: Brooks/Cole.

Other Required Materials: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

RELATION TO THE MISSION STATEMENT OF THE UNIVERSITY:

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a learning experience that helps to prepare students with the knowledge and skills necessary to excel as professional counselors. Students will develop specific methods, techniques, or modalities within the practice of professional career counseling and apply this information in a fair and clinically useful manner.

Given that Houston Baptist University is founded on Christian principles and values, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course.

In accordance with Houston Baptist University’s purpose this course endeavors to: 1) provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the learning process 2) encourage academic excellence, freedom, and objectivity 3) promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

In support of the mission of COEBS, this course will provide students will advanced knowledge and skills necessary to utilize group therapy in order to provide mental health services to help broad populations in an ethical, competent manner.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,

- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student's degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course provides advanced skills for provision of group therapy services in the mental health field, including the functions of an LSSP who serves in schools, in which group therapy is often the only practical option. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes the importance of empirically supported treatment that can be offered at multiple levels to be most accessible to the greatest number and variety of individuals.

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COURSE LEARNING OBJECTIVES:

Overview and Purpose of the Course

The basic purpose of this course is to provide counseling students with the primary group theories as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field.

Upon completing this course, the student should be able to demonstrate significant knowledge and skills regarding group work in counseling.

Upon completion of this course, students should be able to:

1. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs, including commonalities, distinguishing characteristics
2. demonstrate effective communication skills through oral, written, and nonverbal expression
3. apply knowledge of group dynamics and productive group interaction; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
4. use reflection, self-assessment, and interactions with colleagues to promote personal professional development
5. apply counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
6. identify group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
7. apply group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
8. describe approaches used for types of group work, including task groups, psychoeducational groups and therapy groups
9. identify ethical and professional issues related to group counseling
10. recognize the specific needs of a variety of populations involved in group work; the appreciation for diversity when working with groups; knowledge, skills, and dispositions for working with all students/clients from different ethnic, racial, gender, and socioeconomic groups

SCHOOL OF BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the National Association of School Psychologists (NASP) and Texas State Board of Professional Counseling (Requirements of the Texas Administrative Code TAC §681.31) are also included as part of this course.
- A list of specific NASP and Texas State Board of Professional Counseling competencies for this course is presented below.

NASP Domains

The following NASP and Texas State Board of Professional Counseling standards *for Graduate Preparation of School Psychologists and Professional Counselor* Competencies are addressed in part or in full in this course:

School Psychologist:

Domain 4 - Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Professional Counselor:

The use of specific methods, techniques, or modalities within the practice of professional counseling is limited to professional counselors appropriately trained and competent in the use of such methods, techniques, or modalities. Authorized counseling methods techniques and modalities may include, but are not restricted to, the following:

- group counseling which utilizes interpersonal, cognitive, cognitive-behavioral, behavioral, psychodynamic, and affective methods and strategies to achieve mental, emotional, physical, social, moral, educational, spiritual, and career development and adjustment through the life span;

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. An introduction to group work
2. Considerations in beginning a group
3. Group leadership skills
4. Ethical and professional issues in group counseling
5. Stages in the development of a group
6. Group counseling theories
7. Group member roles

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES:

This course will be a combination of lecture, discussion, simulation activities, research, videos and experience in being a group member as well as a group leader.

ASSESSMENT OF LEARNING

Assignment	Learning Objectives	Point Value
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Group reaction papers	1,2, 4, 6	10 each (100 total)
Article Reflections	1,2 4, 5,	50 each (100 total)
Group Leader Interview	2, 4, 5, 6, 9, 10	100
Mid term project and presentation	1, 2, 3, 4, 5, 7, 8, 10	200
Participation	1,2,3,4,5,6,7,8,9, 10	100
Final Exam	1,2,3,4,5,6,7,8,9,10	200

TOTAL POINTS: 800

Descriptions and rubrics for assignments are included at the end of this document. These are assignments/activities that develop and /or assess NASP and Texas State Board of Professional Counseling standards (listed previously).

GRADING SCALE:

752-800 = A
720-751 = A-
696-719 = B+
664-695 = B
640-663 = B-
616-639 = C+
584-615 = C
560-583 = C-
559 and below = F

HBU GRADUATE SCHOOL GRADING SCALE:

94-100%=A; 90-93%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 69% and below=F

STUDENT EVALUATION OF FACULTY AND COURSE:

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be “F” no matter what the test and paper scores might be. After two absences the student will drop a letter grade. If you are ill or have an emergency, please notify the professor before class, when possible. Please be on-

time for class. If you are going to be late, contact the professor prior. Repeated tardiness will affect your grade.

ACADEMIC ACCOMODATIONS

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty). The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

MISSED TESTS

All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given **ONLY** when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

USE OF ELECTRONIC DEVICES

During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

GRADUATE LEVEL WORK

You will be required to write and perform at a graduate level. Your writing should be clear, concise, scholarly and demonstrate good mechanical skills, including grammar, spelling, and punctuation. The Academic Success Center is available to all HBU students for assistance with writing, tutoring, etc. Ten points will automatically be deducted for substandard work.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Roxanne Riefkohl-Siegest, Ph.D.

07/23/14

Instructor's Signature

Date

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COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (NASP competencies, TAC standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);

- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm that I have read and understand the contents of this course Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.**

I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

PSYC 6308: Methods of Group Process
TENTATIVE COURSE SCHEDULE

Aug 27	Orientation/Introductions/Syllabus		
Sept 3	(Chapter 1) Introduction to Group Work Considerations in beginning a group		
Sept 10	(Chapter 2) Group Leadership Group Reaction Paper 1 due	GRADE:	
Sept 17	Movie (Part 1) Group Reaction Paper 2 due	GRADE:	
Sept 24	Movie (Part 2) Interview due Group Reaction Paper 3 due	GRADE: GRADE:	
Oct 1	(Chapter 3) Ethical and Professional Issues in Group Practice Small groups begin Article Reflection 1 due	GRADE:	
Oct 8	(Chapter 4) Early Stages in the Development of a Group Group Reaction Paper 4 due	GRADE:	
Oct 15	(Chapter 5) Later Stages in the Development of a Group Various member roles Group leadership skills (Chapter 16) Group Reaction Paper 5 due	GRADE:	
Oct 22	Mid – Term Group Reaction Paper 6 due (Chapters 6 & 7)	GRADE: GRADE:	
Oct 29	(Chapters 8 & 9) Article Reflection 2 due Group Reaction Paper 7 due	GRADE: GRADE:	

Nov 5	(Chapters 10 & 11) Group Reaction Paper 8 due	GRADE:
Nov 12	(Chapters 12 & 13) Group Reaction Paper 9 due	GRADE:
Nov 19	Chapters 14, 15, &16 Last small group Group Reaction Paper 10 due Group presentation due	GRADE: GRADE:
Nov 26	(Chapters 17 & 18) Presentations:	
Dec 3	Presentations: Review for final exam	
Dec 10	Final Exam Participation	GRADE: GRADE:

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

ASSIGNMENT DESCRIPTIONS AND RUBRICS

1. DIDACTIC: The student is expected to participate in didactic activities for half of each class period. The student is expected to read the assigned materials in preparation for discussion and experiential activities during this didactic part of the class. The instructor is primarily responsible for providing supportive material not provided in the textbook.

2. GROUP MEMBERSHIP: The student is expected to participate in a counseling group for the last 45 minutes of each class period. (Course grade is based on attendance but not on level of participation - students are not required to share any of their own personal information unless they choose to.)

3. GROUP REACTIONS:

After each group meeting, the students will write a reaction paper to that group session. This reaction paper will focus on what the student learned about group work and themselves in that particular session and should be approximately two paragraphs in length. This is an important assignment and is to be done with careful reflection prior to the group experience. Please do not write about any content (specific topics) or put the name of any other member in your reaction paper. This will be a personal reflection/reaction paper, and writing in first person is appropriate. **All reaction papers are to be typed.** 10 points for each week's reaction paper. If you are absent, you cannot do a reaction paper to the missed session, and you will lose the 10 points. If you know you will be absent for the next week, it is your responsibility to get the reaction papers in for that week in order to get credit. If I do not have the reaction papers by class time, the points are lost. **100 points total**

4. ARTICLE REFLECTIONS: The student is expected to read two journal articles related to group work published within the past ten years. The articles can relate in some way to the group you are proposing (midterm exam) if possible, but they do not have to. Article reflections should be no longer than two pages, double spaced. ACA or APA journals are appropriate sources for articles.

BE SURE TO PAY ATTENTION TO INDENTATION, CAPITALIZATION, ETC. FOR APA REFERENCES. POINTS ARE TAKEN OFF FOR MISSPELLED WORDS AND GRAMMATICAL ERRORS. Use APA format.
100 points. (50 pts. each)

5. PARTICIPATION: Students are expected to complete all assigned readings and to be an active participant in class activities and discussions. **100 points**

6. INTERVIEW A GROUP COUNSELOR: Interview a counselor who regularly conducts groups. Use the questions provided on the handout. Contact either a counselor in private practice, at an agency or organization, or a school counselor. The counselor must regularly conduct groups.

The paper must be typed and be double-spaced. Your grammar and writing style should be consistent with your status as a graduate student.

100 points

7. EXAMINATIONS: There will be two evaluations for this class. The midterm project and the final will be from your **readings, class discussions** and **handouts**.

200 points each (400 points total)

Name: _____

Journal Article Reflection

(Review must be typed. No more than two pages double –spaced)

Attach a copy of this form to the top of your review.

1. Attach copy of article to review (10 pts) _____
2. Reference article in APA style – 10 pts. _____
3. First paragraph - Small summary (explanation of article) 10 pts. _____
4. Second Paragraph – Intended audience (who would benefit from reading this article?) 10 pts. _____
5. Third paragraph - Personal reflection of article (likes, dislikes, agree, disagree, etc.) 10 pts. _____

Article Grade: _____/50

Group Mid – term/Presentation

(Attach a copy of this rubric to your mid-term)

Directions:

You will be creating the following to include with your mid-term group proposal:

Title (name) for group (20 pts.)

Consent form for group (20 pts.)

Advertisement (this can be a brochure, flyer, website ad, etc) (20 pts.)

One group activity (20 pts.)

Evaluation Form (for group members to complete) (20 pts.)

100 points total _____

Include this information with the group proposal criteria from your midterm for your presentation.

Title (name) of your group (5 pts.)

Describe the nature, type, and purpose of your group (5 pts.)

Why does this population you chose need this service? (5 pts.)

Why is group counseling the chosen mode of service? (5 pts.)

What goals do you foresee for this group? (5 pts.)

Address whether the group will be open or closed, voluntary or involuntary, and whether or not you will limit the group to a certain number of members. Include your rationale for your decisions. (5 pts.)

Discuss the frequency, length and duration for the group meeting, and where and when the group will meet. (5 pts.)

How will you advertise the group of recruit members? Show advertisement. (5 pts.)

How will you screen and select members? (5 pts.)

How will you orient or prepare the members for the group experience? (5 pts.)

How will you evaluate the group's effectiveness and plan for follow – up after termination of the group? Show evaluation form. (5 pts.)

Show consent form. (5 pts.)

Describe/explain one group activity. (10 pts.)

Creativity/proficiency of presentation: (30 pts.)

100 points total _____

Group Reaction Papers

(Attach a copy of this rubric to your typed reaction paper)

In no more than one page double spaced. Please reflect over the following:

1. Something I learned about group counseling after this group session. ____2 pts
2. Something I learned about myself after this group session. ____2 pts.
3. A technique, method, or group counseling skill that I observed. ____2 pts.
4. A comment related to the group leader's style, approach, etc. ____2 pts.
5. One other comment or question that I have in relation to this group session.
____2 pts

____/10 pts total

Group Leader Interview

Number and write each question and your answer below it in complete sentences. Double space between questions. Attach a copy of this rubric to your interview.

1. ____10 pts. Who is this person and what are his/her credentials? (Give contact information).
2. ____10 pts. What kinds of groups has he/she led? (types of groups, ages, topics?)
3. ____10 pts. What ethical issues have surfaced in any of the groups and how were multicultural issues addresses?
4. ____10 pts. What outcomes has he/she observed from leading groups? (personal growth or goal attainment, changed behaviors, increased support or information?)
5. ____10 pts. What are some of the difficulties encountered in managing group members? How has he/she managed difficult group members?
6. ____10 pts. What advantages or disadvantages of group counseling does he/she see compared to individual counseling?
7. ____10 pts. What does he/she consider to be important characteristics/qualities for group leaders?
8. ____10 pts. What is the most disturbing or unexpected thing that has occurred while leading groups and how did he/she handle it?
9. ____10 pts. What does he/she consider to be most therapeutic or helpful about groups and why does he/she conduct them?
10. ____10 pts. How did he/she feel when leading their first group and what has changed since then?

Feel free to ask any other questions you feel are important.