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George Mason University
College of Education and Human Development
Counseling and Development Program

EDCD 608: GROUP PROCESSES AND ANALYSES
Fall 2010 TU 4:30-7:10 and Sat. 10/9 from 10:00-4:00
Class Location: Innovation Hall 316
Section 001 Lab: TU 3:00-4:20 (begins 9/21) Robinson A 251
Section 002 Lab: TU 7:20-8:40 (begins 9/21) Robinson A 251

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COURSE DESCRIPTION:

This course is designed to familiarize students with fundamental concepts and theories of group counseling. A mastery of basic interpersonal and facilitation skills will be emphasized inclusive of issues related to racial and ethnic diversity, gender, and social justice. The course includes an intensive laboratory group experience to facilitate interpersonal awareness, sensitivity, and skills that are critical to being an effective group counselor/ group therapist.

COURSE OBJECTIVES:

1. Gain personal awareness of one's own interpersonal style.
2. Learn various process and outcome issues that structure group experience.
3. Acquire and demonstrate group counseling skills in class demonstrations and experiences.
4. Learn about culturally diverse populations and effective group interventions with those specific populations.
5. Gain an understanding of different K-12 students and clients that may participate in groups and learn about how to effectively intervene with those groups.
6. Study ways to evaluate the group experience.
7. Experience group process personally and gain insight, awareness and enhanced interpersonal skills.
8. Begin to develop a personal style as a group facilitator.

RELATIONSHIP TO COURSES AND PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS:

Group Counseling is a key issue in counseling and provides a core course in the Counseling and Development Program. It addresses the program goals and mission and provides information about how to more effectively work with systems and facilitate personal, social, and institutional change through group work. This will provide a core foundation in highlighting self awareness, interpersonal skills and awareness, and system skills as an advocate and change agent including important skills necessary in practicum and internship. CACREP standards that are met through this course include: foundations of counseling, contextual dimensions of counseling, knowledge and skill requirements, and clinical instruction. In addition EDCD 608 fulfills the requirements and standards for Group Counseling in the following professional organizations: Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Section II K.f: Theoretical and experiential understanding of group

purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, American Counseling Association(ACA), Virginia Departments of Education and Health Professions.

TEXTBOOKS:

Trotzer, J. (2006). <u>The counselor and the group: Integrating theory, training, and practice</u> (4th ed.). NY:Routledge.
Yalom, I. & Leszcz, M. (2005). <u>The theory and practice of group psychotherapy</u> (5th Ed.). NY: Basic Books.

EVALUATION:

Grading Scale

A	=	97-100
A-	=	94- 96
B+	=	91- 93
B	=	87- 90
B-	=	84- 86
C	=	83- 80
F	=	Below 79

GRADING POLICY:

Written Work: Please note that grading on written work will be based on the quality of the written work, knowledge and review of the content area, accuracy, relatedness, logic and organization of the paper, degree to which the points are effectively supported, following the APA 6th edition guidelines, deadlines in submitting the assignment (late assignments will be penalized), maintaining the page limit, and adherence to the requirements of the assignment.

CELL PHONES AND PAGERS: Students should turn off their pagers and/or cell-phones before class begins. Text messaging is not permitted during class.

COURSE SCHEDULE:

Date	Topics and Assignments*	Reading Assignments/Due Date
	*Group Leadership experiences in lab will occur throughout the semester.	
8/31	Introductions Overview of Group Work	
9/7	History and Trends, Definitions Therapeutic Factors	Trotzer, 1,2 Yalom, 1
9/14	Rationale for Group Counseling, Group Process, Interpersonal Learning, Group Cohesiveness	Trotzer 3 Yalom 2,3

9/21	Group Process, Therapeutic, Factors, Basic Tasks	Trotzer 4 Yalom 4,5
9/28	Process to Practice, Group Leadership, Group Composition	Trotzer, 5,6 Yalom, 9
10/9 SAT. CLASS	TBA	
10/12	NO CLASS (GMU MONDAY CLASSES HELD TUESDAY)	
10/19	Beginning Groups, Creation of a Group, Group Members, Best Practices	Trotzer 7,8 Yalom 10,11
10/26	Cultural Diversity in Groups, Working In the Here and Now, Transference, Client Selection	Trotzer 8,9 Yalom 6,7
11/2	Differentiating Groups, Kinds of Groups	Trotzer 10 Yalom 16
11/9	Organizing Group Work, Advanced Groups	Trotzer 11 Yalom 12
11/16	Evaluating Groups, Research, Problem Group Members	Trotzer, 12, 16 Yalom, 13
11/23	Communication Activities, Special Issues	Trotzer 13 Yalom 14
11/30	Crisis Work, Specialized Groups	Trotzer 15 Yalom 15
12/7	Summarization, Special Issues, Discussion of Final Papers	
12/14	Finals Week	

BLACKBOARD EXPECTATIONS AND ON-LINE PROTOCOL:

1. Protocol for posting threads and contributing to an online discussion are as follows:

    a. **It is expected that every student will make a posting following each class in accordance with the schedule outlined in the assignment section above. The first postings will start directly after the first class on August 31st.** Postings that do not meet the timelines and specifications will not be counted for that day.
    b. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.

    c. Avoid postings that are limited to "I agree" or "great idea", etc. (These comments will be viewed as non-postings). Support your statements with concepts from research, readings or by sharing related examples or experiences.

    d. Stay on target with the discussion – don't go on extreme tangents.

    e. Build on others' responses to create threads.

    f. Bring in related prior knowledge (experiences, prior coursework, research, readings, etc.)

    g. Use proper etiquette (e.g., APA language style.)

2. Tips for posting to discussion forums:

    a. How do I post successfully? How do I get my classmates to read my postings?

        i. Think of assignment in terms of a dialogue and not a writing exercise. You should engage yourself in a discussion about the issues raised in class, textbook and readings and/or other related issues to the course.

        ii. Before you post – think about the assignment first and take notes before you read other responses.

        iii. Think of a thesis and how you can support it.

        iv. Read other postings after you've written yours.

        v. Respond to one that contradicts or supports your own thoughts; one that is lacking evidence or seems to fall short on an aspect important to you.

        vi. In your response, you can also turn your own thoughts into questions; offer your argument; play the devil's advocate; ask challenging questions.

        vii. If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.

        viii. It helps readers of your posting if you include a specific quotation from the message to which you're responding.

        ix. Choose your entry title carefully. Make it compelling.

        x. Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

3. Rubric for evaluating on-line discussions:

Weekly On-line Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Responsiveness to discussion and demonstration of knowledge and understanding gained from each class session and readings	Very clear that the class session, readings and topics were understood and incorporated well into responses	Class session, readings and topics were understood and incorporated into responses	Postings have questionable relationship to session topics and readings	Not evident that session topics and readings were understood and/or not incorporated into the discussion
Adherence to on-line protocols	All on-line protocols followed	1 on-line protocol not adhered to	2-3 on-line protocols not adhered to	4 or more on-line protocols not adhered to

4. Evaluation criteria for facilitating an on-line class discussion:

    a. The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways including but not limited to:

        i. Posing engaging questions

        ii. Eliciting responses

           iii.   Engaging the learners in an activity or task
- b. The discussants will demonstrate the ability to effectively organize the discussion. This includes:
    - i. Keeping the discussion focused on the topic
    - ii. Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)
    - iii. Staying within the timeframe allotted for discussion
    - iv. Using effective media
- c. The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.

Professional Dispositions:

Professional Performance Criteria (Effective February 25, 2003).
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the College of Education & Human Development at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.

Honor Code
Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Responsible Use of Computers
Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Disabilities Resource Center
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.