

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

EDCD 608.001 – Group Processes and Analyses  
4 Credits, Spring 2017

Tuesdays 4:30 – 7:10 PM Aquia Hall Room 219 – Fairfax  
Saturday, February 25<sup>th</sup> 9:00AM 0 4:00PM Aquia Hall Room 219  
Section 201 Lab: Monday 4:00 PM – 5:20 PM Aquia Hall Room 219  
Section 202 Lab: Monday 5:30 PM – 6:50 PM Aquia Hall Room 219

**Faculty**

Name: Dr. Fred Bemak  
Office Hours: By Appointment  
Office Location: Krug Hall Room 201E  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program and *completion* of EDCD 603 and EDCD 606 or EDCD 609.

**University Catalog Course Description**

Presents theories appropriate to various types of groups and descriptions of group practices, methods, dynamics, and facilitative skills. Focuses on applying theory to practice. Includes lab.

**Course Overview**

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 Delivery Method**

This course will be delivered using a lecture and lab format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

### **Professional Standards (CACREP)**

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.

**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.

### **Required Texts**

Trotzer, J. (2006). *The counselor and the group: Integrating theory, training, and practice* (4<sup>th</sup> ed.). NY: Routledge.

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). NY: Basic Books.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**  
See course schedule
- **Other Requirements**

**First day of class and the Saturday class are mandatory**

**If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.**

**The final research paper must be submitted to Safeassign on Blackboard to check for plagiarism.**

**All assignments are due at the beginning of the class, i.e., 4:30 p.m. Assignments not submitted at the beginning of class will not be accepted.**

### **C&D Attendance Policy**

Students are allowed one unexcused absence throughout the semester. If there are two unexcused absences this may result in a non-passing grade.

### **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.** 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.

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

- **Grading**

<u>Assignments</u>	<u>Points</u>
Reaction Paper	10
Group Leadership Experience	5
Group Observation	5
Readings/Questions	12
Group Presentation	6
Final Research Paper	30
Blackboard Postings	12
Participation/Attendance	<u>20</u>
<b>Total:</b>	<b>100</b>

- **Grading Policies**

**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 6<sup>th</sup> edition guidelines, deadlines in submitting the assignment (late assignments will be penalized), maintaining the page limit, and adherence to the requirements of the assignment.

**Grading Scale \*\*\***

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

\*\*\*Given that some weekly grades are half points there will be no rounding up of grade points.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Class Schedule**

<b><u>Date</u></b>	<b><u>Topics and Assignments*</u></b>	<b><u>Reading Assignments/Due Date</u></b>
Class 1	Introductions Overview of Group Work <i>First Blackboard postings due this week</i>	
Class 2	History and Trends, Definitions Therapeutic Factors <i>Presentation topics and dates selected</i>	Trotzer, 1, 2 Yalom, 1
Class 3	Rationale for Group Counseling, Group Process, Interpersonal Learning, Group Cohesiveness <i>Final Paper Outlines Due</i>	Trotzer 3 Yalom 2, 3
Class 4	Group Process, Therapeutic, Factors, Basic Tasks <i>Lab Begins – Lab I</i>	Trotzer 4 Yalom 4, 5
Class 5	TBA SAT. CLASS	
Class 6	Process to Practice, Group Leadership, Group Composition <i>Presentation, Lab II</i>	Trotzer, 5, 6 Yalom, 9
Class 7	Beginning Groups, Creation of a Group <i>Presentation, Lab III</i> <i>Group Observation Projects Commence</i>	Yalom 10, 11
Holiday	Columbus Day Holiday – Monday Classes	
Class 8	Group Members, Best Practices <i>Presentation, Lab IV</i>	Trotzer 7, 8
Class 9	Cultural Diversity in Groups, Working In the Here and Now, Transference, Client Selection <i>Presentation, Lab V</i> <i>Assignment 1 due</i>	Trotzer 9 Yalom 6, 7, 8
Class 10	Differentiating Groups, Kinds of Groups <i>Presentation, Lab VI</i>	Trotzer 10 Yalom 16

Class 11	Organizing Group Work, Advanced Groups <i>Presentation, Lab VII</i>	Trotzer 11 Yalom 12
Class 12	Evaluating Groups, Research, Problem Group Members <i>Presentation, Lab VIII</i> <i>Assignment 2 due</i>	Trotzer, 12, 16 Yalom, 13
Class 13	Communication Activities, Special Issues <i>Assignment 3 due</i> <i>Presentation, Final Lab</i>	Trotzer 13 Yalom 14
Class 14	Crisis Work, Specialized Groups Summarization, Special Issues, Discussion of Final Papers <i>Presentation, Assignment 4 due</i>	Trotzer 15 Yalom 15

**Class 15                      Final Examination Week**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the

time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

<b>Weekly On-line Discussions Rubric</b>				
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
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

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:
  - x. Posing engaging questions
  - xi. Eliciting responses
  - xii. 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.
- d. 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.