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

EDCD 608.002 – Group Processes and Analyses
4 Credits, Spring 2019
Tuesdays 4:30 – 7:10 PM Robinson Hall Room B103 – Fairfax
Section 203 Lab: Mondays 4:30 PM – 5:50 PM Robinson Hall Room B202 – Fairfax

Faculty
Name: Karen R. Kaiser, Ph.D., NCC, LPC, LSATP
Office Hours: Wednesdays, 3:00PM – 4:00PM, and by appointment.
Office Location: Krug Hall Suite 202
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 be 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 F.6: Group Counseling and Group Work, American Counseling Association (ACA), and Virginia Departments of Education and Health Professions.

Required Texts

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice*. (10th ed.) Belmont, Calif: Cengage Learning.

Yalom, I. D. (2006). *The Schopenhauer cure: A novel*. NY, NY: HarperCollins Publishers, Inc.

CACREP Correlation Chart for *Groups: Process and practice*. (10th ed.)

This edition of *Groups* is aligned with the CACREP 2016 Standards for Group Counseling and Group Work; all the chapters address specific standards within the core Group Counseling and Group Work area. The authors have added learning objectives for all the chapters, with specific attention given to the CACREP standards identified for each chapter.

STANDARD 6. Group Counseling and Group Work

a. theoretical foundations of group counseling and group work
b. dynamics associated with group process and development
c. therapeutic factors and how they contribute to group effectiveness
d. characteristics and functions of effective group leaders
e. approaches to group formation, including recruiting, screening, and selecting members
f. types of groups and other considerations that affect conducting groups in varied settings
g. ethical and culturally relevant strategies for designing and facilitating groups
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

Standard	Chapter and section where discussed
a. theoretical foundations of group counseling and group work	Chapter 4. Relationships of Theories to Techniques
b. dynamics associated with group process and development	Chapter 7. Introduction Chapter 8. Progressing to the Working Stage Chapter 9. Introduction
c. therapeutic factors and how they contribute to group effectiveness	Chapter 6. Group Process Concepts at the Initial Stage Chapter 8. Therapeutic Factors That Operate in a Group
d. characteristics and functions of effective group leaders	Chapter 2. Personal Characteristics of an Effective Group Counselor
e. approaches to group formation, including recruiting, screening, and selecting members	Chapter 5. Attracting and Screening Members Chapter 10. Group Counseling in the School Setting Chapter 11. Introduction
f. types of groups and other considerations that affect conducting groups in varied settings	Chapter 1. An Overview of Various Types of Groups Chapter 10. Introduction.
g. ethical and culturally relevant strategies for designing and facilitating groups	Chapter 1. Multicultural and Social Justice Counseling Techniques Chapter 3. Professional Training Standards for Group Counselors Chapter 8. Critical Incident: Conflict With a Cultural Twist

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	Chapter 3. Professional Training Standards for Group Counselors

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 is 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.

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.

Grading Criteria
Your final grade will be calculated based on the following course requirements:

1) **Class attendance and participation in personal growth group (30% of grade)**: Since many of the class goals involve practice and structured observation, attendance and active participation in discussion and exercises is essential. You are expected to participate in the experiential components of the course which includes a personal growth group. You will have an opportunity to be a participant as well as co-lead the group. The participation is intended to serve as an active educational experience, not therapy.

2) **Group Therapy Model and Application (70% of grade)**
   a) **Group Case Study Description (10% of grade)**: See Group Case Study Description Scoring Guide.
   b) **Group Model Description and Application (20% of grade)**: See Group Model Description and Application Scoring Guide
   c) **Annotated Role-Play Transcription and Video (10% of grade):** See Annotated Role-Play Transcription and Video Scoring Guide.

     d) Group Therapy Model Application (30% of grade): See Group Therapy Model
        Application Scoring Guide

Total: 100 Points

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 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.

Grading Scale

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

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Date	Topics and Assignments*	Reading Assignments/Due Date
	*Group Leadership experiences in lab will occur throughout the semester.	
Class 1	Introductions Overview of Group Work Various Types of Groups *Task Groups Established*	
Class 2	Multicultural Perspective on Group Work Counselor's Qualities and Skills	Corey, Corey and Corey 1, 2
Class 3	Ethical and Legal Issues *Group Case Study Due*	Corey, Corey and Corey 3
Class 4	Theories and Techniques *Lab Begins – Lab I*	Corey, Corey and Corey 4
Class 5	Forming a Group, Preparation of Participants *Lab II*	Corey, Corey and Corey 5

Class 6	Initial Stage *Group Model Description, and Application Due Lab III*	Corey, Corey and Corey 6
Class 7	Transition Stage *Lab IV*	Corey, Corey and Corey 7
Class 8	Working Stage *Annotated Role-Play Transcription, and Video Due Lab V*	Corey, Corey and Corey 8
Class 9	Ending Stage *Lab VI*	Corey, Corey and Corey 9
Class 10	Application to Different Types of Groups *Group Therapy Model and Application Due Lab VII*	Corey, Corey and Corey 10
Class 11	Application to Different Types of Groups, Cont. *Lab VIII Presentations*	Corey, Corey and Corey 11
Class 12	Special Issues *Final Lab Presentations*	Yalom, *The Schopenhauer Cure*
Class 13	Crisis Work, Specialized Groups *Presentations*	
Class 14	Crisis Work, Specialized Groups, Cont. *Presentations*	
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://catalog.gmu.edu/polices/honor-code-system/).
- 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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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