

Wake Forest University
Department of Counseling
CNS 742: Group Procedures in Counseling
Spring 2017
Thursdays 9:00-11:30am
Location: Carswell 205

Instructor: Jennifer Rogers
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Course Content: This course is intended for students admitted to the graduate program in the Department of Counseling. It is designed to develop a basic familiarity with the theories, procedures and techniques used in the four main types of groups defined by the Association for Specialists in Group Work (ASGW): psychoeducational, task/work, counseling, and psychotherapy. It should provide the learner with an understanding of group processes and dynamics from both an experiential and a didactic perspective. Ethical guidelines for group practice will be emphasized, as well as exemplary practices for leading a group. Research on groups and multicultural considerations in groups will also be covered, along with developmental issues across the lifespan that pertain to groups.

Learning Outcome Objectives:

Upon successful completion of this course, you will be able to:

- Explain advantages and disadvantages of group counseling, assessment procedures, and circumstances under which it is indicated or contraindicated. (II.F.6.e.f.g.)
- Identify ethical guidelines and problems related to group work. (II.F.6.g.)
- Analyze group stages, process, and dynamics. (II.F.6.a.b.c.)
- Examine characteristics of group leaders that affect group process; personal awareness of own strengths, weaknesses, values, prejudices, etc., and the effects on others. (II.F.6.d.g.)
- Investigate and apply theoretical rationales supporting the use of various group counseling procedures or techniques. (II.F.6.a.)
- Interpret research on group counseling that informs evidence based practice (II.F.6.a.c.f.)
- Facilitate group process from a member's standpoint. (II.F.6.h.)
- Identify strategies to continue learning about group process and group leadership.

This course is meant to serve as a foundation of information and skills upon which to build expertise in group counseling. Students should always supplement this course with supervised group experience during their practicum and internship courses.

Methods of Instruction: This course uses a foundation of lectures, discussions, case studies, films, experiential activities related to course content, and other interactive activities to engage students in critical reflection.

Required Text:

Gladding, S.T. (2016). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13 978-0-13-390520-5, ISBN-10: 0133905209.

Comstock, D. L., Duffey, T., & St. George, H. (2002). The relational-cultural model: A framework for group process. *Journal for Specialists in Group Work*, 27(3), 254-272.

Glass, J. S., & Benschoff, J. M. (1999). PARS: A processing model for beginning group leaders. *Journal for Specialists in Group Work*, 24(1), 15-26.

Yalom, I.D. (2005). *The Schopenhauer cure: A novel*. New York, NY: Harper Perennial. 978-0060938109

Selections from: Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy*. New York: Basic Books.

Hughes, J. (Director). (1985). *The Breakfast Club*. United States: Universal Pictures.

Other materials as assigned.

Student performance evaluation criteria:

Summary of Learning Activities with grade weights:

Learning Activity	Points
Reflection paper: <i>The Breakfast Club</i>	5% - 5 points
Presentation: Research article	5% - 5 points
Reflection paper: <i>The Schopenhauer Cure</i>	10% - 10 points
Group Plan Rationale (II.F.6.a.e.f.g)	10% - 10 points
Presentation: Group Plan (II.F.6.a.e.f.g)	30% - 30 points
Final Exam (II.F.6.a.b.c.d.e.f.g)	40% - 40 points
Totals	100

Grading Scale:

A (≥ 93%) B+ (87-89%) B- (80-82%) C (73-76%) D (60-69%)
 A- (90-92%) B (83-86%) C+ (77-79%) C- (70-72%)

Description of Learning Activities:

- **Reflection Paper: *The Breakfast Club*** (5 points): This assignment is designed to

increase your awareness of the importance of understanding process in working with and leading groups. You will be required to view the movie *The Breakfast Club*. In a reflection paper (no more than 1250 words), please answer the following questions related to your observations of the movie. You are encouraged to take notes during the course of the movie to help in your analyses, and to support your observations with specific concepts from the readings and our class discussions.

Thanks to Dr. Shawn Spurgeon and Dr. Carla Emerson for the questions that form the foundation of this assignment.

1. Comment on the diversity of the group, e.g., gender, age, social status, family of origin, etc.
 2. Where are the initial alliances? In other words, who starts off relating to each other and not relating to each other?
 3. Did you notice evidence of any Yalom's curative factors in this group? If so, describe them specifically.
 4. Describe group leadership in the film. Who were the leaders? What qualities did they exhibit, and what did they say/do that helped/hindered the development of the group?
 5. Name the activating events that increase discussion and cohesion among the group members; be specific.
 6. Name and discuss feelings that emerged for the characters as alliances were being formed in the group; be specific.
 7. Compare the group dynamics at the end of the movie to the group dynamics at the beginning of the movie. If you observe a change, what do you think contributed to this change?
- **Reflection Paper: *The Schopenhauer Cure*** (10 points): Prepare a brief reflection paper (no more than 1500 words) focusing on the modern-day sections of the novel. Describe what was most salient for you. What captured your attention? What challenged your previous assumptions about the group process? What theory or theories form the foundation of the clinical work depicted in the novel? Discuss the dynamics of the group as it develops. What therapeutic factors are present? What kind of leadership? Make specific connections between the novel and what we have covered in class and in the Gladding text. Remember to cite Gladding, Yalom, etc. when you introduce a specific term or concept from the literature, and to use appropriate APA style when you quote from the novel.
 - **Research Article Presentation** (5 points): Using the ZSR Library online database (zsr.wfu.edu), search for peer-reviewed counseling literature pertaining to a specific cultural issue or population. Ideally, you would search for articles related to group work with a population in which you are interested or with which you plan on working after you graduate. For example, if I speak Spanish and there is a growing need for Spanish speaking counselors in North Carolina, I would gravitate toward articles about groups with Latinos. If I like working with children, I might specifically look for an article related to groups with Latino children.
Your article doesn't have to be specific to an ethnic group. There are many aspects of diversity. After you have found an article that is pertinent to you and that speaks to group

work with a culturally diverse population (for example: ethnic minority populations, individuals with physical disabilities, or LGBTQIQA clients), read the article and create a four to five slide (plus title page and reference list) presentation that summarizes the highlights of the article.

The guidelines are general here to allow you some flexibility in deciding what is most pertinent from your article to present. If you would like further guidance, please feel free to consult your instructor.

- **Group Plan: Rationale and Presentation** (10 points and 30 points): With your group, you will prepare a detailed rationale and plan for a 6-session group (counseling, psychoeducation, psychotherapy, or mixed) with the population of your choice.

Your group plan will consist of two parts (described below). You will first explore the literature to inform your choices and provide a strong rationale for the need for your group and your choices in planning the group. Examples include groups for: new students at an elementary school, children with divorced parents, gay-straight alliance at a high school, women graduate students of color at a university, new parents, cancer patients, abuse survivors, etc.

All students in the group will receive the same grade. Please note that this assignment should be written and formatted using APA style. This includes APA style cover page, headers, page numbers, headings, and reference page. You do not need to include an abstract.

- **Part 1: Rationale:** Your group will complete a rationale for the proposed group in your proposed setting. This section will explain the need for the group and support for the choices you make (e.g., size, timing, theoretical framework). Include at least 5 references to support your rationale [e.g., descriptive statistics (X% of teen moms drop out of school), correlations (prevalence of depression is high among refugee populations), outcomes (type of group that has been shown to be efficacious in the treatment of ...), and/or hypotheses (given the data suggesting the efficacy of psychoeducation to improve athletic performance, and the data supporting the use of groups to improve athletic performance, our plan is to offer psychoeducation related to athletic performance to college athletes in a group setting)]. Also cite the Gladding text where appropriate.

The rationale should be approximately 5 pages in length (no more than 1500 words) using APA style. The cover page and references list do not count toward the page length. You do not need to include an abstract. Your group should choose one group member to submit this assignment on behalf of the group. Make sure all group members' names are included in the rationale.

- **Part 2: Presentation and complete documentation:**
The remainder of your group proposal should contain the following elements:
 - Rationale. You may need to make edits or other improvements based on the feedback that you received.
 - Group objectives. This section will describe 3-6 objectives for the group.

- Informed consent document to be signed by group members (and their parents/caregivers if relevant).
- Detailed plan for 6 group sessions. A detailed plan describing the procedures and techniques that will be utilized for each session. This should include:
 - An icebreaker or opening activity.
 - A skill-building or awareness activity.
 - A summary or concluding activity (e.g., each group member will describe one thing that they will take away from today's group).
 - A list of any materials required for each session (if needed).
- An outcome evaluation questionnaire. A short evaluation that you would give your participants at the conclusion of the group.
- Resources - A list of at least 5 resources for group members (and/or their parents/caregivers). Also, include a list of at least 5 resources for group leaders related to the topic.
- It is perfectly acceptable for these resources to be formatted as lists but they should include specific information. For instance, if a resource is a website, its description would include the name of the website, a link to the website, and if the content is not self-explanatory (from the name of the website), a one sentence or fewer description of what information will be found on the website.
- Issues in application. A brief statement (1-2 pages) addressing the following:
 - How practical would it be for you to conduct this group in your anticipated place of employment?
 - What obstacles can you foresee in implementing this group?
 - Are there ethical concerns? Cultural concerns?
 - A reference list that includes all resources you utilized during the creation of your group plan. The group plan should demonstrate integration of research and theory from the group counseling literature. A minimum of 10 scholarly, current references (including empirical and conceptual papers) are required to support your rationale and proposed procedures. Also cite the Gladding text where appropriate.
- Remember to focus on the clarity and style of your proposal. Could someone take your proposal and be able to use it to conduct this group?

*There may be adjustments to this syllabus during the course of the semester. The instructor reserves the right to modify the syllabus to better accommodate student learning. You will be consulted and notified of any changes in advance. You will also be provided with an amended class schedule if necessary.

Schedule of Classes and Assignments

Date	Topics	Required Reading	Assignments Due
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Jan. 12 Week 1	Introduction; syllabus; small group prep		
Jan. 19 Week 2	Small group #1; values and possible lives (12:30-1:45)	Ch. 1 Types of Group Work; Appendix A	
Jan. 26 Week 3	Small group #2; MBTI and Strong Interest Inventory (12:30-1:45)	Ch. 2 Dynamics, Ch. 3 Leadership	
Feb. 2 Week 4	Movie	Ch. 4, 5, 6, 7 Stages	
Feb. 9 Week 5	Small group #3; interviewing (12:30-1:45) Research article presentations		Reflection paper: <i>The Breakfast Club</i> ; Presentation: Research Article
Feb. 16 Week 6	Small group #4; advanced interviewing and wrap-up (12:30-1:45) Research article presentations; Assign groups for final project		
Feb. 23 Week 7	NCCA conference; no class meeting	Task group time for final project	
March 2 Week 8	(Experiential Process group: Small Career Groups in Dr. Hayden's class) Experiential process group: PARS with Dr. Emerson	Glass & Benschoff (1999)	Reflection paper: <i>The Schopenhauer Cure</i>
March 9 Week 9	Spring Break		
March 16 Week 10	Corey & Corey video	Ch. 8 Diversity Comstock, D. L., Duffey, T., & St. George, H. (2002).	
March 23 Week 11	Experiential process group: poverty and SES journal discussion with Dr. Ivers	Ch. 9 Specialty & Creativity, Ch. 10 Ethics	Group Plan Rationale
March 30 Week 12	Experiential process group: Career Autobiography with Dr. Hayden	Ch. 11, 12, 13, 14 Lifespan	
April 6 Week 13		Ch. 15 & 16 Theories	
April 13 Week 14	Group plan presentations		Presentation: Group Plan
April 20 Week 15	Last class Finish presentations; exam review; wrap-up		
April 21 Week 16	Exam posted		
April 21	Reading day		

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*Note: This class schedule of readings and assignments is tentative and may be altered or changed during the semester at the discretion of the instructor.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone: 336-758-5929. Email: lacenter@wfu.edu.

Emergency Contingency Plan:

In the event that the university closes due to a pandemic or other disaster, please continue with the assigned readings and adhere to due dates of assignments. If the internet is available, please send assignments to iversnn@wfu.edu.

If there is no internet available, you can mail assignments to:
556 Covington Ridge Road, Winston-Salem, NC 27107

If the internet is available, Professor Ivers will be available for normal office hours by WebEx or by phone.

Academic Policies and Honor Code

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

Other Academic Policies

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).