



## Advanced Studies in Education & Counseling

**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

### COUN 638: Group Counseling

Spring 2021

ASEC

#### Course Information

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<b>Instructor:</b> Dr. Caroline Lopez-Perry	<b>Email:</b> Caroline.Lopez@csulb.edu
<b>Virtual Office Hours Days/Times:</b> Mondays, Wednesdays 4-5pm	<b>Office Hours Zoom Link:</b> <a href="https://csulb.zoom.us/j/3981814771">https://csulb.zoom.us/j/3981814771</a>
<b>Class Days/Times:</b> Tuesday 7-9:45pm	<b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/3981814771">https://csulb.zoom.us/j/3981814771</a>

**Catalog Course Description**

This course is a review of the theories and applications of small group processes in guidance and counseling. Laboratory practice is provided and issues and roles relating to the selection of participants, leadership, interaction methods, problem-solving, and evaluation are examined. Students will learn how to proficiently facilitate the group process and address multicultural issues in group settings. Letter Grade (A-F)

**Course Student Learning Outcomes and Goals**

1. To acquire knowledge of the theory of small group process.
2. To provide practice and the development of effective group counseling techniques.
3. To develop a personal theoretical approach that is appropriate for use in the student's respective career setting.
4. To develop an understanding of the practical issues and problems related to beginning, conducting and evaluating the small group process.

**Required Texts/Course Materials:**

- Gladding, S. (2016). *Group Work: A Counseling Specialty*, 7<sup>th</sup> Edition. New Jersey: Prentice Hall.
- Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy*, 5<sup>th</sup> Edition. Basic Books.
- American Psychological Association (2009). *Publication Manual* (6<sup>th</sup> Edition). \*\*This text will be used for your final paper.
- Headphones with microphone to use during Zoom sessions

### Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

### Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

## Course Evaluation Components and Grading

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### Evaluation Components

#### A. Learning Tasks (44 points)

This is a small seminar class; as such it is crucial that you come to class prepared to discuss the readings. If you are unprepared it will be obvious to the instructor and your peers and will detract from your understanding of what is going on in your laboratory practice groups.

To facilitate your completion and understanding of the assigned readings, and to alert your instructor to areas needing further explanation/exploration, you will complete several Learning Tasks over the course of the semester. Each task will help you prepare for activities and discussions in the classroom. Each is worth 4 points. Your out of class preparation is [essential](#) for your success in this class. During the semester you will complete a variety of out of class Learning Tasks to prepare for meaningful discussion and learning in class. Each of these activities is connected to work we will do in the classroom and will speak to your level of preparedness.

*Grading scale* for Learning Tasks are as follows:

Minimal efforts = 1 point, Solid summaries and connections = 3 points, and extraordinary responses = 4 points

**B. Laboratory Practice Group (24 points and 48 points respectively, 72 points TOTAL)**

Class members will participate in an in-class group during which group leadership skills will be practiced, the stages of group development will be experienced and group process will be observed. The Group Counseling Leadership Rubric will be used to rate and evaluate you in 3 areas: Session preparation notes, group skills, and session conceptualization notes.

Session Preparation Note. Preparation for the leadership role in laboratory practice group will be outlined in collaboration with your co-leader. Identify process goals for the group session and practice goals for your individual group leadership as well as for your co-leadership relationship. Each co-leader will submit a copy of their preparation notes to the professor the day **before** beginning the group session via Beachboard. Your session notes are separate from your co-leaders, but it should reflect that you have planned together, are on the "same page," etc. Guidelines for preparation notes are located on Beachboard.

Session Conceptualization: Post session observations will be written according to guidelines provided. Conceptualizations will be written in narrative form (using the outline on Beachboard) and turned in on (or before via Beachboard) the first class meeting following your group leader experiences. A copy of your session preparation notes should be attached to your conceptualizations. PLEASE DOUBLE SPACE.

Commented [A1]: SCPE 5.2 (I, P, A)

**C. Revision/Editing Checklist (20 points)**

Writing is a process. In order to get a good start on your group proposal, you will begin the first process which is to write a COMPLETE first draft of your paper (10-12 pages). To prepare for your final draft, the first draft will be edited for content and writing. This will be done completed by you and your peers because the best way for you to become a better writer is to learn how to edit your own work. You will review your peers paper using a revision/editing checklist provided in class. Points will be given for submitting a COMPLETE first draft and for completing the checklist.

**D. Counseling Group Proposal. \*\* (64 points)**

This paper is focused on the basic issues and practical organizational factors involved in setting up a group appropriate for use in your future counseling setting.

Listed below are topic areas that should be addressed when proposing a counseling group. Limit the actual text of your proposal to 10-12 pages (typed, double-spaced; title page, references and appendices are not included in the page requirement). A minimum of seven references (including at least four journal articles, no more than 5 years old) to support your proposal and list according to APA style.

*Note:* Your proposal should be well written. Please use headings to separate the topic areas of your proposal. Paragraphs should be well developed. Poor grammar, sentence structure, and spelling will lower your grade.

*Introduction:* Introduce the reader to your topic. Explain why the group proposed here is important and worthwhile by identifying social trends, neglected issues, or other relevant information. Evidence from published research should also be included in the explanation. Indicate the type of group, the setting and give the group a name.

*Literature Review/Population Strengths and Needs:* Which population will be helped by this group?\* What kinds of problems will it help with?\* Describe the population in some depth addressing relevant culture, gender, and developmental issues and document with references. Describe what is known about the population, including things such as strengths, risk-factors and if applicable previous group work with this population. Use a theory (or theories) to explain the population's strengths and needs and to identify goals for improvement.

Lit Review/Population Strengths and Needs is the meat of your paper. It is what you will use to inform the design of your group. This should be evident when discussing the following sections:

*Group counseling theories:* What group counseling theory or theories will be used to guide the group?\* What are the theories' basic assumptions, what goals do they provide, and how do they explain client change?\* how do these theories match the population and concerns described above? Do not simply summarize your knowledge of the theory but discuss and help the reader understand why this theory would be best for the leaders work with this population. **Apply** it to the population. If you are using more than one theory, how will they be integrated so they are complementary rather than contradictory?

*Leadership:* What personal characteristics will be important for leaders working with the population and concerns described above according to the theories also described above? What training and/or supervision should the leaders have?\* What functions will the leaders fulfill and what leadership techniques will they employ to fulfill them? What possible effects would individual leadership have compared to co-leadership? How will the leaders fulfill their responsibilities to protect the rights and promote the welfare of members? Again, do not simply summarize what you learned about leadership, but **apply** the leadership skills necessary for this specific population/topic.

*Membership:* How will group members be recruited and what effects might this recruitment process have?\* What are the optimal and acceptable number of group members? What criteria and methods will be used for screening out and selecting in group members?\* What information will be gathered on group members prior to entering the group? How will this information be used? What dimensions of development will be important to consider when determining group composition? In what ways will the group be homogeneous and/or heterogeneous? What would be an ideal group composition? How will group members be prepared for the group experience? What are members rights and responsibilities?\* What roles and behaviors will be expected of members in the group?\* What risks are there in participating in the group?\* Again, speak specifically to this population and explain why.

*Group Development:* In what ways would you characterize the development of the group over time? (hint: based on your goals for the group, what do you hope will gradually happen over time? If you have a tentative model or schedule mapped out, with topics, or activities based on your group's needs, that can be helpful) Include in your discussion changes in membership, changes in members' concerns, stages the group may pass through, group dynamics, and changes in members' roles, expanding on the "storming, norming," etc. model. How will use of theories, leadership functions, and techniques change in response to the group's development? One more time, do not simply summarize what you learned about group dynamic, but discuss within the context of the population you selected.

*Evaluation:* How will termination and follow-up appraisals be performed to evaluate the effectiveness of the group?\* What provisions will be made for persons who do not progress or who are harmed as a result of the group experience?\* What kinds of research questions might be asked about the process and

outcomes of the group? Your evaluation should measure your goals for the group. Are students/clients where they need to be based on the goals you set forth? How will you measure that?

### Course Grading

Students will be graded on a 200-point scale, and will receive a letter grade (A-F) for the course. Any changes in the course requirements will be discussed and approved by the class. Course withdrawal policies are consistent with those of the university. Incompletes are strongly discouraged and will only be granted under exceptional circumstances.

Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade. Assignments are due on the assigned date.

### Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

### Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Learning Tasks	44	22%
Group Session #1	24	12%
Group Session #2	48	25%
Proposal Draft	20	11%
Group Counseling Proposal Final Paper	64	32%
<b>Total</b>	<b>200</b>	<b>100%</b>

## Course Policies

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### Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Everyone gets one “freebie” absence but if you anticipate being absent more than once you might want to consider taking group another semester; it is critical that you are present for your group sessions. **More than one absence will result in a full letter grade drop. Attendance at the final class is mandatory; there are no exceptions. A 20 point deduction will be made to final grade in missing last class of semester.**

### Late Work/Make-up/Re-Do Policy

Due dates for every assignment are provided on the course syllabus and course schedule (and posted in Beachboard). Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes “life happens.” It is expected that this semester will be fluid and challenging for many students as you manage health, work, and other issues. In these instances, you may use your allotted two flex days. These

days allow you to submit an assignment up to two days late without penalty. You can use these days for any assignment except your Session Preparation Notes and for any reason. You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use.

Once you've exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted 24 hours of the due date will only be eligible for 80% of the maximum number of point allotted. Assignments submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

### **Plagiarism/Academic Integrity Policy**

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### **Special Needs Accommodations**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

Within this course, students are expected to conduct their work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association, 2013), and Ethical Standards for School Counselors (American School Counseling Association, 2016).

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## Additional Information

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

*[This is an optional statement that was prepared created by the Not Alone@ The Beach team (<http://www.cla.csulb.edu/natb/>) and has been approved by the campus advocate and the Title IX Office.]*

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

### **Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

**Course Schedule**  
**Subject to Change at Instructors discretion**

Week	Date	Topic	Readings (to be Completed BEFORE class):		
			Yalom	Gladding 7 Ed.	Gladding 8 Ed.
1	1/19	Introduction, Syllabus Review, Course Expectations ASGW training and best practice standards, Types of Groups		1	Ch. 1
2	1/26	Group dynamics, Group Leadership, Ethical & Legal Issues in Group Work	5	2,3,10	2,3,10
3	2/2	Beginning a Group-Basic Tasks The Initial Stage <b>Group Proposal Topic Due</b>	8, 10, 11	4	4
4	2/9	Therapeutic Factors in Group Work <b>2-page lit review Due</b> Session 1 Demo A: Leaders 1 & 2	1, 4		
5	2/16	Transition Period: Storming and Norming Session 2 Demo A: Leaders 3 & 4	12,13	5	5
6	2/23	Working in the Here and Now Session 3 Demo A: Leaders 5 & 6	6		
7	3/2	Working Stage: Performing Session 4 Demo A: Leaders 7 & 8		6	6
8	3/9	Building Cohesiveness Interpersonal Learning Session 5 Demo A: Leaders 9 & 10	2,3		

9	3/16	The termination of a group Session 6 Demo B: Leaders 1 & 2		7	7
10	3/23	GW with culturally diverse populations Session 7 Demo B: Leaders 3 & 4			8
	<b>3/30</b>	<b>SPRING BREAK</b>			
11	4/6	Content Review Session 8 Demo B: <u>Leaders 5 &amp; 6</u>			
12	4/13	Writers' Workshop: Review of Drafts <b>Group Proposal First Draft Due</b>			
13	4/20	Groups for adults Session 9 Demo B: Leaders 7 & 8		13,14	13,14
14	4/27	Groups for children & adolescents Session 10 Demo B: Leaders 9 & 10		11,12	11,12

15	5/4	<b>Group Proposal Presentation</b>			
16	5/11	<b>Final Group Proposal Due</b>			

## Learning Tasks

*Each task is worth 4 points. There are 11 tasks total.*

### Week 2: (Yalom Ch. 5, Gladding Ch. 2, 3,10)

Based on the readings and your own reflection, list the following on a T-chart

1. Personal and professional qualities and skills you currently possess that would help you lead a group of your choosing.
2. Qualities you need to cultivate more
3. On the backside of your page: Think of a time where you were a part of a group (ex. Committee, team, study group, etc.) Describe how the presence or absence of certain individuals affected the group, essentially describe the group dynamics.

### Week 3: (Yalom Chapter 8-11, Gladding Ch. 4)

Based on the readings and your own reflection, list the following in a T-chart:

1. how a member might feel during the first few sessions.
2. what might be some important *skills* a group leader should practice in the beginning stage?

**Week 4:** 2-page lit review for proposal paper

### Week 5: (Yalom Ch.12,13, Gladding Ch. 5)

1. List 5 key concepts from the chapters
2. Write a commentary on why you think these are the core issues in the reading.
3. Write five "big" questions on the key concepts in the chapter.

**Week 6:**

1. In your own words, explain the difference between process and content?
2. What role does process focus play in the here and now experience?
3. What is the leaders role in the here and now?
4. List 2 questions you have about the here-and-now.

**Week 7: (Gladding Ch. 6)**

Create a visual or graphic organizer for key content in the reading OR you can also make a chart or several lists that organize and categorize ideas.

**Week 8: (Yalom Ch. 2,3)**

Using a T-chart or table think about 2 groups that you were a part of that 1) had cohesiveness and 2) lacked cohesiveness.

What made it a cohesive group or not cohesives? What was the quality and quantity of communication? What evidence was there that members were invested in the group or lacked interest? What gave it a sense of "we-ness" or the sense of "each one of us"

**Week 9: (Gladding Ch, 7)**

Apply what you learned in the readings to your work setting (SDHE, SC,MFT):

1. What activities are important during a closing phase of a session?
2. What activities are important during a closing phase of a group?
2. Write five "big" questions on the key concepts in the chapter.

**Week 10: (Gladding Ch. 8)**

Using your cultural background as an example create a chart or collage that answers the following:

1. How might your own cultural views/beliefs effect your participation (as a member) in group therapy?
2. Are there certain topics that are taboo? Meaning that aren't shared in a group setting or with others.
3. What are some cultural assets you bring to the group that a leader should recognize and build on? We will share them in class

**Week 11: None, Write Proposal**

**Week 12: None**

**Week 13: (Gladding Ch. 13,14)**

Transition to midlife is sometimes filled with apprehension. Draw a picture of yourself at young adulthood AND at midlife. On the back, describe the differences you anticipate or have experienced. What are the advantages and drawbacks of aging as you perceive them?

**Week 14: (Gladding Ch. 11,12)**

Which of the small group formats-problem centered, crisis-centered, or growth-centered appeals to you most as a potential leader of groups for children? When have you seen any of these types of groups run? What were the results?

What was your adolescence like? How do you think it differed from adolescence today? How is it the same?