



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

Advanced Studies in Education & Counseling

Course Information

Instructor: Dr. Laura Forrest	Email: Laura.Forrest@csulb.edu
Virtual Office Hours Days/Times: Mon 2-3 p.m.; Tues 1-2 p.m.; Thurs 3:30-4:30 p.m. and other times by appointment	Office Hours Zoom Link: Mon 2-3 p.m.: https://csulb.zoom.us/j/87905304775 Tues 1-2 p.m.: https://csulb.zoom.us/j/83740588803 Thurs 3:30-4:30 p.m.: https://csulb.zoom.us/j/84004390870
Class Days/Times: Mondays 7-9:45 p.m.	Class Zoom Link https://csulb.zoom.us/j/83392592417

Catalog Course Description

Prerequisites: [COUN 510](#), [COUN 513](#), [COUN 515](#). Marriage and Family Therapy Majors, School Counseling Majors, or Student Development in Higher Education Majors only. Some course sections may be reserved for specific student cohorts.

Review of 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 only (A-F). Not open for credit to students with credit in EDP 638.

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. (2020). *Groups: A Counseling Specialty*, 8th Edition. New Jersey: Prentice Hall.

#ISBN 9780135166895

Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy*, 5th Edition. Basic Books.

American Psychological Association (2020). *Publication Manual* (7th Edition). **This text will be used for your final paper.

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](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

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.

Week	Date	Topics, Readings and Assignments	Due Dates/Deadlines	
1	1/25	Overview of the course Introduction to group work		
2	2/1	Types of Groups Demo group; Observe leadership skills Group Assignment	Gladding Ch 1 & Yalom Ch. 14	
3	2/8	History of Group Work Begin practice group	Gladding, Ch 18 & Yalom Ch 16	4 DB posts
4	2/15	Ethical issues in group work Co-leaders in group Practice groups	Gladding Ch 10 Yalom 1	4 DB posts
5	2/22	Group dynamics Practice groups	Gladding Ch.2 Yalom Ch 2	4 DB posts
6	3/1	Pre-group activities Group leadership skills Practice groups	Gladding Ch.3 Yalom Ch 5 & 17	4 DB posts
7	3/8	Initial Stage of the group Practice groups	Gladding Ch 4 Yalom Ch 8-11	4 DB posts
8	3/15	Working in the here and now Practice groups	Yalom Ch. 6 & 7	4 DB posts
9	3/22	Transition stage: Norming and Storming Begin graded group sessions	Gladding Ch. 5	4 DB posts
10	3/29	SPRING BREAK		Catch your breath...
11	4/5	Transition stage: Norming and Storming	Yalom Ch 12 & 13	4 DB posts
12	4/12	Characteristics of the Working Stage	Yalom 15	4 DB posts
13	4/19	The Working Group	Gladding Ch 6 Yalom Ch 3 & 4	Proposal draft 4 DB posts

14	4/26	Diversity & Creativity in Group Work	Gladding Ch 8 & 9 (pp202-217)	4 DB posts
15	5/3	Closing a Group	Gladding Ch. 7	4 DB posts
Finals Week	5/10 7:15-9:15 p.m.	Summary and critique of the course: <i>Last group session</i>	ATTENDANCE IS MANDATORY	Group Proposal Due

Course Evaluation Components and Grading

Evaluation Components

Proposal Draft. In order to get a good start on your group proposal, you will write a rough draft of your paper and exchange it with a partner who will give you written feedback. You will be graded on the draft AND your feedback to your partner. (32 points)

Laboratory Practice Group. 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.

Session Preparation Notes (2). 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 email. Your session notes are separate from your co-leaders, but it should reflect that you have planned together, are on the "same page," etc.

Session Conceptualizations (2). Post session observations will be written according to guidelines provided. Conceptualizations will be written in narrative form (using the numbered outline) and turned in on (or before via email) 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.

(32 points for each set of Session Preparation Notes and Conceptualizations for a total of 64 points; although your first practice session of group is ungraded, you do need to submit session prep notes before leading and conceptualization notes following your practice session for feedback and to make sure you are on the right track; you will lose 10 points if you do not do so).

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). Provide an abstract and a minimum of seven references (including at least two journal articles) to support your proposal and list according to APA style. Indicate the type of group, the setting and give the group a name. Attach sample recruitment material and an informed consent appropriate for your population.

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: Explain why the group proposed here is important and worthwhile by identifying social trends, neglected issues, personal experience or other relevant information. Evidence from published research should also be included in the explanation.

Population concerns: 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. Use a theory (or theories) to explain the population's concerns and to identify goals for improvement.

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? 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?

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?*

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?

Research and 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?

Ethics: Review the "Ethical Guidelines for Group Counseling" (ASGW, 1989). The questions marked with an * above are closely related to these guidelines. Evaluate the extent to which your proposal has addressed the guidelines. Address here any relevant guidelines which were not covered in other sections.

****Adapted from Group Proposal guidelines provided by Montana State University.**

Course Grading
Grading Scale

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

Evaluation Component	Points	Weight
Proposal Draft	32	16%
Session Conceptualization #1	32	16%
Session Conceptualization #2	32	16%
Counseling Group Proposal	64	32%
Attendance and Participation	40	20%
Proposal Draft	32	16%
Session Conceptualization #1	32	16%
Total	200	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 20% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

In order to be fair to everyone in class, papers are due at midnight on the due date.

Any papers turned in after that point will be subject to the following penalties:
after midnight on due date until the next class: drop one letter grade
after midnight two classes following due date: drop two letter grades
after midnight three classes following due date: no grade for paper
You must hand in all assignments by the end of the class in order to receive a passing grade for this course.

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.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

Additional Information

Support for Immigrant Students

I support all students regardless of immigration status or country of origin. As a member of the CSULB UndocuAlly Network, I support undocumented students, promote their sense of safety and belonging, and support their pursuit of higher education. The Dream Success Center can assist you in applying for financial aid, social support, and referrals to counseling and immigration services, as well as other resources. Remember, when interacting with faculty, staff, and offices around campus, you are never required to reveal your status. Contact info: Dream Success Center – Student Success Center Rm 290; 562-985-5869; dream@csulb.edu; csulb.edu/dream

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 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 arise that necessitate doing so.