

# North Carolina Central University

“Communicating to Succeed.”

**School of Education**

# The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners.

# Mission

The mission of **North Carolina Central University** is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central **School of Education** is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The **Counselor Education Program** prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

# CON5351 - Principles and Practices of Group Counseling

THURSDAY 4:00-6:30 – SPRING 2013

Room 1073 of the H. M. Michaux, Jr School of Education

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**\* If you are coming to visit during office hours please email in advance. This will help me coordinate student visits.**

**Group Counseling Required Textbooks**

American Psychological Association (2001). *Publication manual of the American Psychological*

 *Association* (6th ed.). Washington, DC: Author.

Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group work* (5th ed.). Denver, CO: Love Publishing.

Yalom, I. (2006). *The Schopenhauer cure*. New York, NY: HarperCollins.

**Group Counseling Recommended Textbook**

Corey, G., Corey, M. S., & Haynes, R. (2006). *Student workbook for groups in action: Evolution and challenge*. Pacific Grove, CA: Brooks/Cole.

*Note that other required readings may be uploaded to Blackboard or distributed in class.*

**Group Counseling Course Description**

This course provides a study of the dynamics, processes, and functions of group work in counseling. Candidates will identify the therapeutic forces for behavioral change within a counseling group. Students will develop the skills to lead a group and, through participation in a group, will demonstrate their ability for interaction and growth.

**CACREP Standards Addressed in the Group Counseling Course**

**This class responds to the counseling national standards listed in Section II (G).** These include core curricular experiences and demonstrated knowledge in the area of group work (CACREP Section II. G6). This course will provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. 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.

**Group Counseling Specific Student Learning Outcomes and Assessments**

The content and experiences of this course are sequenced such that students may accomplish the following:

1. Analyze theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

2. Apply principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work to the counseling practice.

3. Study and practice group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.

4. Evaluate theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

5. Analyze group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

6. Directly experience small group activity as group members for a minimum of 10 clock hours.

7. Exhibit proficiency in effective, credible academic writing and critical thinking skills.

**Website: http://onlinecourse.nccu.edu/**

This class will be a web-enhanced, hybrid class and will utilize *NCCU Blackboard* system. Every student needs to be set up with a username and password. Students are required to log on to the Blackboard system regularly in order to fulfill various assignments during the semester (e.g., discussion board, submit assignments, obtain handouts). Please note that your participation grade *includes* your Blackboard participation. If you have questions about your Blackboard (Bb) account please call Bb or the IT department first at 530-7676.

**Email Correspondence:** When contacting me via email your email subject line should be relevant to your email content. Please use **“Group Counseling: (Reason for your email)”** and then describe the nature of your email.

**Foliotek:** Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. The details are as follows:

* Everyone admitted to the counseling program Fall 2008 or after should have a Foliotek account. Non-counseling majors are not required to use Foliotek unless specified by their own NCCU department.
* If you do not have a Foliotek account, contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website (www.nccuCounseling.com) on the student page.
* Documents from coursework for each semester should be amended according to the feedback received from your professor and uploaded into Foliotek at the end of each semester.
* These documents should be your best work and incorporate your instructors’ feedback and/or suggestions.

Maintaining an electronic portfolio (i.e., 'Foliotek') is a requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system (assignments are marked.). The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio.  At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

**Films/Documentaries:** We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of group counseling.

## Adverse Weather: Please read http://web.nccu.edu/publicrelations/EmergencyPlan.pdf for the University’s policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

# Student Support Services for Students with Disabilities: Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building (preferably during the first two weeks of the semester). Please contact Kesha Lee, Director at (919) 530-6325 or e-mail studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments, or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of North Carolina Central University. Please let the instructor know in the beginning of the semester if you have a disability so that she may coordinate with you the appropriate accommodations to which you are entitled. Disabilities must be document with the Office of Student Support Services (SSS).

**Ethic Standards:** Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution’s resources. Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specifies by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to http://www.nccu.edu/catalog2k2/075-092.pdf. Students are also expected to adhere to the Ethical standards of the American Counseling Association. If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

**Course Policies and Expectations**

* Students are to attend and actively participate in all classes and assigned activities. According to NCCU’s policies regarding attendance, candidates cannot miss more than 2 classes in one semester. HOWEVER, since this is a GROUP class, it is imperative that students attend ALL classes. Not attending a group meeting is for emergency events only (since it has a negative impact in the group process itself). Students who cannot attend a meeting need to address the group directly about their absence.
* Each student is expected to conduct her/himself in a manner which shows respect for her/himself and other students and for the atmosphere of the classroom.
* Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade as explained bellow.
* Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual.
* All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread!
* Follow all directions and due dates provided in the syllabus (no exceptions).
* Read and listen/watch all material provided on the course website.
* Regularly check your email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email daily.
* Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
* Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and apply to all readings.
* Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, PDAs). The use of any electronic device ***will negatively affect*** your participation grade. This includes computer use and texting. ☹
* If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website (www.nccu.edu).
* Attend all classes. If you miss more than two classes (which includes the first class) you will not be able to successfully complete this course and need to drop it. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”). If you need to miss a class as part of a religious observance you must notify your instructor before the end of the first week of class.
* If you are late or absent, it is your responsibility to get notes and handouts provided while you were not in class. Also, you are expected to contact professor ahead of time (or as soon as possible) explaining reason for absence/tardiness. Tardiness impacts your grade negatively.
* Instructor approval is required before a guest may attend a class. Sorry, but students can not bring a child to class.
* Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class. It is important our classroom be a nurturing place for conscientious dialogue.
* Be aware that any paper or course document you may have left with me will be destroyed after 30 days of the end of the semester. Please contact me and collect your material promptly.
* Everyone will respect each other in the classroom.
* Any non-compliance to course policies and guidelines (including etiquette ones) will impact student’s participation grade.

**Turn off (or switch to silent mode) all electronic devices at the beginning of class**

**(phones, laptops, PDAs). The use of any electronic device will negatively affect your grade.**

**This includes your computer and texting.**

**Course Policies**

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after your class time is considered late. Late assignments will be marked down one letter grade for everyday of tardiness. On the day your assignment is due, submit a copy via Blackboard and bring a hard copy to class. This is a protection to you. Should your hardcopy be misplaced, your Blackboard copy will be used as an original. If you failed to upload your assignment to Blackboard and your hardcopy is misplaced, the late assignment penalty applies (marked down one letter grade for everyday of tardiness). Foliotek assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation.Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams *are not* university valid excuses for missing class.

**Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course.** Students who expect to miss a class due to illness or an emergency should contact the instructor *immediately* **and explain** the reason for missing class.

**Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after 4:10 p.m. is considered late. Assignments *not* turned in by the deadline are subject to a reduction of 1 letter grade *per day of tardiness.***

All assignments are to be submitted BOTH electronically via Blackboard AND turned in as a hardcopy in class. Remember to upload your assignment to Blackboard by 4 PM the day it’s due (before class time). Any assignment that is electronically submitted due to absence **must** be turned in as a hardcopy the next time the student is in class.

Make-up exams are only given if you have a university recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a university related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses and will not grant you a make-up exam.

Class participation, quizzes and individual assessment will comprise 10% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assessments.

## Attendance

This is a practice-based course, meaning, you learn by doing. Missed classes will result in missed learning opportunities, which would be difficult to duplicate or make up. An integral part of this class is **experiential** and involves leading a group as well as serving as a group member. **Your leadership skills, your engagement in class activities and your active participation as a group member will highly influence your grade and successful completion of this course.** Class attendance and participation are essential and integral parts of class.

Regular class attendance is expected. Students who expect to miss a class due to illness or an emergency should make every effort to contact the instructor *immediately* with regard to the reason for missing class. Tardiness to class is not acceptable and students who arrive late should expect this to negatively affect their class participation grade. Students can not miss more than two classes in order to pass this course.

## Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. No one other than enrolled students is allowed to attend class without the permission of the instructor.

**Specific Group Counseling Course Assignments**

Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted electronically on BB **and** via hardcopy submission in class*.*

* **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the entire textbook and other group counseling related literature.
* **Attendance and Participation:** Each student is expected to attend all scheduled classes, read all assigned readings, and be prepared and willing to participate in class discussions and class exercises. It is expected that all students engage in respectful intellectual discourse throughout the semester.

As noted under course policies, candidates cannot miss more than two classes. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. As noted under course policies, candidates cannot miss more than two classes. If you miss more than two classes (which includes the first class) you will need to drop this course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”).

Criteria for the *participation* grade:

1) Demonstrate effective leadership skills;

2) Actively and respectfully engage in class activities and participate as a group member;

3) Substantively contribute to class discussion displaying critical and creative thinking skills;

4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.

Class attendance and participation will comprise 10% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading and completion and scoring of assigned assessments. Part of this class is experiential and involves leading a group as well as serving as a group member. Both your leadership and your participation as a group member will influence your *participation* grade.

Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. The use of your cellular phone, texting, or computers will also result in a lower participation grade.

**Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, beepers, PDAs). Yes, this includes laptops! Not doing so will impact your participation grade.**

* **Quizzes:** Quizzes are given promptly at the beginning of most classes. Quizzes are timed and late students will only utilize the time that is left on it. Quizzes will cover materials from assigned readings, as well as videos and student and instructor discussion. No make-up quizzes will be given should you miss class or be late. At your instructor’s discretion, at times, chapter questions may substitute quizzes.
* **Guidelines for discussions in Blackboard:** Discussion boards may be a part of your course. Whenever they are, active participation in discussion board is very important! Active participation requires that you develop a substantive initial posting for each of the discussion topics. In addition, you should also respond to the postings of at least two of your fellow learners for each discussion question. These responses to other learners need to be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.
	+ Discussion postings instructions: You must adhere to the following:
	+ - Each initial response to a discussion must be a minimum of 250 words, not including references and citations.
	+ - Each initial response to a discussion must be a maximum of 450 words, not including references and citations.
	+ - Please include the number of words you used in the last line of your posting.
	+ - Each peer response must be written using a minimum of 100 words, not including any references and citations.
	+ - You should use at least one scholar peer-reviewed article besides your book in each initial discussion message.
* **Examinations:** Each student is expected to successfully complete a written mid-term examination and a written final examination.
* **Group Counseling Plan:** This where you will design the group that you will be facilitating. This assignment is to be created together with your group co-leader. Both of you will have the same grade. Through this paper, you will demonstrate an understanding of group counseling competencies required of counselors and apply the information covered throughout the semester together into one usable plan. This assignment demonstrates CACREP standard II.G.6.d and it is a Foliotek assignment. Your Group Counseling Plan should expand on the following topics:
1. The group counseling method proposed for group facilitation, including group counseling orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
2. The purpose and nature of the group

3. Design a detailed plan for the group to be facilitated.

4. Create at least one activity that you will utilize in your group.

5. Create a one-page evaluation of effectiveness (to be included as an appendix).

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. Resources and citations are formatted according to APA (6th Edition) Style.

● **Resources:** Optional scholar support.

● **Structure of Paper:** Include a title page, abstract (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: Nature and Purpose of the Group.

● **Length of Paper:** 1 to 2 typed double-spaced pages in the body of work (not counting the title page, abstract, table of contents, references, or appendices).

● **Font and Font Size:** Times New Roman, 12 point.

* **Group Counseling Facilitation:** This assignment refers to you facilitating a group during our class time. This is an *experiential part* of your class and involves you co-leading your peers in a group experience. The experiential group you will lead should last 60 minutes. ***You are being graded on your group counseling skills***. Remember that your attending and facilitating skills are NOT the same as your teaching skills. *You will be graded on your uses of reflection of feelings, reflection of content, deep questionings, summarizing, linking, confronting, blocking, and being present. Facilitators are supposed to focus on effective processes (group dynamics) allowing the participants to focus on the content or the substance of their work together!*

This assignment demonstrates CACREP standard II.G.6.b. This experience will provide learners the opportunity to:

1. Understand and apply group leadership and facilitation styles and approaches, including characteristics of various types of group leader and leadership style;
2. Demonstrate group leadership skills and counseling skills;
3. Discuss and observe group dynamics and processes;
4. Provide feedback and self disclose to peers in a facilitative and supportive manner.

Remember: Your group topic needs to be appropriate for graduate students. No topic is to be repeated. The written description of your group topic is due in the second class of this semester. Your topic is just the *excuse* for the group, but as a facilitator, you need to attend to *group dynamics* instead. That is what you are being graded on.

\*\* Note: This is not a presentation about groups, neither are you to act as a teacher. Instead, you are to act as a group facilitator!

Some possible topics for group exploration are bellow:

* How to work with clients when there is a clash of values.
* Being aware of our biases and what do with those in counseling sessions.
* How do we work on our own current/or unresolved issues - counter transference
* How do we know when issues are “resolved.”
* How do we take care of ourselves – self-care behaviors & how to avoid the burn out road
* What stresses us out…
* Diagnoses which are personally “scary”
* The evolution of your counseling theory
* The main components of change in the group counseling process are…
* The positive life components most influencing me as a counselor are
* Fears you have about becoming a counselor
* Dual-relationships and boundaries
* Personal Therapy: Can you do in your life what you challenge our clients to do in theirs?
* Positive life components that influence counselors
* Stress in the counseling profession & how to manage it
* Working with difficult clients
* Working with resistance

**Group Facilitation Personal Reflection:** This is a reflection and self-critique of how the facilitation of your group went. Whatever you write in your personal reflection will be held in confidence and you may include specifics of actual events and issues dealt with by specific group members. This assignment demonstrates CACREP standard II.G.6.b and CACREP standard II.G.6.e and it is a Foliotek assignment. Write and submit a personal reflection paper exploring the following issues:

Below are some items that are *required* to be included in your reflection:

1. Discuss the group leadership and facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles you used.
2. Briefly including characteristics of other types of group leader and leadership styles that you did not utilize.
3. How your engagement in direct experiences as a group member in this class influenced your group facilitation.
4. Identify the strengths and weaknesses in your group facilitating performance. Specifically address which skills were hard to use and which ones came easy to you.
5. Identify your goals for improvement as a group facilitator. How can your work be improved? What steps can you take to undergo these improvements?
6. Identify the group stage in which the group was at during your session. How did such stage influence your role as a facilitator?
7. Explain what role you see group counseling playing in your future counseling profession.
8. Overall reflection on how your session went, what you may have changed.

 Below are some items that you can choose to address or reflect on prior to writing your paper:

1. What issues brought up by other group members were not appropriately addressed?
2. What issues were there that you did not or could not relate to?
3. What were your feelings and emotions responses to the events that unfolded in the session?
4. What have you written about the session that you desire to share with your group members? What would you be afraid to share?
5. Was there anything you wish you had done differently in the session but didn’t think of it or were afraid to say it?

**\* PLEASE do NOT copy and paste these questions in your paper! Instead, use these as guidance for your reflection and utilize headings in your paper!!!**

**Requirements:**

 ● **Written Communication:** Written communication is free of errors that detract from the overall message. This assignment is to be written in first person.

● **Content:** Must include the sections and meet the content specifications described above.

● **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

● **Number of Resources:** As needed. Optional.

● **Length of Paper:** 1-3 typed double-spaced pages (body of paper).

● **Font and Font Size:** Times News Roman, 12 point.

Personal Reflections are due at the beginning of the class following the class in which you facilitated a group.

* ***The Schopenhauer cure* analysis:** This is a group project!! 4 people per group. All group members will receive the same grade for this assignment so you are in charge of a fair and equitable distribution of the work. Please note that I will not interfere in the dynamics of your group and it is your responsibility to work things out internally and pay attention to your interaction and process.

Meet as a group and discuss *The Schopenhauer cure* novel. The body of your paper must be between 8-10 typed double-spaced pages. The title page, abstract, and references are not included in this count. Utilize headings before the discussion of each one of the main points. Remember that all your academic work is to be written in third person ("this learner" and "this author" are not acceptable uses of third person as you are not suppose to refer to yourself) and follow APA 6th edition formatting and guidelines.

Make sure your assignment is well scholarly supported!! Cite at least 7 peer reviewed scholar articles in your assignment. A minimum of 5 of your peer-reviewed resources should be no more than 5 years old. Remember not to rely on direct quotes. Instead, use your own words to summarize what a specific author has said (and cite accordingly). Remember that APA formatting requires you to use font Times New Roman, 12 point.

Cite and reference your sources in proper APA style. Not formatting your assignment according to APA will cost you one letter grade. Format your file according to APA 6th Edition formatting: title page, abstract, table of contents (optional), reference page.

This assignment demonstrates CACREP standard II.G.6.a and CACREP standard II.G.6.c and it is a Foliotek assignment. The following topics are required to be addressed:

* Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
* Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

Topics you may wish to address include how therapeutic factors were manifested, the therapist’s use of transparency and transference, the manifestations and threats to group cohesion, the use of the here and now, the use of process commentary, group techniques, resistance, termination, and how sub-grouping, conflict, and self-disclosure created challenges to the life of the group. Papers will be graded on the quality of the thought, insight, and scholarly writing. This is your foliotek assignment.

**Requirements:**

 ● **Written Communication:** Written communication is free of errors that detract from the

overall message. Must be written as an academic paper, in third person.

● **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

● **Number of Resources:** Minimum of 7 peer-reviewed scholarly articles (5 of them published in the last 5 years).

● **Length of Paper:** 8-10 typed double-spaced pages (body of paper).

● **Font and Font Size:** Times News Roman, 12 point.

* **Extra credit:** This is optional. You may earn extra credit for this class by completing a Community Group Observation and Reflection:

1 – Attend a group session in the community such as: Alcoholics Anonymous, Narcotics Anonymous, other 12 step program meeting, grief group, or other open counseling or psycho-educational group. Please obtain prior approval from the instructor for the planned observation.

2 – After observing the community group in action, write a 1-2 page double-spaced reflection paper. Possible topics to be discussed within the reflection include:

- Leadership style(s) observed within the group

- Perception of the group members, problem members/behaviors

- Discussion of group techniques and process

- What you learn

- What could you implement from your observation in future groups

- Other relevant applications from your observation to what has been learned in the course

- Appropriate use of grammar

- Demonstrates understanding of group process and applies concepts from the course

- Demonstration of personal reflection upon material and observations.

**Requirements:**

 ● **Written Communication**: Written communication is free of errors that detract from the

overall message. To be written in first person.

● **Content:** Must include the sections and meet the content specifications described above.

● **APA Formatting:** Not required. However, any citation used must be formatted according to APA Manual 6th ed.

● **Number of Resources:** As needed.

● **Length of Paper:** 1-2 typed double-spaced pages (maximum).

● **Font and Font Size:** Times News Roman, 12 point.

● **Title:** Extra Credit

**Due date: two weeks prior to the last day of classes. No exceptions.**

* **WOW FACTOR:** In order for you to earn an A grade in an assignments, your assignment should meet the following criteria:
	+ Impeccable APA Formatting – Your work shows that you master APA formatting rules and there is no more than 2 APA errors.
	+ Excellent Writing Skills - Written communication is free from grammatical errors, overall message flows well, and the work is well organized (with the use of headings, for example).
	+ Rigorous Scholar Work - Your work is written in third person and well scholarly supported, especially with current peer reviewed articles (published in the last 5 years).
	+ Critical and creative thinking skills – You are able to apply and make judgments on the concepts addressed as well as develop ideas that are unique, useful and worthy of further elaboration.
* **Note on Writing Quality:** All written work is expected to be mechanically and grammatically correct (i.e. well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of writing as well as the content.
	+ All assignments should show appropriate grammar, adhere to APA formatting, and be written in a scholarly manner. Please note that your assignments will be graded on APA formatting!
	+ When you make reference to research material in your assignments, you must use appropriate source citations and references as found in the APA 6th Edition Publication Manual. Referencing the book and author at the end of a paragraph is not enough. We need to be able to decipher your thoughts from cited material.
	+ In addition, it is important to write at a professional level. For instance, there is rarely reason to refer to yourself in a paper. Instead of ―This learner believes that person-centered counseling focuses on unconditional positive regard,‖ simply state what you believe without referencing yourself. For example, ―Person-centered counseling focuses on unconditional positive regard.‖ This is much stronger and more professional than the first statement. We will be able to distinguish your thoughts from the thoughts of others because you will cite and then reference the thoughts of others so there is no reason to include yourself in any of your sentences. This also eliminates the need for the debate between using third person (this learner) or first person (I).

**Evaluation Criteria**

|  |  |  |
| --- | --- | --- |
| Class attendance, participation in class and in group, Quizzes | 50 pts |  On-going |
| Group Counseling Plan | 25 pts | Due on the day of your facilitation.  |
| Group Counseling Facilitation  | 50 pts | Faciliation: TBA. |
| Personal Reflection (on facilitation) | 25 pts | Due on the class after your facilitation. |
| *The Schopenhauer cure* Analysis | 100 pts |  February 14th  |
| Midterm Exam | 100 pts |  February 28th  |
| Final Exam | 100 pts |  April 25th  |
| Total Points | 450 pts |  |

**This course will be graded using an A to F-system as follows:**

|  |  |
| --- | --- |
| 405 and above | A |
| 360 and above | B |
| 315 and above | C |
| Below 315 points | F |

**Academic Honesty Reminder:**

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of “F” in the course.

**COURSE SCHEDULE**

(Subject to modification by instructor)

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPICS** | **READINGS** |
| January 17 | Introductions Courses Requirement Foundation for Group Counseling | Chapters 1 – 2 |
| January 24 | IntroductionStagesLeadershipTheories | Chapters 1 – 3 |
| January 31 | TheoriesEfficacy | Chapters 4 – 5  |
| February 7 | EfficacyEvaluationEthical Legal | Chapters 5 – 7 |
| February 14 | Ethical Legal Diversity | Chapters 7– 8**Due: *The Schopenhauer cure*** **Analysis** |
| February 21 | Task Groups Guidance Groups | Chapters 9– 10 |
| February 28 | MIDTERM EXAM |  |
| March 7  | Psychotherapy Groups Groups in Schools  | Chapters 11– 12 |
| March 14 | SPRING BREAK |  |
| March 21 | Groups in Schools Groups in Mental Health  | Chapters 12– 13 |
| March 28 | Groups in Rehab Loss Groups  | Chapters 14– 15 |
| April 4 | Addictions Groups Elderly Groups | Chapters 16– 17  |
| April 11 | LGB Groups | Chapters 18**Due: Extra credit** |
| April 18 | Wrap upMeeting at Dr. Portela’s Office\*\*:6512 Six Forks Rd. 403B. Raleigh NC 276157:30 – 9:30 PM \*\* to be confirmed in class.  | Chapters 11– 18**Due: Wrapped gift that relates to group counseling. Up to $8.**  |
| April 25 | FINAL EXAM |  |

**Quizzes may be given at the beginning of classes. Be prepared!**

**Each student will sign up for a date for group facilitation.**

**GROUP FACILITATION RUBRIC**

**Worth 50 total points**

This is an experiential part of your class and involves you co-leading your peers in a group experience. The experiential group you will lead should last 60 minutes. Even though you will be co-facilitating this with a peer, each one of you is being graded on your group counseling skills separately. Remember that your attending and facilitating skills are NOT the same as your teaching skills. Be prepared for your group, but remember to follow the rule of over-planning and under-using your group activity, agenda, and topic!

You will be graded on your uses of reflection of feelings, reflection of content, deep questionings, summarizing, linking, confronting, blocking, and being present. Facilitators are supposed to focus on effective processes (group dynamics) allowing the participants to focus on the content or the substance of their work together!

This experience will provide learners the opportunity to:

1) Demonstrate group leadership skills and counseling skills;

2) Discuss and observe group dynamics and processes;

3) Provide feedback and self disclose to peers in a facilitative and supportive manner.

**Logistics (10 Points):** Group leader utilizes good time management skills, starting and ending group session on time. Facilitator addresses any logistic concern of participants effectively.

**Group Flow (10 Points):** Leader facilitates good flow within the group, with a clear start, middle, and end to the group session. Leader helps members feel welcome, help members get to know each other (more crucial in beginning stages of group), provide a bridge with previous groups, and addresses unfinished business. Leader effectively adjourns the group session, giving participants an opportunity to share last minute thoughts.

**Group Facilitation skills (20 Points):** This is the bulk of your grade and you should focus upon your attending and facilitating skills. Leader focuses on the dynamic of the group (and *not on the content, topic, or any other agenda*). Reflection, comments, and questions aim to link group members, dig deeper on subjects being addressed, process issues and show patterns of interactions and dynamics. Leader refrains from using teaching and/or psycho-educational skills.

**Activity (5 Points):** Leader plans and uses at least one group activity with the goal of helping members connect with each other, develop trust and group cohesiveness. The activity flows well with the rest of the group and enhances group dynamics. The activity is an enrichment and does not distract or hinders group work.

**Effective Group Leader Characteristics (5 Points):** Leader portrays effective group leader characteristics such as: being emotionally present, communicating compassion and concern, facilitating personal growth, acting with self-confidence, having the courage to take risks in expressing him/herself and confronting members, being highly self-aware, trusting the healing capacity of group work, being spontaneous, creative, and flexible in approaching members and the group in ways that seem congruent with the specific group, being alert, observant, proactive, and energetic, placing the welfare of group members first, being open, acting in a multiculturally competent way, addressing confrontation in a non-defensive manner while exploring reason for member’s behavior, models effective communication , and holding a safe and therapeutic environment for members to do their work.

***THE SCHOPENHAUER CURE* ANALYSIS**

**Worth 100 total points**

This is a group project!! 4 people per group. All group members will grade each other and will receive the same grade for this assignment as long as the feedback about the member participation has been positive. You are in charge of a fair and equitable distribution of the work. Please note that I will not interfere in the dynamics of your group and it is your responsibility to work things out internally and pay attention to your interaction and process. Notice your group dynamics and how you communicate with each other. Your feedback about each group member is due WITH your paper and will be taken into consideration.

Meet as a group and discuss *The Schopenhauer cure* novel. The body of your paper must be between 8-10 typed double-spaced pages. The title page, abstract, and references are not included in this count. Utilize headings before the discussion of each one of the main points. Remember that all your academic work is to be written in third person ("this learner" and "this author" are not acceptable uses of third person as you are not suppose to refer to yourself) and follow APA 6th edition formatting and guidelines.

**Scholar Support (25 Points):** Applies in-depth information from scholar articles related to group counseling, group dynamics, group purpose, development, dynamics, theories, methods, skills, developmental stage theories, group members’ roles and behaviors, and multicultural issues. Utilize at least 7 peer reviewed scholar *articles* in your assignment. A minimum of 5 of your peer-reviewed resources should be no more than 5 years old. Remember not to rely on direct quotes. Instead, use your own words to summarize what a specific author has said (and cite accordingly).

**APA Formatting:** Not formatting your assignment according to APA will cost you one letter grade. Format your file according to APA 6th Edition formatting: title page, abstract, table of contents (optional), reference page. Cite and reference your sources in proper APA style. Remember that APA formatting requires you to use font Times New Roman, 12 point. Each APA mistake will cost you 1 point.

**Academic Writing (25 points):** Exhibits proficiency in effective, credible academic writing and critical thinking skills. Exhibits proficiency in effective, credible academic writing and critical thinking skills, with complete adherence to APA style and standards; evidence of strong critical thinking; excellent flow, organization, and support; and almost no errors of grammar. Utilizes more than 7 peer-reviewed articles in support. Formulates a final product that demonstrates professional writing

**Content (40 points):** Critically analyzes in detail many of the following topics:principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; Theories of group counseling, including commonalities, distinguishing characteristics; how therapeutic factors were manifested in the novel, the therapist’s use of transparency and transference, the manifestations and threats to group cohesion, the use of the here and now, the use of process commentary, group techniques, resistance, termination, and how sub-grouping, conflict, and self-disclosure created challenges to the life of the group. Papers will be graded on the quality of the thought, insight, and scholarly writing. This is a foliotek assignment.

**Requirements:**

 ● **Written Communication:** Written communication is free of errors that detract from the

overall message. Must be written as an academic paper, in third person.

● **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

● **Number of Resources:** Minimum of 7 peer-reviewed scholarly articles (5 of them published in the last 5 years).

● **Length of Paper:** 8-10 typed double-spaced pages (body of paper).

● **Font and Font Size:** Times News Roman, 12 point.