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COUN 5740

Group Counseling

Syllabus and Flexible Calendar

Summer 2014

[Add Jongsma Group therapy treatment planner?](#)

Catalog description:

This course is designed to provide an understanding of groups from a broad perspective, along with contemporary views of leadership and membership in groups. In addition you will learn the history of group work along with information on the role of group process and its importance in groups with varied purposes. You will have an opportunity to experience the roles of group member, co-leader, and observer and to explore ethical issues specific to different types of groups. Current research perspectives will be provided along with information on selection criteria and methods of evaluation. Finally, you will learn how effective group work practice is based on theory and how current group work practices inform theory development.

Goals of the course:

Students will actively participate in an experiential, intensive group setting and become exposed to various dynamics and concepts of group counseling. Students will study group dynamics and major approaches to group guidance and counseling, with emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results. Development of skills of group membership, leadership, and working with process groups is emphasized.

Course Objectives:

This course is designed to help the prospective counselor to:

1. Demonstrate a minimal and continuing ability to relate to a counseling group as helpee. (CACREP II.E, II.K. 2, e, 3, c, d and e; 5, a and b; and 6, a, b, and d)
2. Demonstrate a minimal and developing ability to relate to a counseling group as a helper. (CACREP II.K. 3, c, d, and e; and 6, a, b, and d)
3. Demonstrate an ability to explain basic group dynamics. (CACREP II.K. 6, a and b)
4. Demonstrate primary understanding of group evaluation through the use of the Hill Interaction Matrix in describing an ongoing process group. (CACREP II.K. 6, a; and 7, h)
5. Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. (CACREP II.K. 6, a; and 7h)
6. Demonstrate maturity and program commitment through regular attendance. (CACREP II.K. 6, a and d)
7. Demonstrate a minimal degree of self processing skills through the use of a daybook. (CACREP II.K. 6, a)
8. Demonstrate an ability to effectively deal with various problem members at critical junctures in the group. (CACREP II.K. 4, h; and 6, a and b)
9. Demonstrate the ability to do structured research in group counseling through a term project. (CACREP II.K. 6, e; and 8, a and e)
10. Demonstrate the ability to conceive, generate, plan, conduct, terminate and summarize a counseling group with a co-counselor. (CACREP II.K.2, b, d and f; 5, a and b; 6, c, f and g and CACREP III G-1 and H-5)

11. Demonstrate an appreciation for an ability to utilize both the ACA Code of Ethics and ASGW Standards of Practice as they apply to professional group work. (CACREP II.K. 1, a, b, d, e, g, and h; 2, f; and 6, g)

Methods of instruction:

Involvement and learning in the course will be facilitated by means of: discussion, role-playing, lectures, small group experiences, group counseling, self-directed readings, and demonstrations. Active class participation is expected and required for successful completion of this course. This course involves a high degree of commitment to personal growth and multiple reading assignments.

Required texts/materials:

- Yalom, I., & Lesczc, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Classnotes packet (CNP), all readings, documents, and powerpoints on Blackboard website.

Highly recommended texts:

- Berg, R. C., Landreth, G. L., & Fall, K. A. (2013). *Group counseling: Concepts & procedures* (4th ed.). Philadelphia, PA: Accelerated Development.
- Corey, G. (2011). *Theory and practice of group counseling* (7th ed.). Belmont, CA: Cengage.
- Gladding, S. T. (2011). *Group work: A counseling specialty* (6th ed.). Upper Saddle River, NJ: Merrill.

Other required readings and class materials are available in your CNP or on Blackboard. View this site very regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard*, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:
Help Desk:

Phone: 972-780-3626

Email: <http://web3.unt.edu/helpdesk/service>

Walk-in: Founders Hall Rm. 127

CITC Help Desk website: <http://www.unt.edu/helpdesk/index.htm>.

UNT Dallas Bookstore:

phone: (972) 780-3652;

e-mail: 1012mgr@fhcg.follett.com

PERFORMANCE EVALUATION AND PROCEDURES

Attendance, Preparation and Participation

Students are expected to have thoroughly read and prepared for every class period, and to participate *actively* in class activities, in synchronous as well as asynchronous learnings and activities. This means that your quality of learning is founded upon your online participation and use of materials, which support class interactions. Students' commitment and participation time outside of class is automatically tracked by Blackboard software, and by my subjective appraisal of the quality of your work. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness.

To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Attendance is required and graduate-level class participation is expected. Absences in **excess of one excused absence** and/or **chronic tardiness** will affect your final grade in the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction.

Appropriate class behavior and participation consistent with that of graduate students is expected in all settings, including class, lab group, and outside group leadership. **Students are therefore expected to refrain from all inappropriate behavior including but not limited to: text-messaging, passing notes, sleeping, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. Late assignments will receive a 10% deduction for each day late.

Format guidelines:

Unless otherwise indicated, formal papers should be written in accordance with APA style. Specifically, assignments should:

1. Contain an accurate APA-style cover page and reference page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references formatted according to the current *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such.

Programmatic evaluation:

Turnitin:

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com, using the Assignment link on your Blackboard.** Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assessments (KA) must be uploaded into the Tk20 system for instructors to assess.

Grading Criteria

Attendance/participation	20%
Daybook assignments	20%
Exams (2)	30%
Final project, includes KA	30%

Key assessment (KA): Group proposal (tk20)

Final Grading

- A, A- (Excellent) will be given for outstanding achievement in written and class contributions. A student who earns an A or A- has shown consistent initiative, originality and comprehension. The student will have demonstrated an ability to use constructs accurately and with depth of understanding.
- B+, B (Good Enough!) will be given for work which is of good quality, as expected of graduate students, but which is either not outstanding in the above characteristics or contains some errors in comprehension. A "B+" grade is given when the writing is clear and well-organized, there are a significant number of insights, but the overall depth of the papers does not rise to the level of "outstanding." "B" and "B+" students are expected to consistently contribute to class discussions.
- B- (Really sincere effort) will be given when there is a noticeable lack of depth, the writing is generally acceptable but occasionally confusing, and there are some genuinely good insights as well as some errors in comprehending and applying the theories)
- C (Insufficient work) will be given for work which is minimally acceptable or insufficient quality for graduate students. A grade of "C" or lower requires course repetition at the graduate level.
- I (Incomplete work) for some justifiable reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness), the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.
- If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

Course Requirements:

CLASS ATTENDANCE/PARTICIPATION

Attendance at each class meeting and group session is considered a professional obligation and is expected of graduate students. If for some reason you cannot attend a class meeting, you are expected to notify me (either in person or via a phone or e-mail message) **prior** to the class. Failure to follow this procedure or missing class can result in the lowering of a final grade. More than **one** unexcused absence will result in repeating the course. Habitual tardiness will also result in the lowering of the final grade.

Class Attendance and Participation will be graded on the following:

- Attendance and active participation at all class meeting times
- Attendance and active participation in Laboratory Group
- Attendance at all outside-group sessions
- Participation in class discussions including all reading assignments
- Participation in all in-class assignments and role-plays

MIDTERM & FINAL EXAMINATION

The midterm and final exams count for 15% of your final grade each. Exams will cover the lecture information, powerpoints, films, and readings preceding the night of the exam. Multiple choice/true-false format, may include short essay. The final exam is *not* comprehensive.

DAYBOOK

The Daybook is related to the **laboratory group** in this class and is to be considered a confidential document between you and I. Daybooks are not graded on the content of your journal entries, but rather on the quality of your subjective attempts to develop further understanding of yourself as a group member, as a person, and in relationship. Each member should make a dated entry after each group, concentrating upon the feelings, reactions, interactions, meanings, and experiences he or she had during the session. Students are expected to give a sufficient amount of time and thought to this processing, and this is reflected in the quality of your weekly entry.

This is *not* to be a verbatim account of events that occurred during the group, but rather an exploration of how **you** reacted to people, situations, and self. Additional entries between sessions are encouraged. Be mindful that the counseling process does not end at each session termination. We encourage our clients to be aware and “work” on personal growth and therapeutic issues during the other 6 days and 23 hours per week, and counselors do well to follow this guideline also. Daybook entries must be submitted on a weekly basis, and may be reviewed at any time during the semester by your instructor. Be advised that failure to submit daybook entries by the due date on a weekly basis will negatively impact your final grade.

No information in your Daybook will be revealed to other students or to any faculty members. Remember, if there is any confidential information you would feel very uncomfortable including in the Daybook, simply do not include it.

FINAL PROJECT

The final consists of 2 parts: a tk20 Key Assessment (KA) group proposal required by the university, and a binder related specifically to the minimum 6-session leadership group requirement of the class. Students will develop a proposal and plan about the leadership group they will lead (developing and planning a group), and also submit a binder with specific information about all aspects of the group itself (the process of enacting the group). The KA is submitted to the tk20 system separately; the binder will be submitted in class on the due date. Instructions about the specific requirements of this project are provided in the “Final Project” folder on your Blackboard.

OTHER COURSE REQUIREMENTS:

Laboratory Group

You will not be *formally* evaluated in your laboratory group, other than required weekly daybook entries demonstrating your commitment to personal growth as a group member. *Attendance is mandatory and*

will be noted by group leaders. I do not view your lab group sessions nor have any communication with your group leaders whatsoever concerning anything related to your group at any time, other than attendance, due to ethical considerations and my respect for your confidentiality as a student and group member.

You do not need to have a "problem" in order to invest in the group. The group is intended to be an interpersonal experience that will provide you an opportunity to test your self-processing, listening, and *appropriate* helping skills in a directed fashion. The focus will be upon interpersonal relationships and personal self-exploration. You are encouraged to be open to the process and gain personal awareness of yourself in relationship to others; it is also helpful to consider how your personal behavior and reactions in group may be indicative of areas of growth for you as a person and as a counselor. If for some reason you do not believe that you can fully participate in the experiential group, you probably should not be enrolled in COUN 5740 at this time. Please see me if you have concerns about your ability to participate, or if you need a referral to a professional counselor.

Confidentiality

*Students are required to maintain client confidentiality in line with the ACA 2014 Code of Ethics and moral principles within in their **Laboratory Group**. Please do not release or "gossip" issues discussed in either group with anyone (peers, colleges, friends, family, etc.) other than your supervisor/instructor. Any issues that arise in the lab group should be processed either in the group itself, in your daybook entries, or with a supervisor. It is of extreme importance that you demonstrate professional conduct consistent with that of professional counselors, and respect for your fellow classmates and clients. Failure to maintain confidentiality **will** result in repeating the course and your standing will be reviewed for continuation in the program.*

COUN 5740 Group Counseling
Flexible Schedule of Classes

Please note: Additional readings may be required as suits class needs; these will be provided on Blackboard.

	Class Lesson	Video/Activity	Lab Group session	Assignment(s)
June 2	Class introduction	Berg "Group demonstration"		
June 9	Groups and change; Johari Window/Hill Matrix			Ch. 1 & 2; Masson & Jacobs (1980) Provide a hard copy of insurance
June 16	Planning 1 st groups; Leadership qualities and skills	Rogers "Journey into Self"	1	Ch. 3 & 4, 10; Rubel & Kline (2008)
June 23	Group dynamics; Writing casenotes	Yalom "Group development: Outpatient" part 1	2	Ch. 5 & 6; Gladding (2003) Submit first section KA project
June 30	Midterm exam Stages of group development		3	Ch. 7; McNair-Semands (2002)
July 7	Problems in group	Yalom "Group development: Inpatient" parts 1 & 2	4	Ch. 12 & 13; Clark (2002); Salmon & Steinberg (2007)
July 14	Ethical and legal issues		5	ASGW (2008) Standards B & C; Corey et al. (1995)
July 21	Stages of group development, <i>cont</i> ;	Yalom "Group development: Outpatient" part 2	6	Ch. 14; Wise (1998)
July 28	Effective group termination		7	Ch. 15; Yalom (1995) Submit KA to tk20
Aug. 4	Final exam		8	Course evals

Daybook entries should be completed by Sunday 6 p.m. each week.

****Please note: Course syllabus schedule and/or requirements subject to change at the discretion of instructor or as mandated by class needs.*

IMPORTANT UNIVERSITY POLICIES

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments submitted late **will** have points deducted as determined by the instructor.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if he or she is absent.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Religious Observance: Students wishing to be absent on religious holidays that require missing class should notify their instructors in writing at the beginning of the semester and should discuss with the instructor in advance acceptable ways for making up any missed work because of the absence. (Refer to university Policy No. 1.9)

Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc., only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in the code of ethics. Failure to do so can result in termination from the Department.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Cheating and plagiarism are types of academic misconduct and will not be accepted. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal.

Great books for human beings (and those who are also counselors):

- Axline, V. M. (1964). *Dibs in search of self*. New York: Ballantine.
- Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog*. New York: Hungry Minds.
- Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression*. New York: Prelude.
- De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence*. New York: Dell.
- Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else*. New York: Penguin.

- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk*. New York: Avon.
- Fulghum, R. (1989). *It was on fire when I lay down on it*. New York: Ballantine.
- Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things*. New York: Ballantine.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, and Company.
- Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers.
- Helmstetter, S. (1982). *What to say when you talk to your self*. New York: Pocket.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists*. New York: W. W. Norton.
- Kottler, J. A. (2003). *On being a therapist*. San Francisco: Jossey-Bass.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York: Brunner-Routledge.
- Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness*. Nashville, TN: Thomas Nelson.
- McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love*. New York: Prelude.
- McWilliams, P. (). *Life 101: Everything we wished we had learned about life in school- but didn't*. New York: Prelude.
- Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems*. New York: Harmony.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers*. New York: HarperCollins.
- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace*. New York: Free Press.
- Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.
- Salmonsohn, K., & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness*. Berkeley, CA: Celestial Arts.
- Seligman, M. (1998). *Learned optimism: How to change your mind and your life*. New York: Pocket.
- Shem, S. (1997). *Mount misery*. New York: Ivy.
- Walker, B. (1991). *The crazy dog guide to lifetime happiness*. Dell.
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Have a great semester!
~Dr. Mc