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| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

NC STATE UNIVERSITY
COUNSELOR EDUCATION PROGRAM
<<<<< ECD 539 GROUP COUNSELING >>>>>

COURSE INFORMATION:

ECD 539: Group Counseling
3 Credits; Fall, 2008
Poe 529; Thursdays; 4:10 - 6:55
Office hours by appointment
<http://www.genesislight.com/group/>

INSTRUCTOR INFORMATION:

Edwin R. Gerler, Jr.
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MISSION STATEMENT:

The **mission of the College of Education** is to be a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. The educator preparation programs at NC State cultivate the following characteristics so that program completers are; **Scholarly, Ethical, Reflective, Value Diversity, and are Experienced** in practical applications of knowledge (**SERVE**).

REQUIRED TEXT:

Corey, M.S., & Corey, G. (2006). Groups: Process and practice. Pacific Grove, CA: Brooks/Cole. (7th edition)

DESCRIPTION OF COURSE CONTENT:

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered, behavioral, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. The course prepares students to design structured counseling groups, to prepare group counseling materials for Internet distribution, and to lead counseling groups of various types.

COURSE OBJECTIVES:

- To give students an understanding of group counseling dynamics.
- To provide students with basic group leadership skills.
- To provide students with skills to plan and organize a structured counseling group.
- To give students an understanding of group theory and practice.

To prepare students with knowledge and skills necessary for participation in a group practicum.

To help students prepare group counseling materials for Internet distribution.

COURSE REQUIREMENTS:

1. Students will participate in a group experience of six sessions. Each session will be 60-90 minutes long. Students will maintain a journal describing their reactions to each group session.

2. Students will complete seven online lessons in preparation (a) for class discussions and (b) for the takehome final exam.

NOTE: Due dates for the online lessons are listed on the course Internet site.

3. Students will prepare a prospectus for a structured counseling/guidance group. The prospectus will consist of the following elements:

(A) A title, rationale, and general goal for the group (no more than 2 pages, typed, double-spaced).

(B) A topic, a specific objective, and the description of a stimulus activity for a minimum of 5 group sessions. (no more than 1 page, typed, double-spaced for each session).

(C) A pre-, post-evaluation measure for the group (no more than 1-2 pages, typed, double-spaced).

NOTE: This prospectus is due in hard copy form on November 13, 2008.

(D) An Internet site that presents the major elements of your group prospectus.

NOTE: The Internet address for your site should be emailed to the instructor on or before November 13, 2008. (edwin_gerler@ncsu.edu)

Some examples of themes for structured groups include parenting, death and dying, divorce, how to find a job, assertion training, and improving human relations skills. Sample student projects are found at the following Internet site: http://www.genesislight.com/group/project_table.html

4. Students will complete a comprehensive final examination (essay type) on group counseling theory and practice. **NOTE:** This exam will be distributed Dec. 4, 2008 and will be due no later than 4:10 p.m., Dec. 11, 2008.

COURSE OUTLINE:

I. Introduction to course

- A. An overview of course objectives
- B. An explanation of course requirements
- C. A brief discussion of course readings

II. Planning groups

- A. Rationale for group work
- B. Group goals and purposes
- C. Planning for evaluation

- D. Selecting group members
 - 1. Group size
 - 2. Intake interview
- III. Implementing groups
 - A. Deciding on a leadership style
 - 1. Autocratic
 - 2. Democratic
 - 3. Laissez-Faire
 - B. Group process
 - 1. The first session
 - a. Getting acquainted - - some typical methods
 - b. Setting ground rules
 - c. The issue of confidentiality
 - 2. The early stages of the group
 - 3. Maintaining the group - - problem group members
 - a. Advice givers
 - b. Dependent/Submissive clients
 - c. Withdrawn clients
 - d. Scapegoats
 - e. Socializers
 - f. Hostile clients
 - g. Monopolizers
 - 4. Closing the group
- IV. Evaluating groups
 - A. Paper-pencil measures
 - B. Group logs
 - C. Audio-taping
 - D. Video-taping
 - E. Observation
 - F. Other measures
- V. A review of counseling theories and their applications to group work
 - A. T-group theory
 - 1. Major concepts
 - 2. What it's like to be in a T-group
 - B. Client centered theory
 - 1. The assumptions
 - 2. The "necessary and sufficient" conditions
 - C. Behavioral theory
 - 1. Positive and negative reinforcement
 - 2. Types of reinforcers
 - D. Extensions of the behavioral model in group work
 - 1. Multimodal approaches to group work
 - 2. The importance of various modes in group work
 - E. Rational emotive theory
 - 1. An overview of irrational thought processes
 - 2. The "ABC's" in rational emotive groups
 - F. The implications of other counseling theories for group work

1. Transactional analysis
 2. Adlerian
 3. Gestalt
- VI. Special applications of group work
- A. Overcoming racism
 - B. Overcoming sexism
- VII. Ethical issues in group work
- VIII. Research in group work

JOURNALS WITH ARTICLES RELATED TO GROUP COUNSELING:

Journal for Specialists in Group Work
Small Group Behavior
Journal of Counseling Psychology
Professional School Counseling
Journal of Counseling and Development
Journal of Humanistic Education and Development

PROFESSIONAL ASSOCIATIONS RELATED TO GROUP COUNSELING:

Association for Specialists in Group Work (ASGW)

<http://www.asgw.org/>

A division of the American Association for Counseling and Development. All ASGW members receive the *Journal for Specialists in Group Work*, a quarterly journal that publishes research, practical, and innovative articles in the field of group work. Members also receive: (a) the *ASGW Together* which provides both regional and national information and special articles of interest to group practitioners; (b) the *Journal of Counseling and Development*; and (c) *Counseling Today*, a monthly newspaper. Students enrolled in counseling or human services programs and who have an interest in group work are able to join ASGW and ACA at reduced rates by contacting the ACA Membership Division, 5999 Stevenson Avenue, Alexandria, Virginia 22304, or telephone (800) 347-6647. Each spring the national convention of ACA meets and offers a variety of pre-convention workshops. ASGW often holds a convention in late January.

The American Group Psychotherapy Association (AGPA)

<http://www.groupsinc.org>

An organization that sponsors a national convention each February. Before the convention, members can participate in two-day workshops in psychodynamic groups (and other group orientations) and attend full- and half-day workshops in group therapy during the convention. I've found the AGPA institutes and workshops to be very stimulating. This organization publishes a quarterly journal, *International Journal of Group Psychotherapy*, and a newsletter as well. The AGPA does have a student-member category. Information is available from the American Group Psychotherapy Association, Inc., 25 East 21st Street, 6th Floor, New York, New York 10010, or telephone (212) 477-2677. The AGPA website provides information about group psychotherapy, and also provides ethical guidelines for group practice.

IMPORTANT INFORMATION FOR STUDENTS:

STUDENTS WITH DISABILITIES:

North Carolina State University has designated the office of Disability Services for Students (DSS) as the unit responsible for providing official notice to the faculty regarding implementation of accommodations for students with disabilities. Disabilities must be documented with DSS in order to receive appropriate accommodations. The DSS website can be viewed at: <http://www.ncsu.edu/dso/>

ACADEMIC INTEGRITY:

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 which, in turn, involves treating each other with respect. Individuals must allow each other to develop the full range of their capabilities. Students are expected to adhere to the Student Code of Conduct and its statements on academic integrity [Sections 7 and 8]. Do NOT receive or give any assistance on tests or projects unless specified by the professor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to Sections 7 through 13 of the *Code of Student Conduct*:

[URL: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php]

Students are also expected to adhere to the Ethical Standards of the American Counseling Association (ACA).

Conceptual Framework for Developing Professional Educators who LEAD and SERVE

LEAD elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the content of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

L

LEARN GENERAL PEDAGOGY:

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

E

EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:

A candidate acquires and uses the unique pedagogy or content-specific strategies including appropriate technology related to a particular professional role.

A

APPLY DISCIPLINE KNOWLEDGE:

Discipline or content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

D

DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

SERVE elements show the range of dispositions being developed in candidates. All who complete our programs serve the profession by being:

S

SCHOLARLY:

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.

E

ETHICAL:

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.

R

REFLECTIVE:

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

V

VALUERS OF DIVERSITY:

Those who complete the programs understand the needs and conditions of all learners and school personnel including being sensitive to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences.

E

EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships. They are knowledgeable in both the cognitive and affective domains.