



LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge, as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE:** elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Information

Course Prefix and Title:

ECD 539: Group Counseling

Course Catalog Description:

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.

Number of Credits:

3

Course Pre-requisites/Co-requisites:

Preq: ECD 530 and one of the following: ECD 510, 534, 535 or 536

Meeting Time:

Thursdays (4:10 - 6:55 p.m.)

Class location:

Poe 529 (40% of course online/asynchronous) Internet site: <http://www.genesislight.com/group/>

Instructor Information:

Name: Edwin R. Gerler, Jr.
Email: edwin_gerler@ncsu.edu
Office location: Poe 520C
Office phone: 919-515-5975
Office Hours: by appointment

Required Course Materials:

Corey, M.S., Corey, G., & Corey, C. (2011). Groups: Process and practice. Belmont, CA: Brooks/Cole. (8th edition)

Course Objectives:

To provide students with principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (LEADSERVE 2,5,7,8; NCDPI 9; CACREP II.G.6.a.)

To provide students with group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. (LEADSERVE 7; NCDPI 9; CACREP II.G.6.b.)

To give students an understanding of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. (LEADSERVE 2,5,7,8; NCDPI 9; CACREP II.G.6.c.)

To provide students with group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. To provide students with skills to plan and develop materials for a structured counseling group and to prepare these materials for Internet distribution. (LEADSERVE 7, 9; CACREP II.G.6.d.)

To give students direct experience as group members in a small group activity for a minimum of 10 clock hours over the course of the semester. (LEADSERVE 1-9; CACREP II.G.6.e.)

Teaching Strategies:

Class discussions, group work, reflection, online lessons, in-class demonstrations, role-play, internet development activities, lecture/dramatic narrative.

Course Requirements:

See requirements listed with course assignments and projects.

Major Assignments/Projects:

1. Students will participate in a group experience of six sessions. Each session will be 100 minutes long. Students will maintain a journal describing their reactions to each session. (LEADSERVE 9; NCDPI 9; CACREP II.G.6.e.)

2. Students will complete seven online lessons in preparation (a) for class discussions and (b) for the takehome final exam. (LEADSERVE 1 – 9; NCDPI 9; CACREP II.G.6.a-d.)

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: (LEADSERVE 1 – 9; NCDPI 9; CACREP II.G.6.d.)

(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 10, 2011.

(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 11, 2011. (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. (LEADSERVE 1 – 9; NCDPI 9; CACREP II.G.6.a-d.) **NOTE: This exam will be distributed Dec. 1, 2011 and will be due no later than 4:10 p.m., Dec. 8, 2011.**

Evaluation: (CACREP II.G.6.a – e)

Assignment 1 – 25% of grade as measured by regular attendance and group participation.

Assignment 2 – 25% of final grade as measured by completion of lessons and reflection of knowledge in class discussions.

Assignment 3 – 25% of final grade as measured by checklist of required elements in structured group project and related Internet site.

Assignment 4 – 25% of final grade as measured by instructor judgment of content understanding and writing quality.

Grading Scale:

A+ = 97%

A = 94-96%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 59%

Tentative Agenda of Class Meetings: (see also attached course outline in Appendix)

Thursday (Aug. 18, 2011) - Introduction to Class

Thursday (Aug. 25, 2011) - Meet on campus at 4:10. Signup for co-leadership of group session. Online [LESSON 1](#) due.

Thursday (Sept. 1, 2011) - No on campus class. Online [LESSON 2](#) due (read Chapters 1 and 2 in your textbook prior to completing this lesson).

Thursday (Sept. 8, 2011) - Meet on campus at 4:10. Identify topic for Course Requirement 3, the Structured Counseling Group. First in-class counseling group session.

Thursday (Sept. 15, 2011) - Meet on campus at 4:10. Second in-class counseling group session.

Thursday (Sept. 22, 2011) - No on campus class. Online [LESSON 3](#) due (read Chapter 3 in your textbook prior to completing this lesson).

Thursday (Sept. 29, 2011) - Meet on campus at 4:10. Discussion of the Title, Rationale, and General Goal for your Structured Counseling Group (Course Requirement 3). Third in-class counseling group session.

Thursday (Oct. 6, 2011) - Fall Break - No Class

Thursday (Oct. 13, 2011) - No on campus class. Online [LESSON 4](#) and [LESSON 5](#) due (read Chapters 4 and 5 in your textbook prior to completing these lessons).

Thursday (Oct. 20, 2011) - Meet on campus at 4:10. Fourth in-class counseling group session.

Thursday (Oct. 27, 2011) - Meet on campus at 4:10. Bring to class: one of the five stimulus activities you plan to use as part of your Structured Counseling Group (Course Requirement 3). Fifth in-class counseling group session.

Thursday (Nov. 3, 2011) - No on campus class. Online [LESSON 6](#) due (read Chapter 6 in your textbook prior to completing this lesson).

Thursday (Nov. 10, 2011) - Meet on campus at 4:10. Structured Counseling Group is due (Course Requirement 3). Sixth in-class counseling group session.

Thursday (Nov. 17, 2011) - No on campus class. Online [LESSON 7](#) due (read Chapters 7 and 8 in your textbook prior to completing this lesson).

Thursday (Nov. 24, 2011) - Thanksgiving Break - No Class (read Chapters 9 - 12 in your textbook).

Thursday (Dec. 1, 2011) - Meet on campus at 4:10. Take-home final distributed in class at 4:10. Reminder: complete course evaluations online.

Thursday (Dec. 8, 2011) - Take-home final due in class at 4:10.

IMPORTANT INFORMATION

A complete list of reminders for the beginning of the semester can be found at http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html

University policy dictates that the following be included in the course syllabus:

University policies on attendance, (excused and unexcused) absences, and scheduling makeup please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

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

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Help for taking and passing PRAXIS I and II is available in the College of Education Media Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at

www.ets.org/praxis Information on CED Teacher Education is found at <http://ced.ncsu.edu/teachered>

The College of Education's Conceptual Framework may be found in its entirety at

http://ced.ncsu.edu/about/conceptual_framework.htm

APPENDIX

Course Outline and Other Important Professional Information

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.

OTHER 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).

LEAD & SERVE ELEMENTS

LEADSERVE 1 Learning General Pedagogy:

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

LEADSERVE 2 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.

LEADSERVE 3 Apply Discipline Knowledge:

Discipline and 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.

LEADSERVE 4 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.

LEADSERVE 5 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.

LEADSERVE 6 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.

LEADSERVE 7 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.

LEADSERVE 8 Valuers of Diversity:

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

LEADSERVE 9 Experienced in Practical Application 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.