

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs

| Vision - Preparing professionals to meet our diverse communities' lifelong educational needs | | | |
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| <p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p> | <p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p> | <p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p> | <p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p> |

COUN 571: Group Counseling

Instructor: Will Meek PhD
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Term: Fall 2012
Location: NH 241
Time: 6:40-9:20
Office hours: n/a

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:
<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports.

Course Description

This course includes the study of group guidance, group counseling, and group therapy in both school and agency settings. Topics such as membership roles, leadership styles, stages of group life, nonverbal communication in groups, ethical and professional issues relating to groups, theoretical models for group work, group practice with special groups, and research on group process and outcome will be presented. Students enrolled in the course also will be expected to participate in a co-facilitated, ongoing small group experience which will require sensitivity to the contributions of other group members.

Prerequisite: Coun 541, 542, 551, 552

Required Materials

Chen, M., & Ryback, C.J. (2004). Group leadership skills. Belmont, CA: Brooks/Cole-Thompson.

Course Objectives

1. To promote students' understanding of group counseling theories
2. To promote students' understanding of group dynamics and processes
3. To promote students' group leadership and co-leadership knowledge and skills
4. To promote students' awareness of the therapeutic process
5. To promote students' awareness of research regarding predictors of effective group counseling
6. To promote students' sense of professional identity as a counselor and awareness of professional and ethical issues relevant to group counseling
7. To promote students' awareness of the impact of culture and client/counselor characteristics on the counseling process
8. To promote students' understanding of group counseling issues that are related to specific populations and settings

Additional Class Information

Academic Honesty: Academic honesty is essential for the intellectual life of the University. Students have an obligation to adhere to the standards in the student Code of Conduct (<http://www.pdx.edu/dos/conductcode>).

Course Requirements

Attendance: Attendance, preparation, and participation in class discussions are required. Missing one class will not result in a penalty, but each additional class will result in a 5pt deduction from the final grade. If you know in advance that you are going to miss a class, please contact me as soon as possible. For all other attendance policies, particularly regarding illness, please follow standard university protocol.

Readings: Students are expected to come to class prepared to fully participate in discussions. In order to do so, students are expected to have read the required reading assignments prior to class attendance. The readings for each class session are noted in the course outline.

Extra Credit: No extra credit will be given in the class.

Assignments

Journal (20pt): You will complete one journal entry for every class, for a total of ten entries. Ideally these entries will be your personal reactions to the class material and reading. Each entry must be a minimum of 200 words, and each is worth 2pt. Note that the journal will only be graded for length and number of entries, not for content, and will be read in more detail only after final grades are submitted. This is to allow you full freedom to your writing. The final journal must be emailed to willmeekphd@gmail.com by 11:59:59pm on 12/03/12, and be sent in .doc or .odt format (no other formats will be accepted). I will send a confirmation email when I receive your journal. If you do not receive a confirmation email within 24 hours, it could be an indication that I did not receive the journal. It is the student's responsibility to assure that the journal was received.

Paper (80pt): You will write a paper that contains a variety of sections. Details instructions for the paper can be found at willmeekphd.com/group. You will email your typed, complete paper, to Dr. Meek (willmeekphd@gmail.com) by midnight on 12/03/12. Papers that are completed late will have a 10pt per deduction per 12 hours elapsed. Please note, technical problems will not be taken into consideration for late completion.

Grading: Students' course grades will be determined by scores on the grades on assignments and considerations from attendance and participation, and will be calculated on the following scale.

| Grade | Points | Percent |
|-------|----------------|--------------|
| A | 94 | 94 - 100 |
| A- | 90 – 93 | 90 – 93.9 |
| B+ | 87 – 89 | 87 – 89.9 |
| B | 84 – 86 | 84 – 86.9 |
| B- | 80 – 83 | 80 – 83.9 |
| C | 79.9 and lower | 79 and below |

| Calendar | | |
|-----------------|----------------------------------|--------------------------------------|
| 09/24/12 | Overview & Group Theory | |
| 10/01/12 | Theory & Leadership | Ch 1 & 2 |
| 10/08/12 | Creating a Group & First Session | Ch 3 & 4 |
| 10/15/12 | Group Facilitation | Ch 5 |
| 10/22/12 | Framework of a Group Session | Ch 6 |
| 10/29/12 | Group Conflict | Ch 7 |
| 11/5/12 | Communication Styles | Ch 8 |
| 11/12/12 | Pushing Buttons | Ch 9 |
| 11/19/12 | Emotion in Group | Ch 10 |
| 11/26/12 | Termination | Ch 11 |
| 12/03/12 | Paper Discussion | Paper & Journal Due by 11:59:59pm |