EDC 7933: Group Counseling & Dynamics

Instructor | Jacqueline Strickling | Adjunct Faculty
---|---|---
Contact | Cell: 480 287 2827 Home: | jacqueline.strickling@ottawa.edu
Location | Phoenix Campus | Dates Class Meets: Wednesday 6 pm – 9:50 pm

**Mission Statement:** The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

**Prerequisite Advisory:** Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required perquisites may negatively impact your ability to successfully complete this course.

**Ottawa Student Email:** Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one’s email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

**Course Description:**

Study of theories of group counseling and techniques of observation, assessment and leadership in therapeutic groups.

**Class Meeting Days, Times, Dates and Term:**

Days: Wednesdays | Place: Phoenix Campus
Times: 6:00 – 9:50 p.m.

Class session dates: Spring II Session: March 7th – April 30th, 2016
**Attendance:** University policy restricts absences. In this Master’s level course attendance is credited toward your final grade through the “Participation” component. An excused absence will be dealt with on a personal one-on-one basis.

**Textbook:**


ISBN 0 618 57447 6

**Course Websites:**

- Arizona Department of Education:  [www.azed.gov](http://www.azed.gov)
- Ottawa University Outcomes (Education): [http://www.ottawa.edu/undergradprograms/educationoutcomes.pdf](http://www.ottawa.edu/undergradprograms/educationoutcomes.pdf)
- American School Counselor Association:  [www.schoolcounselor.org](http://www.schoolcounselor.org)
Suggested Readings:


Outcomes:

The student will:

1. **understand** principles of group dynamics, including group process components, group development theories, group member roles, and group therapeutic factors.
2. **show understanding** of ethical and legal issues relevant to school group counseling and discuss the possible ramifications of confidentiality.
3. **show an understanding** of group guidance in terms of groups appropriate for a school setting.
4. **evaluate** functioning groups in terms of the stages of group development, leadership effectiveness, and theoretical basis.
5. **recognize** differences in groups based on the impact of social and cultural factors and apply multicultural counseling principles when needed.
6. **explain** the concept of therapeutic groups in terms of the curative factors which operate in successful groups.
7. **design** a model group counseling proposal to be used in a school or clinical setting which includes a demonstrated knowledge of pre-group procedures including: review of data to determine need, participant selection, and evaluation.

Student Handbook/Catalog:

University Policies: Students should refer to the Student Handbook for all University regulations.

Subject Matter Disclaimer:

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some students. If a student believes that a class activity may be personally disturbing, s/he should follow these procedures:

1. If anticipated, notify the instructor in advance to obtain a substitute assignment.
2. Take responsibility to have a fellow student collect handout materials and share notes for the part of the class that is missed.
3. If the situation occurs during a class, the student should quietly leave the class.
4. The student should remain in the area and return to class as soon as possible to take part in the critique and discussion.
5. The student should also notify the instructor at break or after class about the general reason for leaving and should seek a substitute assignment.

Confidentiality:

NOTE: It is expected that all students will protect the confidentiality of personal information that is shared in the classroom by not discussing it out of the classroom.
## Course Requirements and Grading:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
</tr>
<tr>
<td>(160 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Icebreaker Activity</td>
<td></td>
<td></td>
<td></td>
<td>__/20</td>
<td>__/40</td>
<td>__/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(80 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Concepts</td>
<td>__/30</td>
<td>__/30</td>
<td>__/30</td>
<td>__/30</td>
<td>__/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(150 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflections</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td>__/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(120 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Reviews</td>
<td></td>
<td>__/60</td>
<td>__/60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(180 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA: Proposal</td>
<td>__/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA: Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__/100</td>
<td></td>
</tr>
<tr>
<td>(100 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA: Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__/200</td>
<td></td>
</tr>
<tr>
<td>(200 Points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>__/40</td>
<td>__/70</td>
<td>__/130</td>
<td>__/160</td>
<td>__/110</td>
<td>__/150</td>
<td>__/120</td>
<td>__/220</td>
</tr>
<tr>
<td><strong>1000</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record your points as you receive evaluation points back. This way you can chart your progress and start to predict your grade.

Points conversion:
A = 1,000 – 900 (100-90%)
B = 899 – 800 (89.9-80%)
C = 799 – 700 (79.9-70%)

*Review the instructions for each assignment in the Blackboard – Course Materials*

**Icebreakers:** You will be responsible for conducting icebreakers for the different groups. You will need to explain the rationale, purpose, and data supporting (if needed) for that icebreaker. Complete the Icebreaker form in Blackboard for each of your Icebreakers and submit with handouts and instructions for your activity.

**Article Reviews:** Review a professional journal article related to Group Counseling in Schools. Minimum 2-page summary submitted on Blackboard prior to class. Give a 5-minute summary of the article to the class.

**Topic Concepts:** Complete the assigned chapter readings quiz prior to class. The Quiz is open book. You will have a 1-hour time limit.

**Self-Reflections:** Each class will consist of various activities including Icebreakers, Group Activities, Article Reviews, Chapter Discussions, etc. The Self-Reflection is a 1-page minimum summary of what you got out of the class that day in regards to the various activities you participated in.

**Signature Assignment Proposal:** Proposes an idea and provide evidence intended for your Signature Assignment. Proposal should include the following: Title Page, Abstract, Reference Page (APA style), minimum 2 references.

**Presentation:** As part of the Signature Assignment you will need to present one of the sessions. This will involve facilitating the group session. Provide handouts and materials if necessary.

**Signature Assignment:** This is your final exam for your course. Please see the handout regarding the guidelines for the APA Group Counseling Model paper.
Review your Blackboard weekly for updates, resources, and materials necessary for your course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings/Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus/Class Information&lt;br&gt;Group Counseling Overview&lt;br&gt;Icebreaker Activity&lt;br&gt;Group Activity</td>
<td>Self- Reflection 1 – due 3/13&lt;br&gt;Student Survey – due 3/9</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1 &amp; 2&lt;br&gt;Icebreaker Activity&lt;br&gt;Group Activity&lt;br&gt;Review Additional Readings on Blackboard</td>
<td>Topic Concepts 1 &amp; 2 – due 3/16&lt;br&gt;Self-Reflection 2 – due 3/20</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 7 &amp; 8&lt;br&gt;Group Activity</td>
<td>Topic Concepts 7 &amp; 8 – due 4/6&lt;br&gt;Self-Reflection 5 – due 4/10&lt;br&gt;Icebreaker 2 &amp; 3 – due 4/6&lt;br&gt;Discussion Q &amp; A – due 4/6</td>
</tr>
<tr>
<td>7</td>
<td>Course Review&lt;br&gt;Presentations</td>
<td>Presentation (Group 1) – due 4/20&lt;br&gt;Student Survey – due 4/20</td>
</tr>
<tr>
<td>8</td>
<td>Presentations&lt;br&gt;Feedback &amp; Evaluations</td>
<td>Presentation (Group 2) – due 4/27&lt;br&gt;Signature Assignment – due 4/27</td>
</tr>
</tbody>
</table>

*All written assignments and forms are due in Blackboard.
Signature Assignment
APA Style Paper: GROUP COUNSELING MODEL

Assignment: Write a paper according to APA style (6th edition) in third person. That requires research, critical thinking skills, and creativity. This will be a design for a group counseling model for a school setting.

1. It must be written in narrative form, typed, double spaced and 10-12 pages, including six group counseling sessions.
2. It must contain the following:
   A. Title page: includes Running heard and follows APA Style (6th edition).
   B. Abstract: a synopsis of what the paper is about (a generalized overview).
   C. Introduction: target population, need, purpose, goals, interest in this population.
   D. Body: Part 1: Advertisement, selection, number, time, location, schedule
      Part 2: Leadership style and skills that are needed
      Part 3: Group Counseling sessions:
      Include a Group Counseling Plan Form for each session (6 – 8 sessions)
      Part 4: Evaluation of the group
   E. Conclusion: Summarize the importance of this group and its population, leader’s expectation of effectiveness of group and follow-up.
   F. References page: Use and list five (or more) sources that are cited. The textbook may be used as one source.

Signature Assignment – CRITERIA FOR EVALUATION

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS</td>
<td></td>
</tr>
<tr>
<td>- Spelling, punctuation, grammar, and usage, complete sentences, paragraph construction.</td>
<td>25</td>
</tr>
<tr>
<td>WRITING STYLE</td>
<td></td>
</tr>
<tr>
<td>- Variety in sentence structure, smooth transitions from one section to another, clarity of thoughts and ideas, clearly cited data, data that is quoted or paraphrased and imbedded into the text of the paper.</td>
<td>25</td>
</tr>
<tr>
<td>APA STYLE</td>
<td></td>
</tr>
<tr>
<td>- correct title page, correct pagination, correct consecutive page title, sources cited and references page sources match, correct form for references page.</td>
<td>25</td>
</tr>
<tr>
<td>COMPLETENESS OF APA STYLE</td>
<td></td>
</tr>
<tr>
<td>- abstract, introduction, body, conclusion, References page, sources (5 minimum).</td>
<td>25</td>
</tr>
<tr>
<td>COMPLETENESS OF CONTENT</td>
<td></td>
</tr>
<tr>
<td>(10) Introduction (target population, need, purpose, goals, interest in this population)</td>
<td></td>
</tr>
<tr>
<td>(10) Part 1: Advertisement, selection, number, time, location, schedule</td>
<td></td>
</tr>
<tr>
<td>(10) Part 2: Leadership style and skills that are needed</td>
<td></td>
</tr>
<tr>
<td>(50) Part 3: Group Counseling Sessions: Plan Form for each session (6 – 8 sessions)</td>
<td></td>
</tr>
<tr>
<td>(10) Part 4: Evaluation of the group</td>
<td></td>
</tr>
<tr>
<td>(10) Conclusion: importance of group and its population, leader’s expectation of effectiveness and follow-up.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>
Statement of Teaching & Learning in the Adult Curriculum:

Ottawa University’s philosophy of teaching and learning supports the theories and principles of the analogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa’s learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students’ previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

Homework Requirement:  
Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Editorial Format for Written Papers:

Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under “Writing and Research Resources” in the online Resource Room located on the course menu in Blackboard.

Information Literacy:

Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes that it is imperative faculty guide students on accessing and utilizing text and data resources presently housed within the University’s Myers' Library system, and believes it is critical that students actively and continually engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers' Library online databases for class preparation and student assignments, and students are encouraged to incorporate research materials from the many Myers’ Library online databases when fulfilling general course assignments. Each database in the Myers’ Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers' Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.
Sensitivity and Confidentiality:

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

Blackboard:

When a Blackboard shell is available for this course, you are expected to participate in the additional activities, resources and discussions as directed by your instructor. Blackboard engagement will be approximately one to one-and-one-half hours per week.

Blackboard Technical Support:

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

Policies:

All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.

Attendance Policy:

Attendance is required

Late Submission Policy:

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook:

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.
Classroom Conduct: For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.

Academic Integrity: Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director."

Statement on Diversity: Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.
Services for Students With Disabilities:  
Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University’s ADA Coordinator oversees all disabilities-related issues concerning students.

Withdrawal:  
Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

Copyright:  
This material is protected by copyright and cannot be reused without permission.

Last Updated: 02/2016  
Lead Faculty: Dr. Kim Coffman-Romero

Disclaimer:  
Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.