

University of  
Lethbridge



Faculty of Education

## Counsellor Education Program: Master of Counselling

CAAP 6637

Group Counselling and Process Skills

COURSE OUTLINE

Summer Session, 2019 (May-August)

***Blended Delivery***

*Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.*

**Instructor:** Elaine Greidanus, Ph.D,  
Registered Psychologist

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Dr. Greidanus is best contacted by email. Virtual meetings are scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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This course is administered through Moodle. <https://moodle.uleth.ca>

**Credit Hours:** 3.0    **Contact Hours:** 3-0-0

**Prerequisites:** CAAP 6601, 6603, 6605, 6607

**Equivalents:** CAAP 637, EDUC 5620

### **CALENDAR DESCRIPTION**

This course will provide a conceptual understanding of group process, applied to a wide range of contexts and clientele. The course will build on the construct of the working alliance as a foundation for the counselling process and will incorporate various theories of group counselling and group process into an overall conceptual framework. The course delivery will consist of two integrated components: (a) an online component focusing on group theories and conceptual aspects of working in group contexts and (b) a face-to-face component delivered during a Summer Institute (SI).

### **COURSE OVERVIEW**

CAAP 6637 is designed to provide both theoretical and practical knowledge in designing and facilitating groups. The course will review the various kinds of groups that counsellors are likely to offer during their careers, with primary emphasis on counselling groups and secondarily on psychoeducational groups. The exploration of groups will take place through a combination of online discussions, class discussions, experiential class activities, and participation in an experiential group. Core theoretical constructs are covered via selected readings, a graded assignment, and through critically analyzing a group counselling video.

## **COURSE OBJECTIVES**

| <b>Topics Covered</b><br>CACREP Standards 2009                                                                                                                                             | <b>Readings and Activities</b>                  | <b>Assignments/ Assessment</b>                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.                 | Yalom Ch. 10 - 13<br><br>SI Group Participation | <ul style="list-style-type: none"> <li>• Discussion Forum Participation Paper</li> <li>• Group Design, Part I - Proposal</li> </ul>                                         |
| Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.                                                 | Yalom Ch. 1 - 7                                 | <ul style="list-style-type: none"> <li>• Discussion Forum Participation Paper</li> <li>• Group Design, Part I &amp; II</li> </ul>                                           |
| Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature                                                               | Yalom Ch. 14, 15                                | <ul style="list-style-type: none"> <li>• Discussion Forum Participation Paper</li> <li>• Group Design, Part I - Proposal</li> <li>• Journal Article Review</li> </ul>       |
| Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness                     | Yalom Ch. 8, 9<br><br>Additional Readings       | <ul style="list-style-type: none"> <li>• Discussion Forum Participation Paper</li> <li>• Group Design, Part I &amp; II</li> <li>• Journal Article Review</li> </ul>         |
| Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term | Group Process/Self-Reflection                   | <ul style="list-style-type: none"> <li>• Group Experience and Reflections</li> <li>• Team Building Therapeutic Activity</li> <li>• Group Design, Co-Facilitation</li> </ul> |

## **REQUIRED RESOURCES/READINGS**

Yalom, Irvin. & Leszcz, Molyn. *The Theory and Practice of Group Psychotherapy, 5<sup>th</sup> edition*. New York: Basic Books.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

**Additional resources/readings will be posted on Moodle**

## **CLASS SCHEDULE (Tentative)**

For the specific dates of each week and the Summer Institute, please refer to the summer course information provided by the Program Specialist. If you have not yet received the summer course information, it will be provided in a timely manner prior to the beginning of the course.

| <b>Online Delivery</b>                           | <b>Topics/Readings</b><br><i>Y&amp;L: Yalom &amp; Leszcz</i>                                                                                         | <b>Assessment of Learning</b>                                                                                                                                                         |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1                                           | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 1</li> <li>• Y&amp;L – Ch. 2</li> <li>• Y&amp;L – Ch. 3</li> <li>• Y&amp;L – Ch. 4</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Experience Reflection</li> </ul>                                                             |
| Week 2                                           | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 8</li> <li>• Y&amp;L – Ch. 10</li> <li>• Y&amp;L – Ch. 15</li> </ul>                          | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Experience Reflection</li> <li>• Group Design Proposal: topic submission deadline</li> </ul> |
| Week 3                                           | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 5</li> <li>• Y&amp;L – Ch. 6</li> <li>• Y&amp;L – Ch. 7</li> </ul>                            | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Experience Reflection</li> <li>• Journal Article Review #1</li> </ul>                        |
| Week 4                                           | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 9</li> <li>• Y&amp;L – Ch. 11</li> <li>• Y&amp;L – Ch. 12</li> </ul>                          | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Experience Reflection</li> <li>• Journal Article Review #2</li> </ul>                        |
| Week 5                                           | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 13</li> <li>• Y&amp;L – Ch. 14</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Experience Reflection</li> </ul>                                                             |
| Prior to SI                                      |                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Group Experience Reflection</li> <li>• Due: Group Design, Proposal</li> <li>• Due: Discussion Forum Participation Paper</li> </ul>           |
| <b>Summer Institute</b><br><i>(face-to-face)</i> | <b>Topics/Activities</b>                                                                                                                             | <b>Assessment of Learning</b>                                                                                                                                                         |
| Day 1                                            | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Team Building Activities (Group Work)</li> </ul>              | <ul style="list-style-type: none"> <li>• Due: Short Structured Activity</li> <li>• Group Process/Self-Reflection</li> <li>• DUE: Group Co-facilitation: Session Plan</li> </ul>       |
| Day 2                                            | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Team Building Activities (Group Work)</li> </ul>              | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                     |
| Day 3                                            | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Student Co-Facilitation (Group Work)</li> </ul>               | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                     |
| Day 4                                            | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Student Co-Facilitation (Group Work)</li> </ul>               | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                     |
| Day 5                                            | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Group Work</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                     |
| After SI                                         |                                                                                                                                                      | <ul style="list-style-type: none"> <li>• DUE: Group Co-facilitation: Video, Individual Evaluation of Performance</li> </ul>                                                           |

***Mandatory attendance for all classes is required.***

*In exceptional circumstances where you will be absent, notify the instructor in advance.*

**Note:** Due to your **limited time on campus**, you will need to **be prepared to spend your evenings** on coursework, scoring assessment instruments, and preparing for the group work. Therefore, please complete all required readings **prior** to attending SI.

## **GRADING GUIDELINES**

| <b>Numeric Value</b>                                                                                                                   | <b>Letter Grade</b> | <b>Grade Point</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
| 97 – 100                                                                                                                               | A+                  | 4.00               |
| 93 – 96                                                                                                                                | A                   | 4.00               |
| 90 – 92                                                                                                                                | A-                  | 3.70               |
| 87 – 89                                                                                                                                | B+                  | 3.30               |
| 83 – 86                                                                                                                                | B                   | 3.00               |
| 80 – 82                                                                                                                                | B-                  | 2.70               |
| <b>NOTE: Any course with a grade of less than B- <u>cannot</u> be considered for credit in Faculty of Education master's programs.</b> |                     |                    |
| 77 – 79                                                                                                                                | C+                  | 2.30               |
| 73 – 76                                                                                                                                | C                   | 2.00               |
| 70 – 72                                                                                                                                | C-                  | 1.70               |
| 67 – 69                                                                                                                                | D+                  | 1.30               |
| 63 – 66                                                                                                                                | D                   | 1.00               |
| <63                                                                                                                                    | F                   | 0.00               |

## **COURSE ASSESSMENTS/ASSIGNMENTS**

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. Additional details will be provided on the course Moodle for all assignments.

All written assignments are to meet pre-submission criteria including APA 6<sup>th</sup> edition formatting and writing requirements and will be within the stated page limits. **Assignments not meeting the pre-submission criteria will not be graded until the pre-submission criteria are met.**

**1. Discussion Forum Participation Paper: 10%** **Due: See Schedule**

Throughout the online component of the course, you will participate in the weekly online discussion forums related to the course material and readings. There are different types of discussion forums in this course, be sure to attend to the instructors for each forum. Following the final discussion forum, you will complete a three page reflection paper wherein you review your discussion forum participation, summarize your contributions, evaluate your participation relative to the participation criteria provided, and demonstrate what you learned by your participation.

**2. Group Experience and Reflections: 15%** **Due: See Schedule**

Students are asked either to attend a group or to co-facilitate a group for a 4-5 week period. Email the course instructor at your earliest opportunity to have your choice of group approved. In the past students have participated in formal therapy groups, informal support groups, spiritual group, hobby/interest group, book clubs, play groups, etc. A face-to-face group is preferable, but an online group is acceptable. The group must be authentic and meaningful to the you, do not choose a group in which you have no interest or for which you do not meet the criteria for inclusion (e.g. do not join a group for additions support if you do not have an addiction).

After each group session, students are required to write a 1 – 2 reflective discussion forum entry about their experience using “I/We/It” format which will be provided. Once the group has ended, students are required to submit a 6 page double-spaced critical reflection of their learning

experience and to include an appendix which includes all of their weekly I/We/It DF posts. To complete this assignment, students are required to draw from and critically examine all of their weekly journals. **This assignment is due one week after your last group session.** Important note: weekly and final reflection are not forums to evaluate other group members or the group facilitator. Rather, they are opportunities to expand your own self-awareness within a group counseling context. Assignments which evaluate other group members or the group facilitator will be returned to students for revision.

**3. Journal Article Review: 20%**

**Due: Week 3 & 4**

- Review **two (2)** (10% each) recent, peer reviewed journal articles related to specific therapeutic group counselling/psychotherapy theory or techniques that are of interest to you.
- These articles cannot be directly related to your group proposal.
- One article review will be due on each of weeks 3 and 4 of the online component of the course.
- Each article review will be **one page** long and include:
  - Brief summary of the article including theoretical basis/background, method, results, conclusions.
  - Critical analysis of article including discussion of the implications of the research, strengths, and limitations based on the application of the material covered in the course.

**4. Group Process/Self-Reflection: 10%**

**Due: by 7 pm each evening during SI**

You will submit an electronic copy of the Group Process/Self-Reflection to your instructor via Moodle. This form helps you reflect on the group experience, referring to the course material presented in the text and in the online component of the course. Note that these will not be graded until after the last class. Grading is based on the clarity, depth, and professionalism demonstrated in the reflections as well as your ability to link your learning to concepts covered in the course.

**5. Short Structured Activity: 5%**

**Due: SI Day 1**

Co-facilitate a 10 minute structured group activity that is appropriate to the stage of the group development reached by your classmates during the SI. The instructor/TA will facilitate a debriefing of this activity immediately following the activity. The lesson plan is due at 9am on the first day of the Summer Institute. These lesson plans will be shared with the rest of the class for everyone's future reference. Immediately following class the day of the TBTA, write a 1 to 2 page self-evaluation of your performance facilitating the activity. The self-evaluation is due the day after you facilitate your TBTA. Grading of this assignment is based the appropriateness of your choice of activity and the quality of your critical reflections of your facilitation skills, co-facilitation skills, and insights about what you learned facilitating the activity.

**6. Group Design, Proposal – Part I: 20%**

**Due: July 5**

You will design an original group proposal in collaboration with one of your colleagues. The group may target any age range and counselling related topic.

*(e.g., parenting groups, disordered eating, assertiveness, groups for those that are in or have left abusive relationships, managing math anxiety, depression or anxiety, coping with divorce, career counselling, self-esteem, shyness, addictions, dealing with anger, survivors of suicide, self harm healing group, stress management, coping with cancer, saying good-bye to cutting, grief and loss group, pre-marriage group, couples counselling, career counselling, recovery group for those who have experienced burn out, etc.)*

• **Topic Selection**

**Due: Week 2 online**

Topics will be chosen via sign-up online and will be approved by the instructor.

• **Proposal:** Submitted via Moodle, as one document.

This assignment requires students to integrate the course material with additional readings/research to design a proposal for a therapy group in the student's area of interest.

Each proposal must include:

- Overview of the research related to the group topic
- Theoretically-based rationale for the group and why it is a good fit for the chosen topic/population
- Goals and objectives
- Description of the purpose and content that will be presented
- Cultural and ethical considerations
- Description of the group process/plan
  - Pre-group screening (inclusion/exclusion criteria and screening process)
  - Roles of facilitators
  - Group counselling consent process (include forms in an appendix)
  - Marketing plan (include poster and recruitment material in an appendix)
  - Number of members, context, resource considerations
  - Number of sessions, brief description of each session (including goals and activities/techniques to facilitate process)
  - Evaluation process to assess efficacy related to goals

## 7. Group Co-facilitation - 20% (During the Summer Institute)

With a partner, you will design a group session which you will facilitate during the SI. This assignment include two components:

### A. Group Co-facilitation: Session Plan

**DUE: First day of SI**

Design a 1.5 hour group session (30 minutes structured activity, 30 minute debrief of activity with group, 30 minute debrief of the debrief). The session plan will be 3 pages with all print material required to facilitate the activity included as an appendix. *See Moodle for additional assignment details.*

### B. Group Co-facilitation: Individual Evaluation of Performance

**DUE: August 5**

During the Summer Institute, you will co-facilitate the group session you designed in Part A. The session will be taped (you must supply the recording equipment (e.g., laptop) and provide the recording to the professor/TA to review, prior to the end of the SI. Independent of your co-facilitator, you will write a 4 – 5 page analysis and evaluation of the session, based on your review of the video. Demonstrate your understanding of group dynamics and processes within and after the group session. Focus on an evaluation of your demonstration of the group facilitation skills covered in this course. Include an analysis of the co-facilitator dynamics. The main emphasis in this assignment is on your ability to engage in high quality, self-evaluation of your strengths and areas of needed professional development growth as a group counsellor. Resubmit your session plan for the session as an appendix in the paper. The quality of the session plan will be evaluated. Any discrepancy between the session indicated in the session plan and the actual session should be discussed in the reflection your evaluation of the session.

Grading will individual, and based on:

- The clarity, quality, and feasibility of the group session plan
- The quality and professionalism of the group counselling skills demonstrated during the co-facilitation (evidenced by the video recording)
- The critical reflection skills demonstrated in your analysis of your own skills, demonstrated in the video, along with your reflections on your co-facilitation skills and insights regarding group counselling.

### Notes:

\*\* Further information and guidance with respect to the course requirements, including grading rubrics, will be provided during class.

\*\* **Late assignments** will be penalized 2% per day late (incl. weekends).

## STUDENT RIGHTS and EXPECTATIONS

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Students are expected to be familiar with the Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>) including but not limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **If you have a disability, special learning needs, or a recent injury** that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.
- As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (Excerpt from CAAP 6615: Dr. B. Shepard).

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

- *College of Alberta Psychologists:* <https://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>
- *Canadian Psychological Association:* <http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- *Canadian Counselling and Psychotherapy Association:* <https://www.ccpa-accp.ca/ethics/>
- *Alberta Teachers' Association (when practicum is based in an educational setting):* <https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/default.aspx>
- *Faculty of Education:* <http://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

The **personal information** your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

**Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance.

## **COURSE POLICIES**

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To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner. Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; avoiding use of cell phones, checking email, and using the internet during class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.