***SCHOOL OF EDUCATION***

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***COURSE SYLLABUS***

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| **Course: Course Title:** | CMHC 615  Group Psychotherapy and Counseling | (3 units) |
| **Term:**  **Days/Times:** | Spring 2014  Thursdays |  |
| **Class Location:** |  |  |

**Faculty:** Janee Both Gragg, Ph.D.

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**Office Hours:** Tuesday and Thursday 10AM-12PM and Wednesday 2PM-5PM Additional times available by appointment

**Catalog Course Description**

Introduction to the theory and practice of small-group work. Emphasis on the development of leadership skills. (CTC Standards 10 & 26)

The following CTC Standards are partially addressed in this course: Generic Standard 2: Growth and Development

Generic Standard 3: Socio-Cultural Competence

Generic Standard 5: Comprehensivme Prevention & Early Intervention for

Achievement

Generic Standard 6: Professional Ethics and Legal Mandates

Generic Standard 8: Self-esteem and Personal and Social Responsibility

Generic Standard 10: Consultation

Generic Standard 12: Professional Leadership Development

Generic Standard 14: Human Relations

Specialization Standard 26: Group Counseling and Facilitation

Specialization Standard 27: Collaboration, Coordination and Team Building

**Course Objectives**

The objectives of this course are:

1. To have students differentiate between the skills necessary for individual and

group counseling through the lectures and assigned readings. (CTC Standard 26)

2. To have students understand the dynamics of group counseling related to the

various theories and techniques by means of lecture and class demonstration. (CTC Standard 26)

3. To have students demonstrate ethical and competent group behavior **(both as a participant and as a leader**) during group exercises and class projects. This will include ability to paraphrase, label feelings, focus on the “here and now” and give accurate feedback as well as receive feedback from peers in class. (CTC Standard

6)

4. To have students apply group-screening standards that fully recognize the multi-

cultural backgrounds of today’s diverse K-12 student population by role-playing intake interviews **and leading group counseling sessions**. (CTC Standard 14)

5. To have students learn the techniques necessary for enhancing school staff cohesiveness and morale through group counseling methodology. (CTC Standard

27)

6. To have students achieve a high degree of competency regarding ethical standards

related to the group process through the readings, lectures and appropriate case studies. (CTC Standard 6)

**Required Readings**

Gladding, S. (2008). Groups: A Counseling Specialty (6th Ed.). Upper Saddle River, NJ: Pearson. ISBN: 0131735950

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** Assignments are complete and thorough and exceed stated specifications and criteria, and are on time. Written projects will be free of spelling and syntax errors. Further, written work shows superior graduate quality in verbal expression and attention to detail. In addition, the student will show evidence of originality, organization and introspection throughout the course experience. A strong commitment to learning is demonstrated by excellent attendance, careful preparation for class and thoughtful contributions as an individual and group member.

**A-/3.7:** Produce written work and oral presentations of high quality that demonstrate thorough research and planning. Written projects will be free of spelling and syntax errors. Further, the

projects presented through this course will convey reflection, organization and thorough and specific detail. A strong commitment to learning is demonstrated by excellent attendance as well as preparation of assignments prior to class and relevant contributions as an individual and group member.

**B+/3.3: Produce** projects that demonstrate a clear evaluation of the readings and ideas discussed in the course. Written projects are free from spelling errors and correct use of syntax and punctuation is evident. The professional responsibilities described above are de monstrated frequently and the student is attending regularly participating in each class.

**B/3.0:** Produce projects that convey a basic understanding of the readings and ideas discussed in the course. Written projects contain only minor spelling and syntax errors. This student usually demonstrates the professional responsibilities mentioned above. The individual produces minimal work.

 **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt**.

**B-/2.7**: All assignments are complete, edited and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conferences with the professor and advisor to discuss grade performance.

**C+2.3**: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0**: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

 A meeting with the professor should be arranged; and a meeting with the advisor is

**required**. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment and Grading:**

A letter grade and narrative feedback will be provided on all assignments. As well as your

successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

 Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

 Being prepared with written work, oral presentations and willingness to participate in activities.

 Attending class and meeting with me if you must miss any class or need to leave early.

 Respecting other people

 Understanding that in everything you do or say, you are modeling values, attitudes and behaviors that impact the lives of others.

 Being “on purpose” (i.e. the person comes to class with and attitude of wanting to contribute

to the learning of everyone and is responsible for creating dynamic and worthwhile class

meetings).

 *Lap top computers are welcome in class as long as they are used only for this class and not other course work*.

**Academic Honesty:**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism

can result in dismissal from the University.

**Assignments, Presentations and Facilitation:**

All assignments should be approached with professionalism as a foundation. Material is to be

typed; no hand-written assignments will be accepted (except for in-class projects and completion of assessment questionnaires). Oral presentations will be graded on the basis of content as well as delivery. If you need help with effective presentation skills, please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Late Work:**

Any work that is turned in late will automatically earn one half a letter grade less, unless  **prior approval** has been granted (i.e. a 4.0 would become a 3.7, etc.) All late work must be pre-

approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and

signed by the student and the instructor.

**Student Assessment**

The requirements for this course support three components of multiple measures of learning and outcomes: (1) personal growth; (2) building group counseling skills utilizing multiple theoretical approaches; and (3) professional development.

All Students are required to:

1. Attend class weekly and on time. Class attendance is imperative since the absence of a

member from the group alters the inherent structure and dynamics of the group process. One absence is acceptable, but it cannot be the last class.  **Two absences will result in lowering your grade one letter**. Students who have three absences would be required to complete an additional assignment in addition to lowering the grade one letter.  **Active participation in class exercises and group sessions is also expected.** This assignment will be 20% of your grade.

2. **Group Development Presentation.** This brief presentation will include information about a population you are interested in leading a group for on a specific topic. You will be required to develop curriculum for 3 group sessions. Examples will be provided in class of the curriculum and additional information to be covered in your presentation will also be addressed in more detail in class. This assignment will be 20% of your grade.

3. **Co-facilitate a group counseling session.** Each student will co-lead with a fellow student the group process portion of the class during one of the periods. This will also involve meeting with your co-leader to prepare any exercises and analyze group dynamics and process. You earn points through your facilitation, presence, and effort. This will be 15% of your grade.

4. **Weekly journals on reading and reflection**. Each week, students will be expected to turn in a (400-word minimum) reflection about the readings assigned and how they relate to one’s own personal experiences and connect to how our class is progressing through the group process. This assignment will be 15% of your grade.

5. **Final Paper.** Describe your experience in this class (1500 words minimum). What did you learn about groups and group process? What did you learn about yourself in groups? What roles did you play? How did your understanding of yourself and others evolve over the course of the semester? What were your interpersonal strengths? What do you still need to work on in terms of interpersonal relating and leadership? Use APA reference style when citing or borrowing ideas from your texts. This original essay should serve as a way to integrate your learning and summarize your experience. Paper will be assessed based on: 1) depth of insight and understanding; 2) writing style; and 3) originality. This assignment will be 30% of your grade.

**Topic Outline, Readings, Activities and Meeting Dates**

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| Class Sessions | Activities | Course Readings |
| **Class One**  5/8/14 | Overview of course  Review syllabus and course requirements  Discuss approaches and styles to group work |  |
| **Class Two**  5/15/14 | Discuss group leader/member characteristics  Schedule topic and dates for the oral presentations.  Review basic attending skills | Chapters 1-3 |
| **Class Three**  5/22/14 | Ethical and Professional issues in group practice  ***Begin group facilitation practice*** | Chapter 10 |
| **Class Four**  5/29/14 | Stages in Group Development  ***Continue group facilitation practice*** | Chapters 4-6 |
| **Class Five**  6/5/14 | Culture and Diversity  ***Continue group facilitation practice*** | Chapter 7-8 |

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| **Class Six**  6/12/14 | Leadership Skills  ***Continue group facilitation practice*** | Chapter 9 |
| **Class Seven**  6/19/14 | No Class  Preparation for presentation | Chapter 11 & 12 |
| **Class Eight**  6/26/14 | Intervention Strategies  Presentation 1 & 2  ***Continue group facilitation practice*** | Chapter 13 & 14 |
| **No Class**  7/3/14 | Off for week of July 4th | No Class |
| **Class Nine**  7/10/14 | Presentation 3 & 4  ***Continue group facilitation practice*** | Chapter 15 |
| **Class Ten**  7/17/14 | Presentation 5 & 6  ***Continue group facilitation practice*** | Chapter 16 |
| **Class Eleven**  7/24/14 | **Final Paper Due**  ***Final group facilitation practice*** | Chapter 17 |
| **Class Twelve**  7/31/14 | Review of course and wrap up  Complete course evaluation |  |