VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION
Department of Human and Organizational Development
Human Development Counseling Program
Professors: Heather L. Smith, PhD, LPC-MHSP, NCC
Michelle Perepiczka, PhD, LMHC, RPTS, NCC
HDC 6160: Group Counseling

COURSE DESCRIPTION

This course provides an understanding of group counseling through an examination of the foundations of group work, legal and ethical issues, group member concerns and behavior, group planning and development, leadership styles, research on groups, theoretically based group models, and group skills and techniques. The course requires (a) knowing textbook and other provided material on group counseling; (b) developing task, psychoeducational, and counseling group skills—as a group member and as a group facilitator; (c) preparing to lead a group, with all best practice components; and (d) continuing to build self-awareness within the context of a group (ACES, 2011, p. 138).

PREREQUISITES

This course is for entry-level graduate students admitted to HDC school counseling track of whom may be encountering and studying group work for the first time, but have previously taken coursework in counseling theories, developmental psychology, and counseling techniques/pre-practicum.

TEXTBOOKS AND MATERIALS*

Erford, B. T. (2016). *Group work in schools* (2nd ed). New York, NY: Taylor & Francis. SBN-13: 978-1138853836; ISBN-10: 1138853836.

Groups in Action: Evolution and Challenges. Students will need to obtain access to this film. There are multiple ways to access the film through the publisher Cengage, including streaming/renting it or purchasing a DVD copy. Instructions will be provided.

Previous Course Texts Needed as References in This Course:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615, ISBN-10: 1433950618.

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th ed.). New York, NY: Pearson. ISBN-13: 978-0134165783; ISBN-10: 0134165780.

---

* For a complete listing of all references for this course, see list at the end of this syllabus

COURSE OBJECTIVES

This course aligns with the 2016 Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP Standards 2016). Group counseling and group work is one of the eight common core areas required of all students in CACREP-accredited graduate programs.

Objectives, Student Learning Outcomes and Methods of Evaluation:

	Objective	Student Learning Outcome	Method of Evaluation
1.	Students will be introduced to the history of group work in the counseling profession (contributes to CACREP, 2016, Section 2:F1a)	Students will be able to identify major contributors and contributions to the development of group work in the counseling profession.	Student reflection and discussion in class will explore this. Also, quizzes will require students to identify major contributors and contributions to the development of group work in the counseling profession.
2.	Students will be introduced to group dynamics including group process components, developmental stages of a group, and individual and group goal setting. (CACREP, 2016, Section 2: F6a)	Students will be able to identify group process components, apply group developmental stage theory, and devise individual and group goals.	Students' process observer experiences, quizzes, and group planning portfolio will evaluate these student learning outcomes.
3.	Students will examine group members' roles and behaviors, and how therapeutic factors contribute to group effectiveness (CACREP, 2016, Section 2:F6c)	Students will be able to identify group member roles and behaviors and hypothesize how therapeutic factors contribute to group effectiveness.	In-class activities will introduce students to various member roles and behaviors, and allow them to practice hypothesizing how therapeutic factors contribute to group effectiveness. Students' process observer journals and experiences also serve to evaluate this objective.
4.	Students will gain an appreciation of the characteristics and functions of effective group leaders. (CACREP, 2016, Section 2:F6d)	Students will identify various leadership styles, summarize how various style behaviors impact group functioning, and try out various styles in class and group leadership roles.	Quizzes require students to identify various leadership styles, behaviors, and how those impact group functioning. Students will each have at least 1 opportunity to lead a portion of a task group session. Students' process observer experiences and journals also serve to evaluate this objective.
5.	Students will apply knowledge of theoretical foundations of group counseling and group work. (CACREP, 2016, Section 2: F6a)	Students will recognize when group counseling theory can help inform their work and create hypotheses for facilitating groups and working with clients.	In-class discussion and activities will require students to recognize when group counseling theory can inform their work, creating hypotheses for their work with clients; each student creates an 8-session psychoeducational group planning portfolio based upon best practices in group work and group counseling theory.

	Objective	Student Learning Outcome	Method of Evaluation
6.	Students will compare and contrast approaches to group formation, recruiting, screening and selection criteria, as well as methods for evaluation of group growth and effectiveness and development of measurable outcomes for clients. (CACREP, 2016, Section 2: F5i & F6e)	Students will recognize and use best practices in planning and preparing for facilitating group counseling.	Each student will create an 8-session psychoeducational group planning portfolio based upon best practices in group work and group counseling theory.
7.	Students will compare and determine when to use different types of groups including task groups, psychoeducational groups, counseling groups, and psychotherapy groups, (CACREP, 2016, Section 2: F6f)	Students will compare and recall definitions of the types of groups, and practice considering myriad factors when planning appropriate types of groups.	Students will each have at least one opportunity to lead a portion of a task group. In-class activities will require students to recall, compare, and choose the best type of group while considering a myriad of important factors.
8.	Students will review and apply ASGW's Best Practices and ASGW's Multicultural and Social Justice Competence Principles for Group Workers (CACREP, 2016, Section 2:F6g).	Students will recognize, interpret and use ASGW's Multicultural and Social Justice Competence Principles for Group Workers.	Each student will create an 8-session psychoeducational group planning portfolio based upon best practices in group work and group counseling theory, citing Best Practices and Multicultural and Social Justice Competence Principles throughout.
9.	Students will experience being a member a group, as approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP, 2016,Section 2: F6h).	Students will experience "being in a group" while concurrently being challenged to "become aware of what is happening in the group."	Students will meet in a process group in which they experience being a group member lead by a licensed and experienced group leader. Each student will also have at least one opportunity to be a process observer during a student-lead task group.
10.	Students will be introduced to group facilitation designed to support students in overcoming barriers and impediments to learning (CACREP, 2016, School Counseling, Section G3d).	School counseling students will learn about the various types of groups, including planning for group facilitation to help students overcome barriers to learning.	In-class discussion and activities will require students to recognize when group counseling theory can inform their work. Also, students will design an 8-session psychoeducational group to support students in overcoming barriers and impediments to learning.
11.	Students will review and apply ASCA Ethical Standards for School Counselors (CACREP, 2016, Section 5: G2n)	Students will practice reviewing and applying ASCA Ethical Standards for School Counselors.	Students will review and apply ASCA Ethical Standards for School Counselors in order to complete an 8-session psychoeducational group planning portfolio.
12.	Students will practice and plan techniques for personal/social counseling in school settings (CACREP, 2016, Section 5: G3f)	Students will practice and plan techniques for personal/social counseling in school settings.	Students will practice and plan techniques for personal/social counseling in school settings by leading a task group as well as planning an 8-session psychoeducational group planning portfolio.

METHOD OF INSTRUCTION

While this is a foundational course, it is also the only course in the curriculum that will focus on group counseling and intervention to prepare students for leading groups, with supervision, during their practicum and internship experiences. Therefore this course requires learning objectives that span all four of Anderson and Krathwohl's[1] (2001) revision of Bloom's taxonomy. Students will be asked to remember, understand and apply foundational information as well as stretch their cognitive processes to include higher-order thinking skills. These higher-order thinking skills include analyzing and evaluating resources to create a psychoeducational group planning portfolio. Additionally, students will engage in an immersion group counseling experience as members. Together, all components of the course will include factual, conceptual, procedural, and metacognitive knowledge dimensions informed by counseling and educational research.

Asynchronous Sessions
Asynchronous content must be completed 24 hours prior to the start of the live sessions in order to earn full participation credit.* The maximum amount of participation credit that can be earned after this time is 50% in any increment past 24 hours prior to the start of the live sessions, with 5% additional less earned each day thereafter. Even 5 minutes past the 24 hour limit will result in a 50% maximum amount of participation credit earned. *You will want to complete the quizzes at the very end of completing the asynchronous material for that week since the quiz may include information from that week's asynchronous material.

At the beginning of the semester, students will reflect upon the skills learned in Prepracticum and begin to think about how the same skills can be used to facilitate a group. Students will gain factual knowledge of the basic elements of group work including terminology and specific details of well-designed groups. Asynchronous sessions will also provide students with conceptual knowledge of classifications, principles, generalizations, and criteria for leading various basic functions of group work.

Live Sessions
Each student will practice leading the group for 1) an opening activity that will be provided and 2) a dialogue on a provided topic. Additionally, each student will serve the role of a process observer. These practices contribute to students' procedural knowledge (group skills, techniques, and procedures). Time will also be spent clarifying and deepening understanding of asynchronous material.

Immersion Experience
It is generally known in the counseling profession that in order to become a competent group facilitator, counselors-in-training must gain lived experiences through the dynamic, challenging, and rewarding experience of being a group member. Students will come to the Vanderbilt University campus for a process group experience in which they will be members of a group. The process group serves as a safe space for students to invest in their own personal communication effectiveness, self-knowledge, and personal growth, in addition to having a group with which to deepen understanding of course content. Although ASGW distinguishes between counseling and psychotherapy groups, student process groups in counselor training programs often have characteristics of both counseling and psychotherapy groups. Membership in a process group contributes to students' metacognitive knowledge—knowledge about cognition in general as well as awareness and knowledge of one's own cognition (self-knowledge).

---

[1] Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.

GRADING SCALE

Grade	Total Percentage Earned	Grade	Total Percentage Earned
A	94 – 100 %	B–	80 – 83 %
A–	90 – 93 %	C+	77 – 79 %
B+	87 – 89 %	C	74 – 76 %
B	84 – 86 %	C–	70 – 73 %

POLICIES

Attendance and Participation
Students are expected to be mindfully present and on time to each live session. Group development is negatively impacted when a student is late or misses live sessions. Therefore a significant total percentage of a student's grade (35%) is awarded between asynchronous and live sessions for attendance and participation points. *Again, asynchronous content must be completed **24 hours prior to the start of the live sessions in order to earn full participation credit** and for the instructor to review prior to the live sessions. More detail provided previously in the syllabus. You will not be able to earn participation and attendance credit for missing a live session except where there is documented proof (physician's note; mental health counselor's note; documentation from Peabody Associate Dean for Students, Monique Robinson-Nichols)*. Arrangements should be made with the instructor ahead of time about how you intend to access missed material/activities.

Late Work
For each day that an assignment is late, 5% of the grade for that assignment will be lost. Only exceptions will be considered from documentation proof (physician's note; mental health counselor's note; documentation from Peabody Associate Dean for Students, Monique Robinson-Nichols). See guidelines related to completing asynchronous content and live session, attendance and participation policy as stated earlier in the syllabus.

Classroom Accommodations
Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact Student Access Services at (615) 322–4705 (V/TDD) to discuss and determine any accommodations. Faculty are happy to work with you to honor any accommodations for which you have been officially approved. However, for us to do so, you will need to share with us the official notification of the accommodations you have received through Student Access Services.

Mandatory Reporter Obligations
All University faculty and administrators are mandatory reporters. What this means is that all Faculty, including HDC Faculty, must report allegations of sexual misconduct and intimate partner violence of Vanderbilt students to the Title IX Coordinator.

We are very willing to discuss with you such incidents should you so desire, but we can only do so in the context of us both understanding our reporting obligations. If you want to talk to someone in confidence, officials in the Student Health Center, the University Counseling Center, and officials in the Office of the Chaplain and Religious Life (when acting as clergy) can all maintain confidentiality. In addition, officials in the Project Safe Center (Crisis Hotline 615-322-7233) have limited confidentiality, in that they have to report the incidents they are told of, but can do so without providing identifying information about the survivor(s)/victim(s).

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity including gender, sexual orientation, sexual identity, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other areas of human difference. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Vanderbilt Honor Code
Vanderbilt's Honor Code (https://www.vanderbilt.edu/student_handbook/the-honor-system/) and Peabody's Honor Code for Professional Students (https://peabody.vanderbilt.edu/docs/pdf/grad_resources/Peabody_Honor_Council_Constitution.pdf) govern all work in this course. It is encouraged that you discuss the material covered with peers and assist each other with critiques and reviews of your assignments. However, any written work that you submit is expected to be your own. I use "TurnItIn" for some assignments in this course. This is a program that identifies text that matches, verbatim, known sources, as well as papers previously submitted for credit in this course.

Note
At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients/students discuss is an important part of preparing to be a counselor.

COURSE CALENDAR

1ST CLASS   AUGUST 27TH
Pre-Group Meeting; Q & A; Opening Activities

WEEK 1   SEPTEMBER 3RD
Introduction to the Course; The Value of Group Work; Foundational Information for Group Counselors; Reviewing Prepracticum Skills
Readings:
- LMS ASCA position statement: The school counselor and group counseling
- ERFORD TEXT Chapter 1, The value of group work: Functional group models and historical perspectives
- LMS Donald E. Ward, Classification of groups

WEEK 2   SEPTEMBER 10TH
Planning for Group Work; Group Work: Part of the Comprehensive School Counseling Program; Mind Mapping for Your Group Portfolio; Overall Purpose and Plan for Evaluation; Rationale for Your Group; SMART Objectives
Readings:
- ERFORD TEXT Chapter 6, Planning for group work in the schools
- ERFORD TEXT Chapter 12, Psychoeducational groups in schools
- ERFORD TEXT Chapter 16, Accountability in group work and school counseling
- LMS ASCA ethical standards for school counselors
- LMS ASGW best practice guidelines
DUE: Quiz Weeks 1 and 2

WEEK 3   SEPTEMBER 17TH
Use of Social Power in Groups; Elements of Social Power; Group Leadership; History of Group Work in the Profession of Counseling
Readings:
- ERFORD TEXT Chapter 2, Ethical and legal foundations of group work in the schools
- VANDERBILT LIBRARY ACCESS Robin DiAngelo, What does it mean to be White? Developing White racial literacy (rev. ed.), Chapter 3, Socialization
- LMS ASGW multicultural and social justice competence principles for group workers
DUE: Quiz Week 3

WEEK 4   SEPTEMBER 24TH
Understanding and Working With Human Differences; How Do You Identify?; All Group Work is Multicultural; K–12 Student Identities; Ladder of Inference; Ladder of Inference Self-Awareness; Johari Window
Readings:
- ERFORD TEXT Chapter 3, Multicultural issues in group work
- ERFORD TEXT Chapter 4, Distinguishing group member roles
- LMS Teri C. Tompkins & Kent Rhodes, Groupthink and the Ladder of Inference: Increasing effective decision making

WEEK 5   OCTOBER 1ST
              Group Development: Forming and Orienting Stage; Begin With the End in Mind;
              Readings:
              • ERFORD TEXT Chapter 7, Forming and orienting groups
              • ERFORD TEXT Chapter 11, Leading task groups in schools
              DUE: Your Group Purpose and Rationale—Draft Due
              DUE: Quiz Week 5

WEEK 6   OCTOBER 8TH
              Group Development: Transition Stage; Conflict
              Readings:
              • ERFORD TEXT Chapter 8, The transition stage in group work
              • LMS: Jane Atieno Okech et al., *Intercultural conflict in groups*
              DUE: Quiz Week 6

WEEK 7   OCTOBER 15TH
              Group Development: Working and Ending Stage
              Readings:
              • ERFORD TEXT Chapter 9, The working stage
              • ERFORD TEXT Chapter 10, Termination in the school setting
              • ERFORD TEXT Chapter 13, Theoretically based group models used in
                counseling and psychotherapy groups
              DUE: Evaluation Plan for Your Group—Draft Due
              DUE: Quiz Week 7

WEEK 8   OCTOBER 22ND
              More on Group Work
              Readings:
              • ERFORD TEXT Chapter 5, Leading groups in the schools
              • ERFORD TEXT Chapter 14, Special issues in group work in schools
              DUE: Group Session Goals and SMART Objectives—Draft Due

WEEK 9   OCTOBER 29TH
              The Creative and Expressive Arts in Counseling
              Readings:
              • ERFORD TEXT Chapter 15, Using activities and expressive arts in group
                work

WEEK 10   NOVEMBER 5TH
              Preparing for Immersion
              DUE: Group Socialization PreK–12 Reflection Paper Due
              DUE: For Immersion: Signed Informed Consent for Group during Immersion Due

WEEK 11   NOVEMBER 15TH-16TH
              Immersion Experience on Vanderbilt University campus

WEEK 12   NOVEMBER 19TH
              Post-Immersion and Portfolio Work (one-on-one meetings scheduled)
              Readings:
              • *Review* ERFORD TEXT Chapter 12, Psychoeducational groups

WEEK 13   DECEMBER 3RD
            DUE: Psychoeducational Group Planning Portfolio Due (no asynchronous
            material, no live session)

ASSIGNMENTS

All supplemental information for assignments is listed within the Assignments folder as well as access to quizzes. The Vanderbilt Honor Code applies to all work for this course. Class requirements and their weight in terms of your course grade are as follows:

Attendance and Participation (35% total, see breakdown below)
  Asynchronous
      Completion of all segments 24 hours before the
      live session   18%

  Live Session
      On-time attendance and participation   10%
      Leading opening activity   2%
      Leading group dialogue   3%
      Process observer journal and notes   2%

Quizzes (25% total, see breakdown below)
      Weeks 1–2   5%
      Week 3   5%
      Week 5   5%
      Week 6   5%
      Week 7   5%

Psychoeducational Group Planning Portfolio (35% total, see breakdown below):
      Group Purpose and Rationale – Draft   5%
      Evaluation Plan – Draft   5%
      Group Session Goals and SMART Objectives – Draft   5%
      All Psychoeducational Group Planning Portfolio Elements 20%

Socialization Paper   5%

Group Immersion—On Campus   Required

Overall Total   100%

RESOURCES

Creative and Expressive Arts
See list for creative and expressive art group activities provided in the asynchronous materials listed in one of the last sessions of the semester.

COMPLETE REFERENCES LIST

Articles

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

American School Counselor Association. (2008). *The school counselor and group counseling*. Alexandria, VA: Author.

American School Counselor Association. (2016). *The ASCA Ethical Standards for School Counselors*. Alexandria, VA: Author.

DiAngelo, R. (2012). What does it mean to be white? Developing white racial identity (rev. ed.), Chapter 3: Socialization, pp. 13-29.

Okech, J. E., Pimpleton-Gray, A. M., Vannatta, R., & Cham, J. (2016). Intercultural conflict in groups. *The Journal For Specialists In Group Work, 41*, 350–369 DOI: 10.1080/01933922.2016.1232769

Singh, A. A., Merchant, N., Skudrzyk, B., Ingene, D., & Hutchins, A. M., & Rubel, D. (2012). Association for Specialists in Group Work: Multicultural and social justice competence principles for group workers. *Journal for Specialists in Group Work, 37*, 312-325. http://dx.doi.org/10.1080/01933922.2012.721482

Stone, C. (September 01, 2014). Informed consent: Is it attainable with students in schools? *ASCA Schoolcounselor.*

Thomas, R. V., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *Journal for Specialists in Group Work, 33*, 111-117. http://dx.doi.org/10.1080/01933920801971184

Tompkins, T. C. & Rhodes, K. (2012). Groupthink and the ladder of inference: Increasing effective decision making. **The Journal of Human Resource and Adult Learning, 8**, 84-90.

Ward, D. E. (2006). Classification of groups. *The Journal for Specialists In Group Work, 31*, 93–97. DOI: 10.1080/01933920500493548

Books and Videos:

Erford, B. T. (2016). *Group work in schools*. 2nd Ed. NY: Taylor & Francis. SBN-13: 978-1138853836; ISBN-10: 1138853836.

Groups in Action: Evolution and Challenges. Students will need to obtain access to this film. There are multiple ways to access the film through the publisher Cengage, including

streaming / renting it or purchasing a DVD copy at http://www.cengage.com/c/groups-in-action-evolution-and-challenges-2e-corey#supplements (I have contacted the publisher and there is the option of streaming the film for a fee)

Previous Course Texts Needed as References in this Course:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association. ISBN-13: 978-1433805615, ISBN-10: 1433950618.

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd edition). Alexandria, VA: American School Counseling Association.

Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th ed.). NY: Pearson. ISBN-13: 978-0134165783; ISBN-10: 0134165780.

Web Videos:

https://www.youtube.com/watch?v=uVNtTuxEUBI

https://ed.ted.com/lessons/rethinking-thinking-trevor-maber#watch

https://www.youtube.com/watch?v=K9nFhs5W8o8

https://ed.ted.com/on/GssRViiC#watch

https://www.youtube.com/watch?v=BN2rTaFUlxs

https://www.youtube.com/watch?v=UJEpget-DWc

https://www.youtube.com/watch?v=ZtJUXjqvelQ

Library Accessed Videos (psychotherapy.net resources):

http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=190
Students need links to the video through Vanderbilt University library. The video is called Group Counseling with Children: A Multicultural Approach. Students watch from 8:40-23:45.

http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=259
Students need links to the video through Vanderbilt University library. The video is called Group Counseling with Adolescents and students watch from 4:20-4:25.

http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=190
Students need links to the video through Vanderbilt University library. The video is called Group Counseling with Children: A Multicultural Approach. Students watch from 1:00:00 - 1:10:00.

**http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=1
89**
Students need links to the video through Vanderbilt University library. The video is called
Leading Groups with Adolescents. Students watch 1:50:00 - 1:58:00.

**http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=1
89**
Students need links to the video through Vanderbilt University library. The video is called
Leading Groups with Adolescents. Students watch 1:58:00 - 2:04:00.

**http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=2
59**
Watch 5:38:30 - 5:42:40 of the video entitled Group Counseling with Adolescents: A
Multicultural Approach to see the leader introduce the ending of a session.