

University of
Lethbridge



Faculty of
Education

MASTER OF COUNSELLING PROGRAM

CAAP 6637 - *WEB version*

GROUP COUNSELLING & PROCESS SKILLS

COURSE SYLLABUS

Authored and Delivered by Dr. Dawn Lorraine McBride

Summer Term, 2018 (Blended course; May to August; First online week begins on May 9; the last face-to-face class will be July 27)

Contact Hours/Week: 3-0-0. Credit Hours: 3.00 Prerequisites: CAAP 6601, 6603, 6605, 6607 Course Equivalent: CAAP 637; EDUC 5620

PROFESSOR: Dawn Lorraine McBride, M.Sc., Ph.D., Associate Professor, Registered Psychologist (Clinical, Research), Supervisor for Provisional Psychologists, and an Ethics Examiner for the College of Alberta Psychologists. She is also a past co-chair of training and education for the Canadian Group Psychotherapy Association. Currently, she serves as a director on the Canadian Group Psychotherapy Foundation board.

TA: Gabrielle Korell, M.Sc., AMFT, Registered Psychologist, Supervisor for Provisional Psychologists. She runs a successful private practice in Cochrane, Alberta. Gabrielle and Dawn have co-facilitated 100s of therapy groups for all ages (crisis, outreach, trauma, domestic violence, & wilderness group counselling retreats).

PROFESSOR'S CONTACT INFO: ¹

E-mail: dawn.mcbride@uleth__ (*THE BEST WAY TO REACH DAWN*)

University Phone: 403-317-28__ (*call anytime, 24/7; voice messages are sent to my email*)

Private Cell Phone: (*# posted under course announcements*). If urgent, call or text anytime.

Mailing Address: U of L, 4401 University Drive, Lethbridge, Alberta, T1K 3M4.

Office Location: Turcotte Hall, TH 272 (east building, ground floor, facing the river).

Office Hours: Available weekday/evenings & weekends via phone, Skype or in-person. Appointments are optional. Given I teach Wednesday to Saturday online, I try to take Sundays or Mondays off.

Secretary: Margaret Beintema. **Phone:** 403-329-2732. **Office:** TH321. **Email:** margaret.beintema@uleth__

My Response Time – up to two (2) days: Expect a reply to your message within two days, unless notified otherwise. **IMPORTANT** → If you have not heard from me within 3 days, (72 hours) please resend your message, as I may not have received it. **THANK YOU** 😊.

¹ ** I warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, to help you with your course planning, to share with you some study tips, and so on. I look forward to our contact.

CALENDAR COURSE 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 aspect of working in group contexts, and (b) a face-to-face component delivered during a summer institute.

GENERAL COURSE DESCRIPTION:

CAAP 6637: Group Counselling and Process Skills is a rewarding course for graduate counselling students nearing completion of their master degree. The major emphasis in this course is on gaining competence in designing and facilitating counselling groups in a way that does not replicate the traditional teacher-student classroom dynamic and that is independent of the counselling orientation of the student therapist. Thus, the generic, process-based skills you will learn in this course could be applicable to a wide range of theme-based groups (e.g., sexual abuse, assertiveness, parenting education, depression and anxiety, grief and loss, stress management) and to groups delivered from a variety of counselling orientations (e.g., CBT, DBT, narrative therapy, transactional analysis).

OUR TEACHING ASSISTANT – PLAYS AN IMPORTANT ROLE

While a TA accomplishes tasks usually associated with assisting in a typical graduate course, a TA in a group counselling course plays additional, critical roles. Unlike other intervention-based courses in graduate counselling programs that teach the therapist how to be an independent professional who will function in relative isolation—one client and a therapist in the counselling office—learning how to become a group counsellor involves mastering the art and science of co-facilitating. For students to learn these skills and for them to understand the value of, as well as need for, “*dancing with process and content*” in an equal, smooth manner, they need extensive role modelling. Specifically, students need to watch the professor and TA modelling what is to be learned. Students benefit greatly when they are able to interject their questions and observations whenever they see the TA and professor dancing.

Students will be invited to be active in developing and refining their group leadership and facilitation skills for adolescent and adult groups. Core theoretical constructs are covered by having students complete selected readings, critically analyze a group counselling video, and participate in a variety of self-directed and online learning activities. During the full, five-day, summer institute, students will practice group facilitation skills often by engaging in small group exercises, observing demonstrations, being group members in role plays, critically evaluating their own group facilitation skills (e.g., using video feedback), completing small group learning tasks, and writing reflective journals.

COURSE OBJECTIVES: *(stated in alphabetical order)*

1. Articulate various ethical and legal issues inherent in group counselling (e.g., need for pre/postgroup meetings, informed consent issues unique to group counselling, boundary issues).
2. Articulate why group counselling is a valid and important counselling intervention.
3. Compare and contrast selected theories of group counselling (e.g., strengths, limitations, application).
4. Demonstrate competencies in group design including group member recruiting, screening, session planning, and evaluating on the impact and effectiveness of the group program.
5. Describe and demonstrate a variety of group leadership and facilitation skills associated with managing:
 - (a) delivery of F2F psychoeducational content in a way that promotes self-discovery and group interaction,
 - (b) delivery of online groups – using basic skills and Zoom videoconference software
 - (c) group process,
 - (d) various stages of group development, and
 - (e) common group dynamics (associated with members' roles, needs, behaviours) which could appear as intellectualizing, storytelling, socializing, rescuing, giving advice, monopolizing, acting superior, and so on.
6. One of: Critically analyze and reflect upon a series of taped group counselling sessions. Alternatively, describe your observations and what you learned as a result of participating as a group member in a small group activity outside class, approved by the instructor, for a minimum of 10 clock hours over the course of one academic term.
7. Observe one's experience of travelling through various stages of group development – both online and in a face-to-face situation.
8. Practice a variety of group counselling skills and interventions in role-played scenarios of facilitating psychoeducational and/or counselling groups.
9. Reflect about self as a group therapist through a variety of means including assessing one's performance and writing reflective journals.

RESOURCES

I. REQUIRED READINGS & SUPPLIES:²

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Canadian Psychological Association. (2017). *Canadian code of ethics for psychologists* (4th ed.). Retrieved from http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf
3. Corey, M., Corey, G., & Corey, C. (2018, or the most current version). *Group process and practice*. Pacific Grove, CA: Thomson.
4. Corey, G., Corey, M., & Haynes, R. (1999, or the most current version). *The evolution of a group: Student CD and workbook*. Pacific Grove, CA: Thomson.
5. McBride, D. (Writer/Producer). (2006). *Psychoeducational groups: Strategies and tips for session planning* [DVD]. United Arab Emirates: Zayed University. This recording is **NOT** for distribution. The professor will provide this resource.
6. Moodle and Zoom videoconferencing software (which is available to download in Moodle - please use the same computer when logging into each Zoom session). You will need to use headphones with a mic to remove background noise.
7. Required materials to participate in a group program and to facilitate a group lesson(s) at the SI.
8. Other readings and resources mentioned in class by the course instructor.

II. SUPPLEMENTARY RESOURCES:³

- *American Group Psychotherapy Association*: www.agpa.org
- *Association for Specialists in Group Work*: www.asgw.org
- *Canadian Group Psychotherapy Association*: <http://cgpa.ca>
- *Canadian Group Psychotherapy Foundation*: <http://cgpa.ca>
- *Gestalt Institute of Cleveland – Group Therapy Training Program*: <http://www.gestaltcleveland.org/>
- *International Association for Group Psychotherapy and Group Process*: www.iaggp.com

² Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

OVERVIEW OF COURSE ASSIGNMENTS: ⁴

The assignments in this course will require use of the course resources and, at times, the material discussed in the online forum as well as during the Zoom and F2F sessions. Some assignments will require students to engage in extensive library research. Assignments will be returned by the dates indicated. Appendix A outlines the policy around submitting assignments including the title page expectations, academic honesty, conduct, and the late policy.

1. Group Counselling Portfolio50% Deadlines:

- All non-SI components are due no later than July 2.
- SI components: No later than August 2.

RE: Discussion Forum Expectations

THE ONLINE WEEK: Unless notified otherwise in Moodle, the online week will typically run Wednesday 6:00 a.m. Calgary time to Saturday at 10:00 p.m. Calgary time.

DUE DATES: All core posts and at least one reply per forum are due by Friday at 11:59 p.m. (Calgary time). Student participation in the forums needs to be spread over at least three (3) days.

TO PASS THE COURSE: To pass the course, quality and quantity of postings are to be of high quality and adhere to expectations described in the relevant handout (e.g., *Professor Dawn McBride's Discussion Forum Expectations, Confidentiality, and Grading Criteria*). It will be posted in Moodle under Discussion Forums.

ARE THERE MAKE-UP WEEKS FOR THE DF? Given the brief time we are online, there are no make-up weeks. Thus, if you miss a week of DF work or your work was below standard for the DF week, there is not an opportunity to make up the evaluated week.

IS THERE A SKIP WEEK FOR THE DF? Students in this course do not have a skip week of their choice given the limited online weeks of study in this course, and there is a space of at least a week between most of the online lessons.

WHAT HAPPENS IF DF WORK IS NOT TO STANDARD? If you suspect your performance in the forums is poor, you are strongly encouraged to talk to me, your professor, ASAP, as it may **not be wise** for you to attend the SI. You are strongly encouraged to submit the optional evaluation forum (after week 1 of forum work) for instructor feedback. You are urged to consult the DF expectations document constantly to ensure you are meeting the specified standard.

IF YOU WITHDRAW FROM THE COURSE: If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed (e.g., within the day). Withdrawing formally from the course requires you to contact Mr. Kevin Matis so you can complete the required paperwork.

⁴ The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance via course announcements or in the Q & A Assignment Forum.

2. Group Proposal 20%
Deadlines:

- July 9 - full group proposal.

Groups are often facilitated with another therapist. To this end, and in the interest of mastering collaboration and working as a team member, please develop, with another classmate, an original, comprehensive, psychoeducational counselling group proposal. This comprehensive proposal will include, among many other topics, a theoretically driven rationale, a pregroup screening protocol, group counselling consent form meeting CPA or CCPA standards, sample session plans, assessment of change, and a marketing poster. Additional assignment details will be posted online.

The group proposal can be for any age group over the age of 12 and for any relevant psychotherapy-related topic (e.g., *parenting groups, disordered eating, assertiveness, groups for those that are in or have left abusive relationships, abuse/trauma, rape survivors group, managing math anxiety, depression or anxiety, coping with divorce, career counselling, self-esteem, shyness, addictions, dealing with anger, survivors of suicide, reducing and healing from self-harm, stress management, coping with cancer, grief and loss group, premarriage group, couples counselling, recovery group for those who have experienced teacher burn out, etc.*). Topics must be approved by the course instructor.

- If this assignment is done well, students may want to submit their work to a funding body to receive funding and/or to an agency supervisor for approval to run the proposed group program.
- Please see the box about working with a partner(s). The assignment grade will be a shared mark (unless there is a work imbalance – one partner does more work than the other).

NOTE: One or more due dates may need to shift. If so, the new due dates(s) will be announced no later than the end of the first forum week.

3. Summer Institute Logs 20%

Due Dates: At the start of the next SI day (e.g., Log 1 is due on day 2 at the start of the class).

- Learning Logs:** Submit five learning logs which capture your major “content” take-a-ways from each day at the SI.
- Reflection Logs:** Submit six learning logs which capture your major “processing” from each day at the SI.

4. Team Building Therapeutic Activity 10%
Due Dates: Day 1 at the SI.

Facilitate, during the SI, a 10-15 minute therapeutic team building activity that is appropriate to the stage of the group development reached by your classmates. You will be assigned a time slot. This activity requires you to evaluate your performance. Videotaping is optional. Additional assignment details will be provided during the course.

Deadline: Within 24 hours of facilitating your activity, please submit a copy of your lesson plan in Moodle under Team Building Activities. This forum is to help each student to build a library of group activities. Your brief self-reflection critique on your performance is due before the start of the next SI class.

NOTE: THERE MAY BE CHANGES TO THE COURSE SYLLABUS

The second sentence is taken directly from section 9 of the U of L university calendar:

The essential elements described in this published course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

GRADE ASSIGNMENT

All components within U of L Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade. Calculation of the final grade for this course will be from the marks obtained on each course assignment and by taking into consideration the percentage weighting assigned to each assignment. A letter grade will be given to the percentage as indicated below:

Percentage	Grade	Points
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
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
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

IMPORTANT INFORMATION **ABOUT WORKING WITH A PARTNERS IN THIS COURSE**

GRADING: Partners will be assigned the same mark, as each person is expected to contribute equally to the relevant group/partner assignments unless there is just cause not to adhere to this grading practice.

DIVISION OF WORK: The contribution, which will demonstrate equal work, must be consensually agreed upon well in advance. The contributions can take many shapes (i.e., research, writing, etc.). You are strongly recommended to email me a copy clearly documenting who agrees to do what and by when for best, fair practice

WHAT TYPE OF PARTNER WILL YOU BE?

- For some of you, sharing the workload will be challenging as you may have a deep self-reliant streak and/or struggle with compromising/sharing the power.
- For others, taking a more of a leadership role rather than being a follower will be the challenging piece for you in this assignment.
- And, maybe (I hope not), there might be someone who is not keen to do the work so will hand over the reins to someone who won't delegate ☹️.

The invitation you are being offered in this assignment is to be a reliable, motivated classmate and future colleague.

- Learning how to work with people—even “difficult people”—is a definite skill you need to master to be a successful counsellor ☺️. You will need to practice what you will be teaching your clients about conflict resolution and problem-solving skills.

PARTNERSHIP PROBLEMS? If there are concerns with equality or sharing the load, please let your partners know ASAP in a manner that is respectful and focused on solutions. Please contact me for assistance at least 10 days prior to the due date if there are problems in being able to resolve a workload conflict within your partnership.

WHAT HAPPENS IF ONE OF THE PARTNERS WITHDRAWS FROM THE COURSE: If so, you will still need to complete the assignment.

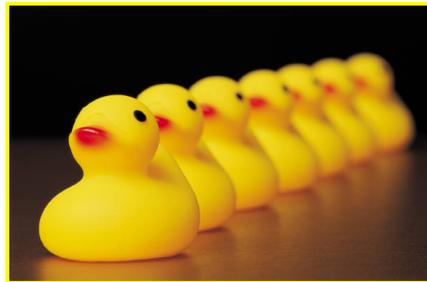
MAY I COMPLETE THIS ASSIGNMENT BY MYSELF? There is NO option to complete the partner/group assignments independently—you need to know how to work with others when discussing/compiling ethical material.

Comparable effort and time invested in the project while sharing ideas and strengths are the primary goals of high quality collaboration.

A few of the concepts in this box were adapted, with permission, from the work of Dr. Piquette.

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES ⁵



To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages contain Professor McBride's expectations regarding a host of topics including:

- adherence to a code of conduct and standards of practice, including treating classmates, guests, and the professor with great respect*
- APA expectations*
- format for assignments including the title pages*
- format of assignments sent to Prof. McBride*
- if you have a learning disability or a recent serious injury*
- issues around privacy and confidentiality, and*
- late assignments: penalty & extensions, including if you have a failed Internet connection when an assignment is due 😊.*

For a copy of the APPENDIX A, please contact Prof. Dawn McBride.

⁵ *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you 😊.*
Updated April 2, 2018.