



Faculty of Education

Master of Counselling Program

CAAP 6637: Group Counselling & Process Skills

COURSE SYLLABUS (2014)

Authored and Delivered by Dawn McBride ¹

Summer Term 2014: A Blended Course

Online: June 11, 2014 – July 20, 2014 (Wednesday to Saturday)

Classroom, L1168: July 28 – August 1, 2014 (Full Days)

Contact Hours/Week: 3-0-0. Credit Hours: 3.0

Course Equivalent: CAAP 637; EDUC 5620

Prerequisites or the Equivalent: CAAP 6601; 6603; 6605; 6607

PROFESSOR: Dawn Lorraine McBride, M.Sc., Ph.D. Associate Professor in the Faculty of Education, Counsellor Education Program

- Registered Psychologist (Clinical)
- Approved Supervisor for Provisional Psychologists
- Ethics Examiner: College of Alberta Psychologists

TEACHING ASSISTANT (*SI co-facilitator*):

Crystal Hartman, BSW, RSW, & M.C.

- Mental Health Therapist (with AHS)
- Email: crystalhartman@me.com
- Cell: See course announcements

PROFESSOR'S CONTACT INFO: ¹

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

University Phone: 403-317-2877 (*call anytime, 24/7; voice messages are sent to my email*)

Private Cell Phone: (# posted under course announcements) If urgent, call anytime. Otherwise, call anytime between 10am-10pm, preferably not past 5:00pm on Fridays and Saturdays.

University Fax Number: 403-332-4400 (not confidential; please use a cover page)

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, I usually try to take Mondays off.

Alert to My Response Time – Two (2) Days: Expect a reply to your email or phone 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, help you with your course planning, share with you some study tips, etc. I look forward to our contact.

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

COURSE OVERVIEW:

CAAP 6637: Group Counselling and Process Skills is a rewarding course for graduate counselling students near completion of their master degree. It is an applied course designed to give new counsellors the tools and skills that are immediately transferable to the counselling world! The major emphasis in this course is on gaining competency 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).

You are in good hands in this course! I, your course professor, have been running groups for most of my career. I was co-chair of training and education for the Canadian Group Psychotherapy Association and I am also an author in the field of group therapy. In addition, the course actively uses a TA, who has worked/is working as a group therapist. The use of a TA is very valuable in this course as it allows us to role model co-facilitator skills since it is generally frowned upon to run a group with a single leader.

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, students need extensive role modelling. Specifically, they need to watch the professor and TA modelling what they must learn. 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 by engaging in small group exercises, observing demonstrations, being group members in role plays, critically evaluating their own group facilitation skills (using video feedback), as well as completing small group learning tasks and reflection journals.

COURSE OBJECTIVES: *(alphabetical order)*

1. Articulate the ethical issues inherent in group counselling.
2. Demonstrate core counselling skills applied to group counselling (e.g., linking, summarizing, making transitions, domain balance, etc.).
3. Demonstrate the facilitation skills associated with managing process and content dynamics in group work
4. Describe strategies to manage and reduce hindering behaviours that may occur in group work (e.g., intellectualizing, storytelling, socializing, giving advice, monopolizing, acting superior).
5. Develop a group counselling program proposal that clearly identifies the group's goals, rationale, aims, as well as the screening/assessments and main interventions; addresses the practical considerations (e.g., the setting, supplies, participation expectations); and demonstrates best ethical practice (e.g., need for pre/postgroup meetings, informed consent form).
6. Examine the history of group work from the perspective of its struggle to achieve a legitimate place in the field of counselling.
7. Identify and demonstrate strategies to manage common group dynamics (associated with members' roles, needs, behaviours) that may appear during various stages of group development.
8. Identify a variety of screening methods to select/screen appropriate group members (e.g., pregroup meetings).
9. Practice a variety of group counselling skills and interventions in role-played, psychoeducational counselling groups.
10. Reflect about self as a group therapist through a variety of means including writing reflective journals and assessing one's performance.

READINGS: ²

Required:

Corey, M., Corey, G., & Corey, C. (2013 – or the most current version). *Group process and practice (8th ed.)*. Pacific Grove, CA: Thomson.

Corey, G., Corey, M., & Haynes, R. (1999). *The evolution of a group: Student CD and workbook*. Pacific Grove, CA: Thomson. (**or the most current version**). NEED both – the CD and the workbook. However, both of these items are on reserve at the U of L library desk in case you are able to access the material via the library. * Note, sometimes the publisher will include the workbook and CD/DVD with the delivery of the textbook, so be sure to specify if you want these items included in the delivery.

McBride, D. (2013) *Graduate course in group counselling: Course readings*. Sold at the U of L bookstore (1 volume).

McBride, D. (Writer/Producer). (2006). *Psychoeducational groups: Session planning [DVD]*. United Arab Emirates: Zayed University. AVAILABLE ONLINE IN THE COURSE.

Required Resource Material:

American Group Psychotherapy Association Website: www.agpa.org

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

Association for Specialists in Group Work: www.asgw.org

Canadian Group Psychotherapy Association Website: <http://cgpa.ca>

International Association for Group Psychotherapy and Group Process: www.iagp.com

Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists (3rd ed.)*. Ottawa: Canadian Psychological Association.

And other readings and resources mentioned in class by the course instructor.

² Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course. Hyperlinks are active for ease of access.

Some of My Recommended Resources / Readings:

(many more will be identified during the course)

- Bens, I. (2005). *Facilitating with ease: Core skills for facilitators, team leaders and members, managers, consultants, and trainers*. San Francisco, CA: Jossey-Bass
- Benson, J. (2010). *Working more creatively with groups (3rd ed.)*. New York, NY: Routledge.
- Barlow, C.A., Blythe, J.A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Needham Heights, MA: Allyn & Bacon.
- Brown, N.W. (2011). *Psychoeducational groups: Process and practice (3rd ed.)*. New York, NY: Routledge.
- DeLucia-Waack, J., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Wadsworth.
- DeLucia-Waack, J., Bridbord, K. H., & Kleiner, J. (2002). *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.
- Dossick, J., & Shea, E. (1988). *Creative therapy: 52 exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Dossick, J., & Shea, E. (1990). *Creative therapy II: 52 more exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Dossick, J., & Shea, E. (1995). *Creative therapy III: 52 more exercises for groups*. Sarasota, FL: Professional Resource Exchange.
- Fehr, S. (2010). *101 Interventions in Group Therapy – Revised Edition*. New York, NY: Routledge.
- Foss, L., Green, J., Wolfe-Stiltner, K., & DeLucia-Waack, L. (2008). *School counsellors share their favorite activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.
- Lubin, H., & Johnson, D.R. (2008). *Trauma-centered group psychotherapy for women: A clinician's manual*. New York, NY: Routledge.
- Rogers, C. (1970). *Carl Rogers on encounter groups*. New York, NY: Harper & Row.
- Rothschild, B., & Rand, M. (2006). *Help for the helper. Self-care strategies for managing burnout and stress*. New York, NY: W.W. Norton & Company.
- Yalom, I. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York, NY: Basic Books. (or any edition)

COURSE ASSIGNMENTS:³

To Measure Course Objectives	Weight	Deadlines
<p>Assignment 1: Understanding Group Theory</p> <p>Complete five (5) online lessons and actively participate in the weekly discussion forums associated with this course. Quality and quantity of postings are to be of high quality and adhere to expectations described in the posted online document, under course materials, “<i>Discussion Forum Expectations and Grading Criteria in the Master of Counselling Program</i>”.</p> <p>Reading week: There is a scheduled <u>reading week</u>. There is no skip week of the student’s choice given there are only five online weeks of study in this course.</p> <p>Evaluation: Complete, by the deadline, a self-evaluation of the quality and quantity of your posts using the supplied template. Please submit via Moodle, as one MsWord document. This assignment will be marked by the professor, sometimes with the help from a guest helper.</p> <p>To attend the SI: Students need to pass each DF week to attend the SI portion of the course.</p> <p>Access to the course – if you withdraw or fail: If you indicate in writing (email) to the instructor you are withdrawing from the course, your access to the online course will be removed as soon as possible (e.g., within the day). To withdraw formally from the course you need to complete the required paperwork with Graduate Studies. In addition, if you earn a B- grade (or lower) for a DF week, your access to the course will be terminated as soon as possible, since earning this grade makes you ineligible to attend the SI).</p>	<p>35%</p>	<p>Evaluation Dues:</p> <ul style="list-style-type: none"> • For week 1 & 2, using the week 1 evaluation form: June 22th by 3pm MST. Will be returned no later than by June 26th. • For week 3- 5: July 19th, by 11:55pm. Will be returned no later than July 28.
<p>Assignment 2: Team Building Therapeutic Activity</p> <p>Facilitate, during the SI, a 10-15 minute ‘fun’ 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 (1-2 pages). Videotaping is optional. This assignment will be marked by the professor and/or the TA, and sometimes with the help of a guest helper. Additional assignment details will be provided during the course.</p> <p>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 other build a library of group activities. Your brief self-reflection critique on your performance (1-2 pages) is due before the start of the next SI class.</p>	<p>5%</p>	<ul style="list-style-type: none"> • <u>Critique:</u> The day after you present at the SI by the start of the class. • <u>Sharing:</u> Moodle post – within 24 hours of completing the activity • This assignment will be marked & returned within 48 hours.

³ The instructor reserves the right to modify (i.e., change, delete, add details) any assignment up to Day 1 of the course and at any point in the term with student agreement.

To Measure Course Objectives	Weight	Deadlines/Info
<p>Assignment 3 – Self Reflection Opportunity</p> <p>Submit four, self-reflection papers related to your learning about becoming a group therapist (2 pages per reflection, one per day = 4 submissions). Reflections are required for Day 1, Day 2, Day 3 and Day 4. No reflection is required for Day 5. This assignment will be marked by the professor and/or the TA, and sometimes with the help of a guest helper. Additional assignment details will be provided on or before Day 1 of the SI.</p>	<p>10%</p>	<ul style="list-style-type: none"> • Due: <u>The next day at the SI day</u> (start of the class). • Each submission will be marked & returned by the next day.
<p>Assignment 4 – Group Design and Facilitation Activity (2 parts; shared activity)</p> <p>GROUP DESIGN: Part I (worth 25% of your grade):</p> <p>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. Please see the box about working with a partner, and the grade will be a shared mark (unless there is a work imbalance – one partner does more work than the other). Specific and ample assignment details will be posted online in week 1.</p> <p>The group can be for any age group over the age of 15 and for any relevant psychotherapy related topic (e.g., <i>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, self harm healing group, stress management, coping with cancer, saying good-bye to cutting, grief and loss group, pre-marriage group, couples counselling, recovering group for those who have experienced burn out etc.</i>). Topics must be approved by the course instructor.</p> <p>This comprehensive proposal will include, among many other topics, a theoretically driven rationale, a pregroup screening protocol, group counselling consent form meeting CPA standards, and a marketing poster.</p> <p><u>NOTE:</u> Detailed lesson plans for each group session are <u>not</u> part of this assignment since it is not typically part of a group proposal.</p> <p>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.</p> <p style="text-align: center;"><i>TO BE CONTINUED.....</i></p>	<p>50%</p>	<p>1. <u>Topic Selection Due:</u> Shall be based on a first-come, first-served concept, as there cannot be any repeat of topics between the pairs. Approval of topics will be required.</p> <p>One topic per pair.</p> <p>Please post your topic selection & partner in the relevant forums no later than June 13th, 11:55pm. Failure to do so, results in one point taken off for each day a topic has not been submitted.</p> <p>2. <u>Proposal Due:</u> July 14, 11:55pm by paper copy (stapled or in a binder) or Moodle submission (as <u>one</u> MsWord e-document via Moodle) to the instructor.</p> <p>NOTE: Proposals will be returned at the SI, by Day 3.</p>

Assignment 4 – Group Design and Facilitation Activity, continued

CO-FACILITATION: Part II (worth 25% of your grade):

With your partner co-facilitate and evaluate a semi-staged group therapy session, based on a session lesson plan self-generated from the work completed for part I. Group therapists should not facilitate groups independently. Hence, the shared facilitation activity.

Group Facilitation Activity:

- This activity will occur during the SI portion of the course. It will be taped (you must supply the recording equipment (e.g., laptop) and put the recording on a DVD for the professor/TA to review). Marks will be individually assigned (meaning the students do not share the marks) and you will earn marks for the quality of your co-facilitation skills. Copies of your lesson plan will be shared with your peers to promote collaboration. Additional assignment details will be provided during the course.

Evaluation of Performance: (not a shared activity)

- Independent of your partner, complete an extensive critique of your performance as a co-facilitator with an emphasis on evaluating your group counselling skills, demonstrating your understanding of process skills within and after the group session, and analyzing group and co-facilitator dynamics. This assignment will be marked by the professor, sometimes with the help of the TA or a guest helper. Additional assignment details will be provided during the course.

NOTE: 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. Up to five points are reserved for the quality of your co-facilitation performance. **The MAJORITY of the points is awarded for your ability to self-reflect and notice group dynamics.**

3. Lesson Plan Due
(paper copy): 10am on Day 1 at the SI and posted in Moodle under Lesson Plan Sharing Forum by SI, Day 2.

4. DVD due: August 2, 2014 by 11:55pm. Give to Dawn or slip under her office door.

5. Critique Due: By August 11, 2014 11:55pm via Moodle.

- Part II will be returned, via email or snail mail, by August 23rd, 2014.

IMPORTANT INFORMATION ABOUT ASSIGNMENT #4: WORKING WITH A PARTNER

GRADING: Partners will be assigned the same mark, as each person is expected to contribute equally to the assignment. The contributions can take many shapes (i.e., research, writing, etc.). The contribution, which will demonstrate equal work, must be consensually agreed upon well in advance.

A RECOMMENDATION: 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 & future colleague.

WHAT HAPPENS IF MY PARTNER WITHDRAWS FROM THE COURSE: If so, you will need to complete the assignment by yourself. An extension for submission, if requested, will more than likely be granted if your partner drops out 7 days before the assignment is due.

MAY I COMPLETE THIS ASSIGNMENT BY MYSELF? There are NO options (other than if your partner withdraws from the course) to complete the assignment independently as you need to know how to work with others when providing group counselling.

Furthermore, 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 any concerns with equality or “sharing the load” please let your partner know ASAP in a manner that is respectful and focused on solutions. Please contact me for assistance at least seven (7) days prior to the due date if there are problems in being able to resolve a workload conflict within your partnership. Please note that is impossible to assist with collaboration or mediation with less than seven days before the due date.

Do you and your partner agree with this statement?

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

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:

Numeric Value	Letter Grade	Grade Point
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

➤ I view *earning* the following grades as:

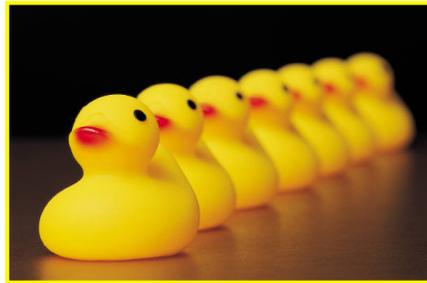
- A+ = superior
- A = excellent
- A- = very good
- B+ = good
- B = satisfactory.



So, earning a grade of a B+ is FINE!
It shows you are above average!

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES ⁴



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

- format of assignments sent via email to Prof. Dawn*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed internet connection when an assignment is due ☹*
- if you have a learning disability*

Please contact Dawn McBride for the information.

⁴ *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 ☺*