

UNIVERSITY OF LETHBRIDGE: Faculty of Education  
**Master of Counselling Program**  
**CAAP 6637: Group Counselling & Process Skills**

WEB COURSE SYLLABUS (2013)  
Authored & Delivered By Dawn McBride <sup>1 2</sup>

**PROFESSOR:**

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

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

**COURSE DETAILS:**

**Term:** Summer 2013

**Credit Hours:** 3.0

**Five days (on site):** University of Lethbridge. Location: L1168

**Online Instruction:** Five weekly, comprehensive online lessons (each week requires completion of a series of independent/peer study tasks and participation in weekly graded, instructor facilitated discussion forums).

**PROFESSOR'S CONTACT INFO: <sup>3</sup>**

**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 in the forum) Wed-Fri, ideally call between 5-10pm (if urgent, call anytime) and on the weekends, please call anytime between 10am-10pm.

**University Fax Number:** 403-329-2372 (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 Wed to Sun, I am usually not available Monday and Tuesday, as one day is a day off, the other day is for my research.

**Alert to My Response Time – Two (2) Days:** It may take me up to 48 hours (2 days) to return your message, unless notified otherwise. Further, given our online course runs Wednesday to Sunday (mid day), I tend to minimize my online presence on Mondays and Tuesdays. **IMPORTANT** → If you have not heard from me within 3 days, (72 hours) please resend your message, as I may not have received it. **THANKS.**

<sup>1</sup> This syllabus, except for the readings, is subject to change until the first day of the course.

<sup>2</sup> As per ethical practice and academic code of conduct, you will need to obtain my written permission, in advance, to use any of my course materials I authored, organized, listed or prepared (this refers to materials on Moodle, the web, class handouts, e-lectures, etc).

<sup>3</sup> \*\* 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 to take as 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.

The professor assigned to this course is an experienced group therapist and author in the field of group therapy. In addition, the course actively uses a TA, who is a group therapist. 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 the art and science of co-facilitation 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 modeling. Specifically, they need to watch the professor and TA modeling 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’.

The major emphasis in the course will be on gaining competency in designing and facilitating counselling groups independent of the counselling orientation of the student therapist. Thus, the generic processed based skills you will learn in this course could be applicable to a wide range of theme-based groups (e.g., sexual abuse, assertiveness) and to groups delivered from a variety of counselling orientations (e.g., narrative therapy groups, transactional analysis groups).

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 summer institute, theoretical coverage will continue. However, students will practice group facilitation skills by engaging in small group exercises, observing demonstrations, being a group member in role-plays, critically evaluating one’s 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 behaviors 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 groups' 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/post group meetings, informed consent form).
6. Examine the history of group work ... from the perspective of its struggle to have a legitimate place in the field of counselling.
7. Identify and demonstrate strategies to manage common group dynamics (associated with member's roles, needs, behaviors) that may appear during various stages of group development.
8. Identify a variety of screening methods to select/screen appropriate group members (e.g., pre group 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 ones performance.

## READINGS: <sup>4</sup>

### Required:

Corey, M., Corey, G., & Corey, C. (2013). *Group process and practice (8th ed.)*. Pacific Grove, CA: Thomson. [NB: text cover is red with brightly coloured circles]

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](http://www.agpa.org)

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

Association for Specialists in Group Work: [www.asgw.org](http://www.asgw.org)

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

International Association for Group Psychotherapy and Group Process: [www.iagp.com](http://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.

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<sup>4</sup> 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 (3<sup>rd</sup> 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 (3<sup>rd</sup> 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 (5<sup>th</sup> ed.)*. New York, NY: Basic Books. (or any edition)

## COURSE ASSIGNMENTS: <sup>5</sup>

To Measure Course Objectives	Weight	Deadlines/Info
<p><b>Assignment 1:</b> Complete each online lesson and actively participate in the 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><b>Reading week:</b> Students in CAAP 6637 do not have a skip week of their choice given there are only five online weeks of study in this course. However, there is a scheduled reading week.</p> <p><b>Evaluation:</b> Complete, by the deadline, a self-evaluation of your quality and quantity of your posts using the supplied template. Please submit via email to the instructor, as one msword document.</p> <p><b>To attend the SI:</b> Students need to pass each DF week (i.e., obtain a minimum of B- for each week) to attend the SI portion of the course.</p> <p><b>Access to the course – if you withdraw or fail:</b> 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 as soon as possible (e.g., within the day). To withdraw formally from the course requires you to contact MC program staff so you can complete the required paperwork. 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 make you ineligible to attend the SI).</p>	<p>35%</p>	<p>Evaluation Dues:</p> <ul style="list-style-type: none"> <li>• For week 1 and 2: June 16 at 11:59pm</li> <li>• For week 3 to 5: July 14/13 at 11:59pm.</li> </ul>
<p><b>Assignment 2:</b> 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 how grades will be assigned. 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., disordered eating, assertiveness, abuse/trauma, math anxiety, depression, coping with divorce, career counselling, self-esteem, shyness, addictions, dealing with anger, etc.). This proposal will include, among many other topics, a pre-group screening protocol, informed group counselling consent form and a marketing poster.</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><b>NOTE:</b> Detailed lesson plans for each group session are <u>not</u> part of this assignment since it is not typically part of a typical group proposal.</p>	<p>32% (shared task)</p>	<p><b>Deadlines:</b></p> <p><u>1. Topic Selection Due:</u> Is based on a first come, first serve concept. Please post your topic selection &amp; partner in the relevant forums no later than June 8 11:59pm.</p> <p><u>2. Proposal Due:</u> July 18, 11:59pm by paper copy (stapled or in a binder) or email (as <u>one</u> msword e-document) to the instructor. Proposals will be returned at the SI, by day 3.</p>

<sup>5</sup> 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><b>Assignment 3:</b> Facilitate (must videotape for self-reflection) and evaluate a semi-staged group session, based on a session lesson plan self-generated from assignment 2. This activity will be done during the SI portion of the course. Additional assignments details will be provided during the course.</p> <p><u>NOTE:</u> The main emphasis in this assignment will be on your ability to engage in high quality self-evaluation of your strengths and areas of needed professional development growth as a group counsellor. <b>Only</b> five points are reserved for quality of facilitation performance.</p>	20%	<ul style="list-style-type: none"> <li>• Lesson Plan Due (papercopy): July 29 at the start of the class in the am.</li> <li>• Self Evaluation with DVD. Due anytime up to August 10, 2013 11:59pm via mail, scan or email.</li> <li>• This assignment will be returned, via email or snail mail, by August 20<sup>th</sup>, 2013.</li> </ul>
<p><b>Assignment 4:</b> Facilitate a short, fun team building activity that is appropriate to the stage of the group development (your classmates are in) you have been assigned &amp; evaluate your performance (2-3 pages). Optional to videotape. These may be jointly marked by the TA/Professor.</p> <p>Papercopy and submit in Moodle.</p> <p>Additional assignments details will be provided during the course.</p>	5%	<p>Due:</p> <ul style="list-style-type: none"> <li>• <u>The day after</u> you present at the SI by the start of the class.</li> <li>• Moodle post – the day you facilitate the activity</li> <li>• This assignment will be returned within 48 hours.</li> </ul>
<p><b>Assignment 5:</b> Submit four self-reflection papers about your learning about becoming a group therapist (2 pages per reflection, per day = 4 submissions). Additional assignments details will be provided during the course. These may be jointly marked by the TA/Professor.</p>	8%	<ul style="list-style-type: none"> <li>• Due: <u>The next day</u> at the SI day (start of the class) beginning on day 2.</li> <li>• Each submission will be returned by the next day.</li> </ul>

## **IMPORTANT INFORMATION ABOUT ASSIGNMENT #2: 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. Please secure a partner by week 3.

**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 reigns to someone who won't delegate ☹️. The invite 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 you partner withdraws from the course) to complete the assignment independently as you need to know how to work with professionals when designing groups.

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 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.*

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



## 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!

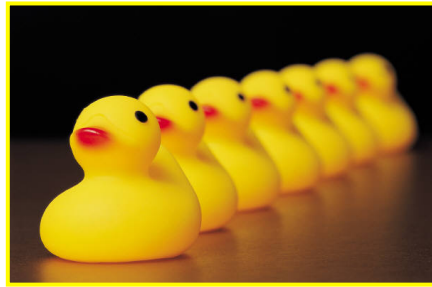
### THERE MAY BE CHANGES TO THE COURSE SYLLABUS

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.*

## - APPENDIX A -

### ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES <sup>6</sup>



**To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages stipulates 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 and an assignment is due ☹*
- if you have a learning disability*

**FOR A COPY OF THE APPENDIX, PLEASE CONTACT DAWN MCBRIDE**

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<sup>6</sup> *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 ☺*