

Indiana Wesleyan University ~ CNS 504 Theory and Techniques of Group Counseling
Course Syllabus ~ Spring, 2012 ~ Tuesdays, 6:00-9:00 ~ AGS Building Room 109
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 IWU Office Hours: Mondays, 10:00-4:30pm, Tuesdays, 10:00 – 3:30pm
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University Mission Statement: Indiana Wesleyan University is a Christ-centered academic community, committed to changing the world by developing students in character, leadership, and scholarship.

College of Graduate Studies Mission Statement: Indiana Wesleyan University's College of Graduate Studies will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

Course description: This course will study group dynamics, process, and stages as well as groups from different theoretical positions. An examination of group roles, leadership, and group interventions will also be investigated. A group therapy experience is also required for this class.

Course Student Learning Outcomes: At the completion of this course, candidates will:

CNS 504 Student Learning Outcome	CACREP Standard Fulfilled	World Changer Aim Fulfilled	IWU Conceptual Framework	Assessment Methodology
1. Have an understanding of theoretical knowledge and research regarding groups.	CACREP Standard G.6 a,c		IWU D1,2	Exams, Reading Participation, Research, Project
2. Understand group dynamics, process, and member roles.	CACREP Standard G.6 a,b		IWU D5	Exams, Reading Participation, Research, Project
3. Demonstrate an understanding of leadership/facilitation skills and the application of those skills from planning to termination.	CACREP Standard G.6 b		IWU S1,3,4	Exams, Reading Participation, Research, Project
4. Articulate an understanding and application of ethical codes regarding group work.	CACREP Standard G.6 b,d		IWU Dr, S2	Exams, Reading Participation Research, Project
5. Demonstrate an understanding of the application of group process, dynamics, and techniques to the church.	CACREP Standard G.6 a,b		IWU D5	Exams, Reading Participation, Research, Project
6. Have opportunities to grow personally and interpersonally through participation in a therapy group.	CACREP Standard G.6 e		IWU D3, K4	Group work, Journals
7. Have opportunities to give and receive practical training in leading group experiences.	CACREP Standard G.6 b,e		IWU D, S2	Group work, Journals
8. Integrate biblically-based Christian concepts and principles in case conceptualizations.			IWU D5, S2	Exams, Reading Participation, Research, Project

Course texts

(Required) Corey, Corey, and Corey. (2010). Process and Practice of Group Counseling, 8th ed. . ISBN10: 0-495-60076-8, ISBN13: 978-0-495-60076-3

(Optional) Yalom, I. (2004). The theory and practice of group psychotherapy, 5th edition. Basic Books: New York, NY.

Course requirements

1. Participation, Attendance, and Readings (10%): Graduate education is highly collaborative, so attendance and participation is crucial to the learning environment. All candidates are expected to read all assignments, take notes on the readings, and bring their questions and comments to class for fruitful and stimulating discussions. Candidates may be asked to lead portions of discussions during class. Students are also required to attend a group counseling experience (note #2, below) and an outside counseling experience s (note #4, below). Contribution in class discussion is expected and, therefore, social networking (internet, texting, cell phones, etc) is not allowed. Involvement with such, during class, will constitute an absence for that class period. Absences beyond one class period may lower your final grade by ½ a grade for each absence (i.e., B to B-). Notification of absence is appreciated whenever possible. CACREP Standard G.6 a,b,c,d,e; Course Objectives 1-5, 8

2. Personal Group Counseling Experience (10%) This course combines didactic and experiential training, which will integrate learning the process of group and co-leading, along with inter-personal styles of students, group members, and leaders. This combination will help students to become more effective counselors. Attendance at all sessions is required, and a weekly journal, during the group experience, will reflect the counseling group experiences. This didactic, experiential training will be explained a bit as follows, with the following two options. CACREP Standard G.6 b, e; Course Objectives 6-8

A. Students will be placed in a small group of 5-8 small group members and supervised by a group counselor who is not a faculty member. Interactions in these small groups should be practical and helpful for self-improvement and personal growth, with exploration of personal wants and needs. Issue of concern may be addressed, or specific issues may arise, that denote unresolved personal concerns. The group process allows for an opportunity to give and receive feedback; to listen, sort through, and think on this feedback. Taking risks of self-disclosure of concerns, hopes, goals, and anxieties gives deeper dimension to group work. Focusing on the issues "here-and-now" adds to the intensity of the group, which leads to growth for individual students and fellow group members. While these issues and concerns may not be resolved in this group, it is a start in the process and may be followed with other therapies and supervision, if needed.

B. Assist with co-leading undergraduate groups, under the direction of Dr. Daugherty.

3. Personal Journal (10%) The weekly journal will track group experiences, with personal reflections of thoughts and feelings and will be kept confidential. Please mind the confidentiality of your group: When discussing events, guard the use of names, gender, and incriminating statements. The instructor will know little about the group experience except what students share about themselves in their journals: The group leader will share only on student attendance. During the duration of the groups, journal entries will posted in Blackboard by Thursday 11:59pm and must be typed double-spaced, 1-1 1/2 pages. The final entry will be a summary of the group session, with comments on thoughts, feelings, growth, etc. CACREP Standard G.6 b, e; Course Objectives 6-8

4 Outside Group Counseling Experience (10%) In addition to the personal group counseling experience, candidates must attend at least one outside group session, such as a group session for

Alcoholics Anonymous, Grief, Divorce Recovery, or another group session open to the public. Remember confidentiality and be respectful to the clients, leaders, and processes. Submit a 2-3 page paper in Blackboard, including the name of the group, the date of the visit, the meeting location, and report on your perspective of the session (i.e., the group stage, was it successful, was there good communication, techniques, counseling, feedback, etc.). Give substantial feedback on at least one colleagues' paper. Note details in rubric (below). CACREP Standard G.6 a,b,c,d,e; Course Obj's. 1-5

5. Semester Exams (20%) A mid-term (10%) and a final exam (10%) will cover the readings and classroom discussions. CACREP Standard G.6 a,b,c,d,e; Course Objectives 1-5, 8

6. Research Article Summary (10%) Candidates will research and review a journal article, summarize it, and present findings, preferably during the class on that specific topic. Note details in grading rubric (below). CACREP Standard G.6 d; Course Objectives 1-4, 8

7. Small Group Project and Presentation (30%) Individually, students will create a "Group" Project that can be used as a practical resource for colleagues' future practices. Candidates will present their project to classmates in 15-30 minute presentation and will share it, either hard-copy or electronically. The project will include:

1. a proposal, including rationale, target clients, timeline, cost, location, schedule;
2. invitation and consent release, to and for clients or guardians of minors;
3. 6 - 8 sessions, including objectives, topics, plans, needed materials, timeline, and possible worksheets, videos, discussion questions, etc.; and
4. pre- and post-evaluation.

Note details in grading rubric (below). CACREP Standard G.6 a,b,c,d; Course Objectives 1-5, 8

Grading scale:

94-100 A	87-89 B+	80-83 B-
90-93 A-	84-86 B	79> No Credit

Disability Services – College of Arts and Sciences

Indiana Wesleyan University is committed to providing equal access to students with disabilities. The Center for Student Success works to make programs and facilities available in a non-arbitrary and beneficial manner. The Disability Services coordinator is responsible for receiving a request for academic or physical accommodations. The coordinator will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing formats, note-taking services, taping lectures, books in alternate format, and adaptive technology.

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Statement of Academic Honesty: The following statement is to be included on the bottom of the title page for all major individual and group assignments:

Statement of Academic Honesty. I have read and understand the sections in the Student Bulletin and/or course syllabus relating to IWU's Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I am certifying that I have not cheated or plagiarized in the process of completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. If it is found that cheating and/or plagiarism did take place in the writing of this paper, I understand the possible consequences of the act which could include expulsion from Indiana Wesleyan University.

Attendance: Attendance is expected for all classes, and your attentive participation will be part of your grade. Social networking is distracting to the whole class and is prohibited during class. If you see that you must miss more than one class during the course, please discuss this with your professor. All policies and procedures of the University will be enforced as stated in the current handbook.

Course outline: This Syllabus is subject to change due to extenuating circumstance.

Session Date	Devotions/Ice-breaker		Assignment/ Topics of Discussion	Research
1 Jan. 10			Introductions; Syllabus review; Overview and expectations	
2 Jan. 17	Brittanie	Brittanie	Coreys, Ch. 1, Introduction of Group Work	--
3 Jan. 24	Alyse	Alyse	Coreys, Ch. 2, The Group Counselor	Jerry
4 Jan. 31	Seth	Seth	Coreys, Ch. 3, Ethical and Legal Issues	Steph
5 Feb. 7	Rich	Rich	Coreys, Ch.4, Forming a Group; <u>Begin Groups; Journal entry</u>	Hayley
6 Feb. 14	Keely	Keely	Coreys, Ch.5, Initial stage; <u>Journal entry</u>	Brittanie
7 Feb. 21	Jerry	Jerry	Coreys, Ch. 6, Transition Stage <u>Journal entry</u>	Rich
8 Feb. 28	Sarah	Sarah	Coreys, Ch. 7, Working Stage; <u>Journal entry</u>	Keely
9 March 6	Spring Break			
10 March 13	Hayley	Hayley	Coreys, Ch. 8, Final Stage; <u>Journal entry; Midterm</u>	Sarah
11 March 20	Stephanie	Stephanie	Coreys, Ch. 9, Groups for Children; <u>Journal entry</u>	Lisa
12 March 27	--	Lisa	Coreys, Ch. 10, Groups for Adolescents	Alyse
13 Apr. 3	<u>Online class time; Submit Outside experience online by April 3; reply to at least one other posting by April 10</u>			
14 Apr 10	--		Coreys, Chs.11 & 12, Groups for Adults and Older Adults	Seth & Malinda
15 Apr. 17	--	<u>Final exam; Group Project and presentations</u>		
16 April 24	--	<u>Group Project and presentations</u>		

Coursework (per IWU CAS Handbook): Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one. Please refer to the Student Handbook for further discussion of this policy. Clearly, such behavior is considered as a very serious offense that can carry with it very serious consequences.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

Sanctions It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident of academic dishonesty or cheating. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance found in the Student Handbook.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Withdraw: Candidates must withdraw formally in writing.

Indiana Wesleyan University World Changer Aims (WCA)

Character: Who we are, what we stand for

- 1.1 Graduate students will articulate ethical, Christ-like attitudes, values, and worldview in their professional behaviors in their chosen field of study.
- 1.2 Graduate students will apply an understanding of ethical, Christ-like attitudes, values, and worldview to their professional field.
- 1.3 Graduate students will demonstrate ethical, Christ-like service to the communities in which they interact.

Scholarship: The systematic inquiry and study on one's chosen field.

- 2.1: Graduate students will demonstrate an ongoing, personal conviction for critical thinking and lifelong learning in the study of their chosen field.
- 2.2: Graduate students will analyze and synthesize theoretical principles and practical understandings of their chosen field.
- 2.3: Graduate students will demonstrate graduate-level competence and practical application of relevant theories within their chosen field.

Leadership: The ability to guide and influence others

- 3.1: Graduate students will create a personal philosophy of leadership related to their chosen field.
- 3.2: Graduate students will analyze and synthesize leadership principles related to their chosen field.
- 3.3: Graduate students will demonstrate leadership abilities in the purposeful guidance and influence of others.

Indiana Wesleyan University Conceptual Framework

Character (Dispositions): Indiana Wesleyan University candidates will:

- D1: Respect and value diversity in all forms and treat all individuals with fairness and equity.
- D2: Communicate high expectations based on the belief that all individuals have unique abilities and can learn.
- D3: Demonstrate a commitment to life-long learning through reflective practice and the creation, implementation, and evaluation of individual professional goals.
- D4: Exhibit ethical principles when making professional decisions.
- D5: Demonstrate collaboration, reflection, and critical thinking.

Scholarship (Knowledge): Indiana Wesleyan University candidates will:

- K1: Demonstrate in-depth knowledge of their professional content to create effective learning experiences for all pupils.
- K2: Demonstrate an understanding of and the ability to apply the principles and concepts of pedagogical and pedagogical-content knowledge.
- K3: Demonstrate knowledge of and the ability to apply research and evidence-based best practices that are aligned with academic and professional standards.
- K4: Exhibit knowledge of and the ability to apply differentiated learning experiences that consider cultural, psychological, developmental, and sociological differences in pupils.
- K5: Demonstrate knowledge of and the ability to apply technology in their respective professional environments needed for success in the global community.

Leadership (Skills): Indiana Wesleyan University candidates will :

- S1: Demonstrate skills in establishing learning environments that meet the emotional, psychological, physical and academic needs of all pupils.
- S2: Demonstrate skills in designing, implementing, analyzing, and revising learning experiences for pupils with diverse cultural backgrounds and learning needs.
- S3: Demonstrate skills in implementing, evaluating, and using assessments to improve pupil outcomes.
- S4: Demonstrate leadership skills in fostering and building collaborative learning communities.

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Grading Criteria

#4. Outside Group Counseling Experience (10%) ~ Attend at least one outside group session (Alcoholics Anonymous, Divorce Recovery, or another group session open to the public).

Submit paper on line and then reply to at least one other posting.

___/1 2-3 page paper, APA 6

___/1 Confidentiality & respectful to the clients, leaders, and processes;

___/7 Report on your perspective of the session

___(1) List the date of meeting, location, name of group

___(1) what stage(s) and why you believe this

___(1) communication between leader(s) and clients

___(2) techniques used (counseling, feedback, etc.)

___(2) was it successful and/or purposeful

___/1 Substantive (paragraph) response to colleagues posting

#6. Research Article Summary (10%) Graduate students will study a research article from a peer-reviewed journal and present findings to classmates.

___/3 Summarize:

Explain the background, the variables examined, the method, and the measurements used.

Describe the results of the study and how the results compare to other studies in this area.

___/3 Critique:

Explain why you feel this study is important, identify and describe what made this a good study, what limitations you see, and what improvements need to be made to make it better.

Explain how these findings are consistent with and/or contrary to Biblical truth.

___/3 Application:

Explain how you would use the results of this study.

Identify and describe what additional studies are needed in this area and why.

___/1 Logistics:

APA 6, -including a reference page

2-4 typed double-spaced pages

Use headings

Submit journal article with summary

#7. Small Group Project and Presentation (30%)

____/30 Total Score

/10 1. Proposal Content

- a. Handouts were available, applicable, and listed references
- b. Includes invitation and consent release, to and for clients or guardians of minors
- c. Includes 6 - 8 sessions, with objectives, topics, plans, needed materials, timeline, and possible worksheets, videos, discussion questions, etc.
- e. Includes pre- and post-evaluation.

/10 2. Rationale Content

- a. Proposal includes rationale, target clients, timeline, cost, location, schedule
- b. Demonstrates contemporary knowledge with comprehensive discussion of the specific theory
- c. Comprehensive discussion of the specific issue
- d. Comprehensive discussion of theories
- e. Implications of group counseling

/5 3. APA 6 Criteria (.5 each)

- a. Paper complies with APA Style (page numbers, running header, 12 point font; Times Roman; black ink)
- b. Title page includes student name, paper title, class number, due date, and is centered on page (horizontally and on top half of page)
- c. Reference page follows spacing APA guidelines; Proper citation of references; Reference page with two or more references
- d. Free of grammatical error (proper use of tense, noun/verb agreement, and pronoun antecedent); Proper punctuation

/5 4. Overall presentation

- a. Presentation was arranged well, had eye-appeal, and was comprehensive
- b. Presentation used discussion, hand-on learning activities, music, art, and/or movement
- c. Presentation included involvement from all colleagues
- d. Eye contact, voice, and variation were good
- e. Presentation remained on topic and timely
- f. Presentation flows sensibly