

University of  
Lethbridge



Faculty of Education

## Counsellor Education Program: Master of Counselling

### **CAAP 6637: Group Counselling and Process Skills**

### **COURSE OUTLINE**

Summer Session 1, 2015 (May-August)

*Blended Delivery*

*Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.*

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Dr. Greidanus is best contacted by email. Virtual meetings are scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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**This course is administered through Moodle. <https://moodle.uleth.ca>**

**Credit Hours:** 3.0    **Contact Hours:** 3-0-0

**Prerequisites:** CAAP 6601, 6603, 6605, 6607

**Equivalents:** CAAP 637, EDUC 5620

### **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 aspects of working in group contexts and (b) a face-to-face component delivered during a summer institute.

### **Course Overview**

CAAP 6637 is designed to provide both theoretical and practical knowledge in designing and facilitating groups. The course will review the various kinds of groups that counsellors are likely to offer during their careers, with primary emphasis on counselling groups and secondarily on psychoeducational groups. The exploration of groups will take place through a combination of online discussions, class discussions, experiential class activities, and participation in an experiential group. Core theoretical constructs are covered via selected readings, a graded assignment, and through critically analyzing a group counselling video.

## **Course Objectives**

1. Learn about the advantages and disadvantages of group counselling.
2. Develop awareness of the pros and cons of several theoretical approaches to group counselling.
3. Learn core counselling skills as applied to group counselling.
4. Demonstrate strategies to manage and reduce hindering behaviors that may occur in group work (e.g., intellectualizing, storytelling, socializing, giving advice, monopolizing, acting superior).
5. Describe the group dynamics (including member roles, needs, behaviors) commonly seen in the traditional initial, transition, working, and ending stages of group development.
6. Develop skills in designing a psychoeducational group.
7. Identify a variety of screening methods to select appropriate group members.
8. Gain practice through varied roleplays.

## **Required Resources/Readings**

Yalom, Irvin. & Leszcz, Modyn. *The Theory and Practice of Group Psychotherapy*, 5<sup>th</sup> edition. New York: Basic Books.

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

**Additional resources/readings will be posted on Moodle**

## **Grading Guidelines**

| <b>Numeric Value</b>                                                                                   | <b>Letter Grade</b> | <b>Grade Point</b> |
|--------------------------------------------------------------------------------------------------------|---------------------|--------------------|
| 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               |
| <b>NOTE: Any course with a grade of less than B- cannot be considered for credit in M.Ed. program.</b> |                     |                    |
| 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               |

### **Class Schedule (Tentative)**

| Online delivery                           |        | Topics/Readings<br><i>Yalom &amp; Leszcz (Y&amp;L)</i>                                                                                               | Assessment of Learning                                                                                                                                                                                      |
|-------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 3 - 6                                | Week 1 | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 1</li> <li>• Y&amp;L – Ch. 2</li> <li>• Y&amp;L – Ch. 3</li> <li>• Y&amp;L – Ch. 4</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> </ul>                                                                                                                          |
| June 10 - 13                              | Week 2 | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 8</li> <li>• Y&amp;L – Ch. 10</li> <li>• Y&amp;L – Ch. 15</li> </ul>                          | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Group Design topic submission deadline</li> </ul>                                                                        |
| June 17 - 20                              | Week 3 | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 5</li> <li>• Y&amp;L – Ch. 6</li> <li>• Y&amp;L – Ch. 7</li> </ul>                            | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Journal Article Review #1 (10%)</li> </ul>                                                                               |
| June 24 - 27                              | Week 4 | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 9</li> <li>• Y&amp;L – Ch. 11</li> <li>• Y&amp;L – Ch. 12</li> </ul>                          | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Journal Article Review #2 (10%)</li> </ul>                                                                               |
| July 1 - 4                                | Week 5 | <ul style="list-style-type: none"> <li>• Y&amp;L – Ch. 13</li> <li>• Y&amp;L – Ch. 14</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> </ul>                                                                                                                          |
| July 10                                   |        |                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Group Design: Part 1 (25%)</li> </ul>                                                                                                                              |
| Summer Institute<br><i>(face-to-face)</i> |        | Topics/Activities                                                                                                                                    | Assessment of Learning                                                                                                                                                                                      |
| July 20                                   | Day 1  | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Team Building Activities (Group Work)</li> </ul>              | <ul style="list-style-type: none"> <li>• Team Building Therapeutic Activity (5%)</li> <li>• Group Process/Self-Reflection</li> <li>• Co-Facilitation: Part II</li> <li>• <i>Lesson Plans Due</i></li> </ul> |
| July 21                                   | Day 2  | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Team Building Activities (Group Work)</li> </ul>              | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                           |
| July 22                                   | Day 3  | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Student Co-Facilitation (Group Work)</li> </ul>               | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                           |
| July 23                                   | Day 4  | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Student Co-Facilitation (Group Work)</li> </ul>               | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                           |
| July 24                                   | Day 5  | <ul style="list-style-type: none"> <li>• Morning: Theory/Lecture</li> <li>• Afternoon: Group Work</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                           |
| August 1                                  |        |                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Co-Facilitation: Part II</li> <li>• <i>Evaluation of Performance, DVD, and Lesson Plan (25%)</i></li> </ul>                                                        |

***Mandatory attendance for all classes is required.***

*In exceptional circumstances where you will be absent, notify the instructor in advance.*

**\*\*Note:** Due to your **limited time on campus**, you will need to **be prepared to spend your evenings** practicing your assessments, scoring assessment instruments, and preparing for the Mock Assessment. Therefore, please complete all required readings **prior** to attending SI.

## **Course Assessments/Assignments**

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided on the course Moodle for all assignments.

### **1. Discussion Forum Participation: 20%**

- *Additional assignment details will be provided during the course.*

### **2. Journal Article Review: 20%**

**Due: Week 3 & 4**

- Review **two (2)** (10% each) recent peer reviewed journal articles related to specific therapeutic group counselling/psychotherapy theory or techniques that are of interest to you.
- These articles cannot be directly related to your research paper/presentation.
- One article review will be due on each of weeks 3 and 4 of the online component of the course.
- Each article review will be **one page** long.
- *Additional assignment details will be provided during the course.*
- **Grading Criteria: (10 points)**
  - 2 points - Brief summary of theoretical basis/background
  - 3 points - Highlight key features of the article
  - 2 points - Summary of conclusions/implications
  - 3 points - Critical analysis of article

### **3. Group Process/Self-Reflection: 5%**

**Due: by 7 pm each evening during SI**

- You will submit an electronic copy of the Group Process/Self-Reflection to your instructor via Moodle. This form helps you reflect on the group experience.
- Note that these will not be graded until after the last class.

### **4. Team Building Therapeutic Activity: 5%**

- 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.
- **Due Dates:**
  - Critique (1 page): The day after you present at the SI by the start of the class.
  - Sharing Activity: Post a copy of the lesson plan to the whole group via Moodle within 24 hours of facilitating the activity. (These will be shared with the class to help everyone begin go build a library of group resources).
  - *This assignment will be marked and returned within 48 hours.*

## 5. Group Design – Part I: 25%

Proposal Due: July 10

- You will design an original group proposal in collaboration with one of your colleagues.
- The group may target any age range and counselling 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, 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.*)
- **Topic Selection Due: No later than June 13**
  - Shall be based on a first-come, first-served concept, as there cannot be any repeat of topics between the pairs.
  - Topics must be approved by the course instructor. One topic per pair.
  - Please post your topic selection and partner in the relevant forums prior to the topic selection due date. Failure to do so, results in one point taken off for each day a topic has not been submitted.
- **Proposal Due: July 10**
  - Submitted via Moodle, as one MS Word document.
  - NOTE: Proposals will be returned at the SI by Day 3.
- **Grading Criteria:**
  - APA formatting, writing style
  - Theoretically-based rationale for the group
  - Pre-group screening
  - Group counselling consent form
  - Marketing poster and recruitment considerations
  - Description of the group (including client inclusion/exclusion criteria, number of members, context)
  - Goals and objectives
  - Roles of facilitators
  - Description of the purpose and content that will be presented
  - Key techniques/interventions/activities planned
  - Cultural and research considerations

**NOTE:** *Detailed lesson plans for each group session are not part of this assignment since it is not typically part of a group proposal. 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.*

## 6. Co-Facilitation: Part II - 25% (During the Summer Institute)

- You will co-facilitate and evaluate a group therapy session based on one of the sessions proposed in the Group Design assignment.
- **Group Co-facilitation Activity:**
  - During the Summer Institute, you will facilitate a group session.
  - The session 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 cofacilitator dynamics.
  - 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.
  - *Additional assignment details will be provided during the course.*
  
- **Due Dates:**
  - Lesson Plan Due (via Moodle): .....Day 1 of the Summer Institute
  - DVD due: .....August 1<sup>st</sup> (Submitted on a USB key)
  - Critique Due: .....By August 1<sup>st</sup>, via Moodle
  - Part II will be returned, via email or snail mail, by August 23rd.
  
- **Grading Criteria:**
  - 10 points – lesson design/plan
  - 8 points – demonstration of co-facilitation skills
  - 7 points – quality of Evaluation of Performance

**Notes:**

- \*\* Further information and guidance with respect to the course requirements, including grading rubrics, will be provided during class.
- \*\* **Late assignments** will be penalized 2% per day late (incl. weekends).
- \*\* **Exceeded page length** will be penalized 3% per page. The page limit is imposed to help you develop your concise writing skills. However, it is understandable that sometimes a few extra lines may go over the page limit. To avoid penalization, you must receive permission from the instructor to exceed the preset page limit.

## **STUDENT RIGHTS and EXPECTATIONS**

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Students are expected to be familiar with the Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>) including but not limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **If you have a disability, special learning needs, or a recent injury** that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.
- As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (Excerpt from CAAP 6615: Dr. B. Shepard).

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

- *College of Alberta Psychologists Standards of Practice:*  
<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>
- *Canadian Code of Ethics for Psychologists:*  
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- *CCPA Code of Ethics:*  
<http://www.ccpa-accp.ca/en/resources/codeofethics/>
- *ATA Code of Professional Conduct (when practicum is based in an educational setting):*  
[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)
- *Faculty of Education Standards of Professional Conduct:*  
[http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct\\_2230](http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230)

The **personal information** your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

**Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance.

To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner. Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

## COURSE POLICIES

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**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; avoiding use of cell phones, checking email, and using the internet during class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment submission and late policy:** Hard copies of assignments must be handed in by the start time of class AND/OR they must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. A late policy of 3% per day including weekends applies to all assignments received after 23:55. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor). Quizzes will be due by 23:55 on the Wednesday of the week they are assigned.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Computer problems:** You must do everything in your power to find a way to connect to the Internet or access a computer as needed to complete your work. You must still submit assignments on time.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.