HPC 4790/5790: GROUP METHODS AND PROCESSES  
Spring 2016

Instructor Information:
Mark Schwarze, Ph.D., LPC-S, NCC, LCAS, CCS  
Office Phone: 828-262-6046  
Email: schwarzem@appstate.edu  
Office Location: 314C Reich College of Education  
Office Hours: Tuesday – 11:30am-2:30pm; Thursday – 9:30am-11:00am and by appointment

Course Description:
A study of group dynamics, experimentation in groups, leadership/participants roles, effective group skills and behaviors, and applicability to a variety of group settings.

Course Overview
This course is designed to increase ones understanding of the value of group work in the helping profession. Special emphasis will be placed in the areas of group dynamics, group development, and group facilitation. The content and experiences in this course provide concepts and skills necessary to satisfy the group work competencies stipulated in the Council for Accreditation for Counseling and Related Programs (CACREP) Standards (2016) as outlined below. The nature of this course will require students to be active partners in the learning process.

Credit Hours: 3
Meeting Times: Thursday, 11:30am-2:20pm
Class Location: RCOE 301 & AsULearn

Course Objectives and Competencies:
In accordance with the 2016 CACREP standards, these studies are intended to provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including:

Learning Outcomes and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CACREP Standard</th>
<th>Tasks and Activities</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td>Participate in class lecture and discussion. Conduct group theory presentation</td>
<td>Exam Scores Group Counseling Theory</td>
</tr>
<tr>
<td>understand theoretical foundations of group counseling and group work</td>
<td>F6a.</td>
<td>Participate in training group</td>
<td>Presentation Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training Group Reflection</td>
</tr>
</tbody>
</table>
| Understand dynamics associated with group process and development | F6.b. | Participate in class lecture and discussion. Conduct group theory presentation. Participate in training group. | Exam Scores
Group Counseling Theory Presentation Rubric
Training Group Reflection |
|---|---|---|---|
| Articulate therapeutic factors and how they contribute to group effectiveness | F6.c. | Participate in class lecture and discussion. Group Proposal Project | Exam Scores
Group Proposal Project Rubric |
| Describe and demonstrate characteristics and functions of effective group leaders | F6.d. | Participate in class lecture and discussion. Conduct group theory presentation. Participate in training group. | Exam Scores
Group Counseling Theory Presentation Rubric
Training Group Reflection |
| Develop approaches to group formation, including recruiting, screening, and selecting members | F6.e. | Group Proposal Project | Group Proposal Project Rubric |
| Identify types of groups and other considerations that affect conducting groups in varied settings | F6.f. | Participate in class lecture and discussion. Conduct group theory presentation | Exam Scores
Group Counseling Theory Presentation Rubric |
| Demonstrate ethical and culturally relevant strategies for designing and facilitating groups | F6.g. | Group Proposal Project Participate in training group. | Group Proposal Project Rubric
Training Group Reflection |
| Participate in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term | F6.h. | Participate in training group. | Training Group Reflection |

**Required Textbook:**

**Related Web Resources:**
- Association for Specialists in Group Work
- American Group Psychotherapy Association
  - [http://www.agpa.org](http://www.agpa.org)
  - [http://www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)
Student-Instructor Communication & Availability:
I will communicate with you about class activities, requirements, and schedule changes via class time and your App State email account. It is your responsibility to check AsULearn and your university email account throughout the semester. I recommend that, at a minimum, you check both prior to each class meeting. Though I do not guarantee a specific response time to emails or voicemails, every effort will be made to reply in a timely manner to your communication. I check voicemails on my office phone during my posted office hours. In general, I check email messages throughout typical business hours Monday-Thursday and Friday until 2:00PM. When communicating via email with me, please include your name in closing on every email you send. Type the name of course you are inquiring about in the subject line.

Course Process:
You will be divided into training groups during this course. The training group is NOT a counseling group. It is a small group activity. Students participate in this activity as group members and group leaders for a minimum of 10 clock hours. Students who do not complete 10 clock hours of group participation will be required to make up time outside of class meetings. Most on campus class sessions consist of didactic discussion and training group meetings. No student is required to disclose personal problems or personal/historical information in the training groups. Unlike a counseling or therapy group, the focus of the training group is not on solving anyone’s problems (that would be the focus of a counseling group) nor is the focus on supervision of students’ clinical work (that would be the focus of a supervision group). The focus of the training group is on building group leader and member skills. Because of the nature of the training group students are instructed NOT to bring up issues related to abuse or persistent, significant needs—these will be beyond the ability of the time-limited training group to handle. Students use the training groups to demonstrate skills that will make them effective counselors in group settings including honest self-disclosure of feelings, thoughts, judgments and expectations arising out of occurrences in the group. Students will have the opportunity to lead their training groups. Some training groups may be conducted in fishbowl formats with non-group members observing the training group.

Confidentiality:
Information shared in this class by students is expected to remain confidential indefinitely. If a student has concerns about any student’s safety or conduct, contact the instructor immediately.

Personal Counseling:
If you feel you need personal counseling at any time, contact the ASU Counseling Center at 262-3180. The ASU Counseling Center provides free individual counseling to all currently enrolled students. I recommend that all counseling trainees experience personal counseling with a licensed practitioner early in their professional development.

Student Accommodations:
"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or http://ods.appstate.edu). Once registration is complete,
individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

**Academic Integrity Code:**

**I. Introduction**

Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

II. **The Academic Integrity Code:**

Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application.

**Student Religious Observance Policy Requirement (S.L. 2010-211):**

NC law authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. If you will be missing class because of a religious holiday/observance, please e-mail me prior to class to alert me of your anticipated absence.

**Inclement Weather:**

In the event of inclement weather, class will be cancelled **ONLY** if ASU closes. Keep in mind that you are allowed **ONE** absence without incurring a reduction in points (however, there will be a point reduction if an assignment is missed or not turned in on the date missed). Thus, use your own discretion when deciding not to attend classes throughout the semester when inclement weather is not an issue. Classes cancelled due to ASU closing for inclement weather will be made up at the end of the semester on designated days, which are stated in this syllabus.

**Technology:**

Many students will bring technology to use in class – laptops, tablets; even smart phones are permissible for class use, providing they are used for class purposes and not for checking mail, surfing or recreation during class. Students are welcomed to bring these devices to class but should know that non-class uses, during class, will be subject to loss of points for the participation grade. Cell phones, beepers or other electronic devices can disrupt class for everyone. Please silence such devices if you bring them to class. If you have special circumstances, please discuss these with the instructors.

**Plagiarism:**

All assignments, (such as reflections, papers, and exam responses) should be the student’s original work and include proper use of documentation and citations. Incidents of plagiarism or cheating that come to my attention will be addressed on a case-by-case basis in accordance with university policies. Possible penalties for plagiarism are failure on the
assignment, failure for the course, and dismissal from the program. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

Written Work:
All writing assignments for this class should follow these guidelines:
- Use the APA reference and citation format unless otherwise specified. Purchase a copy of the APA manual and/or use some of the many web guides such as: https://owl.english.purdue.edu/owl/resource/560/01/ Failure to follow APA format will negatively impact your grade on writing assignments.
- It is not necessary to include abstracts with your writing assignments.
- Include APA headers on each page of your work.
- Use 12-point font.
- Use double-spacing in the body. Double space between paragraphs or sub-headings.
- Do not submit papers or projects in folders or binders.
- Read your work aloud before submitting. The best way to improve your writing is to write and rewrite and write again.
- All written work will include an evaluation of the clarity of thoughts expressed, grammar, spelling, word usage, punctuation, subject-verb agreement, typographical errors, and other writing mechanics.

Assignments:
Assignments are due in class or online on the date and time indicated. If you have an emergency situation please contact me as soon as possible. Work that is late for any reason will receive points off for each day that it is late, up to one week. No work will be accepted later than one week after its original due date--no exceptions. Work that is emailed, or submitted otherwise, after class on the day that it is due will be considered late and subject to points deduction.
In general, your assignments will be submitted on AsULearn as Microsoft Word or PowerPoint files. The file name should end with .doc; .docx; .ppt; or .pptx. If your file is not saved in one of these formats, or any other way does not conform to the assignments instructions, the assignment will be considered late until it is submitted in the indicated format.

Course Requirements:

1. Professional Performance/Disposition, Training Group Experience 130 points

Training Group Experience:
Students are expected to attend all classes. In the event of an emergency please contact me as soon as possible. Excessive absences (more than one) may need the student to consider a withdrawal from the class. Students are expected to arrive on time for each class, attend the entire class, and participate fully in all classroom activities. There will be participation in a training group and a summary reflection of that experience. The purpose of your group experience is personal awareness. You will have the opportunity to learn more about yourself as a person and a group member by sharing and exploring your issues and
Professional Dispositions Assessment:
This is the same policy that is provided in the CMHC/PSC Student Handbook; please review the full policy there. In review, competencies in the area of demonstration of professional disposition include, but are not limited to: professional ethics, professional behavior, professional & personal boundaries, knowledge & adherence to course policies, task completion, emotional stability & self-control, motivation/initiative to learn & grow, multicultural competence, openness to feedback, flexibility & adaptability, and congruence & genuineness. Students’ academic, behavioral, interpersonal, and professional performance will be evaluated at each class meeting to include the contexts of written work, verbal presentations, interpersonal skills, and professional functioning. This is true in this course, but also in all CMHC/PSC-specific and core courses. Points are earned in an all-or-nothing manner per class. This is because, while professional behaviors, which make up the whole impression of a persons’ professionalism may be numerous, colleagues’ perceptions of their coworkers’ professionalism tends to be a general judgment. Therefore, professionals need to present as possessing the whole package of behaviors.

These dispositions will be measured using the Counselor Competencies Scale –Revised (CCS-R)(Lambie, Mullen, Swank, & Blount, 2015). A copy of this instrument will be provided in class.

In this course, degrees of ‘active and professional participation’ are designated as:
Exceeds Expectations / Demonstrates Competencies
Meets Expectations / Demonstrates Competencies
Near Expectations / Developing Towards Competencies
Below Expectations / Insufficient or Unacceptable
Harmful
*Students must meet a minimum rating of “Meets Expectations” on all 10 of the professional disposition competencies in order to earn full credit for the class meeting.

Evaluated/Earned at 10 pts per class with 5 pts awarded for on time attendance and 5pts awarded for meeting all ten professional disposition competencies on the CCS-R.

Additionally, you will be evaluated on the twelve skills as outlined in Part I of the CCS-R. Most of these skills will be evaluated in your time as a leader in the training groups, but also potentially in your time as a group member. You will receive a comprehensive rating by the instructor at the end of the course. However, if a skill is being assessed at lower than a four at any time during the course, the instructor will schedule a meeting with the student to discuss ways to improve and build upon that particular skill or skills. The student will then have the opportunity to practice the skill and demonstrate competency. Ratings on the skill section are not part of the course grade, but may require remediation if below a four.
2. **Group Proposal (Signature Assignment)**  
105 points

In groups of 3 to 4 students, select a client population or psychoeducational topic that would be appropriate for group counseling in a classroom guidance format for Professional School Counseling students or a counseling group format for Clinical Mental Health Counseling students. Using academic resources (at least one to two academic journal articles per group member), research this population or topic, and develop a proposal for a group counseling experience that would meet this population’s needs or convey the topic information. Ideas for presentations include: group couples counseling, social skills groups, grieving parents, or time management groups. Include the type of group and setting proposed, a description of the ideal group participants, a rationale for using group counseling, special recommendations for screening group members, cultural and ethical issues related to the population or topic, a statement of group counseling goals, and a description of techniques to be used, and a thoughtful evaluation plan for assessing the success of the group. Each student group will lead the class in a one-hour interactive presentation about the population or topic. You will be graded on the completeness and thoroughness of the information, the mechanics and style of written work, and the presentation. (See Rubric)

3. **Group Counseling Theory Presentation**  
75 points

Each student will lead a class presentation about one of the following approaches to group counseling:

- Psychoanalytic
- Adlerian
- Transactional Analytic
- Psychodramatic
- Behavioral
- Rational-Emotive Behavior Therapy
- Reality Therapy
- Person-centered
- Gestalt
- Existential
- Expressive Arts
- Motivational Interviewing
- Cognitive-Behavioral
- Solution-Focused Brief Therapy
- Feminist

Theories will be randomly assigned on the first day of class.

The interactive presentation will be 15 minutes in length and include important theoretical concepts, goals and stages of the treatment approach, therapeutic techniques and methods associated with the group counseling adaptation, the role of the group leader including leadership styles and characteristics, group dynamics, and strengths and limitations of the approach as compared to other group counseling theories. The presentation should discuss the theory in terms of application to the intended population of clients or students that the student plans to work with (i.e., K-12 students, adolescents, adults, etc.). Use only peer-reviewed journal articles, edited books, and textbooks for references (a minimum of five total sources). Remember to follow APA for any references on slides. Submit completed presentation on AsULearn. (See Rubric)

4. & 5. **Midterm and Final Exams**  
45 points each

The mid-term and final exams will consist each of an essay question related to course discussions and assigned readings. All exams are take home, open-book, and open-note and should represent the student’s own work.
**Grading Policy:**
The counseling faculty considers course grades of “C” or below to be indicative of a problem. Students earning overall course grades of “C” or below will be subject to faculty review at the Student Progress Meeting held each semester.

**400 Point Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>372-400</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>360-371</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>348-359</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>332-347</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>320-331</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>308-319</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>292-307</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>280-291</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>000-279</td>
</tr>
</tbody>
</table>

**Grievances:**

A grievance on the part of any student will be processed as described in the Appalachian State University Graduate Bulletin: Graduate Student Appeals Processes. ([www.graduate.appstate.edu/gradstudies/bulletin14/policies/appeals.html](http://www.graduate.appstate.edu/gradstudies/bulletin14/policies/appeals.html). This includes but is not necessarily limited to:

- grievances pertaining to suspension and dismissal from a graduate program (as amended) ([http://graduate.appstate.edu/gradstudies/bulletin14/policies/suspension.html](http://graduate.appstate.edu/gradstudies/bulletin14/policies/suspension.html))
- grievances pertaining to course grading (as amended) ([http://graduate.appstate.edu/gradstudies/bulletin14/policies/GPA-grades.html](http://graduate.appstate.edu/gradstudies/bulletin14/policies/GPA-grades.html))

- Allegations of discrimination will be handled according to University discrimination policies administered by the Office of Equity, Diversity, and Compliance ([828-262-2144](http://edc.appstate.edu/contact) or [http://edc.appstate.edu/contact](http://edc.appstate.edu/contact)).
- Allegations of sexual harassment will be handled according to University institutional policies on sexual harassment administered by the Office of Equity, Diversity, and Compliance ([828-262-2144](http://edc.appstate.edu/contact) or [http://edc.appstate.edu/contact](http://edc.appstate.edu/contact)).
<table>
<thead>
<tr>
<th>Date &amp; Location:</th>
<th>Topic:</th>
<th>Assignment*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>January 21</td>
<td>Group Counseling Foundations</td>
<td>Gladding 1-3</td>
</tr>
<tr>
<td>January 28</td>
<td>Group Development</td>
<td>Gladding 4-5</td>
</tr>
<tr>
<td>February 4</td>
<td>Group Development Training Group Hour #1</td>
<td>Gladding 6-7</td>
</tr>
<tr>
<td>February 11</td>
<td>Groups Throughout the Lifespan Training Group Hour #2</td>
<td>Gladding 11-12</td>
</tr>
<tr>
<td>February 18 (NCCA Conference)</td>
<td>NO CLASS</td>
<td>Mid-Term Exam opens on 2/18</td>
</tr>
<tr>
<td>February 25</td>
<td>Groups Throughout the Lifespan Training Group Hour #3</td>
<td>Gladding 13-14 Mid-Term due on AsULearn/Class by 2/25 by 11:30am</td>
</tr>
<tr>
<td>March 3</td>
<td>Theory, History, and Trends of Groups</td>
<td>Gladding 15, 16, Appendix A Group Counseling Theory Presentation Due by 11:30am on AsULearn Presentation Group 1</td>
</tr>
<tr>
<td>March 10 (Spring Break)</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>March 17</td>
<td>Diversity and Ethical/Legal Aspects of Groups Training Group Hour #4</td>
<td>Gladding 8,10 Presentation Group 2</td>
</tr>
<tr>
<td>March 24</td>
<td>Training Group Hour #5 &amp; &amp; 6 with Fishbowl Feedback</td>
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<tr>
<td>March 31 (ACA Conference)</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>April 7</td>
<td>Group Presentations Training Group Hour #7</td>
<td>Group Proposal Project Due by 11:30am on AsULearn</td>
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<tr>
<td>April 14</td>
<td>Group Presentations Training Group Hour #8</td>
<td></td>
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<tr>
<td>April 21</td>
<td>Group Presentations Training Group Hour #9</td>
<td>Final Exam opens on 4/21</td>
</tr>
<tr>
<td>April 28: On Campus</td>
<td>Course Evaluations Training Group Hour #10 Closure</td>
<td>Final Exam Due on AsULearn/Class by 4/28 at 11:30am</td>
</tr>
<tr>
<td>May 4</td>
<td>Make Up if Needed</td>
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</table>

*All assignments should be submitted on AsULearn in the designated location by the date and time indicated.

→ Please note: this syllabus is subject to change as necessary for the appropriate progression of the class
Appendix A:  HPC 5790 Signature Assignment Rubric is in AsULearn

Appendix B: Group Counseling Theory Presentation

<table>
<thead>
<tr>
<th>Content</th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly explored major theoretical concepts of the chosen theory as it</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>relates to group counseling.</td>
<td></td>
<td>points</td>
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<tr>
<td>Explained the goals and stages of the treatment approach associated</td>
<td></td>
<td>10</td>
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<tr>
<td>with your theory.</td>
<td></td>
<td>points</td>
</tr>
<tr>
<td>Described therapeutic techniques and methods associated with the group</td>
<td></td>
<td>10</td>
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<tr>
<td>counseling theory chosen.</td>
<td></td>
<td>points</td>
</tr>
<tr>
<td>Explored the role of the group leader including leadership styles and</td>
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<td>10</td>
</tr>
<tr>
<td>characteristics for this theoretical approach.</td>
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<td>points</td>
</tr>
<tr>
<td>Described any special group dynamics associated with the chosen theory.</td>
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<td>10</td>
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<tr>
<td>Discussed strengths and limitations of the approach as compared to</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>other group counseling theories.</td>
<td></td>
<td>points</td>
</tr>
<tr>
<td>Explored the theory in terms of application to the intended population</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>of clients or students that the student plans to work with (i.e., K-12</td>
<td></td>
<td>points</td>
</tr>
<tr>
<td>students, adolescents, adults, etc.).</td>
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</tbody>
</table>

**Mechanics:**

| Grammar/Mechanics: No typos, writing errors, correct APA style, grammar, etc. | 5 points |

| Total | /75   |

Instructor Comments: