

MAC 805 GROUP COUNSELING
FEBRUARY 18 – MARCH 25, 2019
WINTER 2019
2-CREDIT HOURS
3-CREDIT HOURS (OPTIONAL)

Last revised: 02/18/2019

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

CLASS DATES AND TIMES

Mondays: 7:30 - 10:15PM

2/18, 2/25, 3/4, 3/11, 3/18 AND 3/25

PROFESSOR

Name: Michelle L. Altringer, LPC, MA

Phone#: 215-368-5000 ext.121

Email: maltringer@missio.edu

Office Hours: If needed please email or call to set up an appointment

COURSE DESCRIPTION:

This course in group processes focuses on the identification of the implicit and explicit role functions of the group member and the group leader. The first step in learning about group process is to learn about yourself. Students will participate in a group as a member. They will also attend another group as an observer. The next six weeks will be a journey of self-exploration that will allow students to take a close look at who they are as individuals, to integrate the “counselor as a person” with the formalized knowledge gained by the group process, and to understand how they relate to various people in their lives, as a student, a group member, and a contributing member to the counseling profession. The recognition and awareness of one's behavior with multiple feedback sources is of primary concern.

The Group Counseling Course is designed so that students will engage in experiential exercises that are personally challenging and/or rewarding. This course is designed for counselors to become familiar with the theoretical and functional aspects of the group counseling process so they might ethically and effectively employ these techniques. This course will address group counseling in the community and school settings.

METHOD OF INSTRUCTION:

This course content is delivered didactically, via interactive class sessions, interactive online group discussions, experiential learning, and by the use technology. Additionally, students will work independently and collaboratively to understand theory and techniques in group counseling. Between experiential exercises in class, the readings and the class discussions, this class will provide a balance between practice and theory. Students will have the opportunity to experience being both group participants and group leaders. The class will master material presented through lectures, class discussions, and experiential exercises. This course is designed to provide an overview of both theoretical and experiential understandings of types of group work, group development, group process and dynamics, group leaderships, standards of training and practice for group workers and ethical and legal considerations.

PERSONAL NOTE FROM THE PROFESSOR

“Some of the most comforting words in the universe are ‘me too.’ That moment when you find out that your struggle is also someone else’s struggle, that you’re not alone, and that others have been down the same road.” – Anonymous

The goal is to help you become better counselors. Your group experience will be foundational as you plan to work as a professional counselor. The group experience is challenging as you grow as a counselor. It is my privilege to walk thru this part of your education with you. My desire is to see each of you grow and change as a result of your learning and counseling experience. I will be sharing my own group experiences and group cases to assist in your growth. It will be a great journey together.

Michelle

PROGRAM GOALS AND COURSE OBJECTIVES

1. Comprehension of the functions of group members and leaders along with related facilitation skills
2. Comprehension of the stages and issues involved in group process
3. Assessment of one’s own functioning as a group member engaged in planned and productive behavior change
4. Awareness of therapeutic factors and group process elements and how they contribute to group effectiveness and outcome goals
5. Self-awareness of how one’s perspective as a client and counselor is influenced by social factors (e.g. age/generation, social status/SES, disability, religion, ethnicity, sexual orientation, national origin, gender, etc.)

6. Awareness of how one's personal perspective (see #5) and values are reflected in group communications (e.g. choices about what is discussed, what is attended to, norms set in group sessions, and communication styles, etc.).
7. Identification of the ethical and legal considerations in group work, including professional preparation standards.
8. Comprehension of group counseling methods, including group counselor orientation and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
9. Comprehension of approaches used for group work, including task, psychoeducational, therapy, and training groups.
10. Understand application of individual and group specific (e.g. Psychodrama and Group as a Whole) theories to group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

Course Objective	CACREP Standard	Measured By	Content Area
10	2.F.6.a theoretical foundations of group counseling and group work	Process Group, journal, discussion boards, Group Scene Analysis (GSA)	Knowledge
2	2.F.6.b. dynamics associated with group process and development	Process group, observation assignment, Group Scene Analysis (GSA)	Knowledge
4	2.F.6.c. therapeutic factors and how they contribute to group effectiveness	Process group, journal, GSA	Knowledge
1	2.F.6.d. characteristics and functions of effective group leaders	Process group, GSA, observation assignment	Knowledge
8	2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	in-class activity	Knowledge
9	2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	On-line discussion and journal, in-class activity	Knowledge
5,7	2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	process group, presentation, journal	Knowledge
3,6	2.F.6.h. direct experiences in which students	Process group,	Skill

	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	journal, GSA	
--	---	--------------	--

PROGRAM GOALS	COURSE OBJECTIVES
1. Live Grace based lives increasingly characterized by wisdom, fruit of the spirit, and love for God and community	1. Increase love for diverse people groups and aptitude in providing wise counsel 2. Review Ethical Codes and Ethical Decision-Making Models
2. Demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity	3. Effectively counsel the variety of people encountered 4. Increase ability to recognize clients place in their journey; spiritual sensitivity and wisdom
3. Demonstrate effective counseling skills considering student's gifting, call and context	5. Identify and critique personal strengths and challenges in a professional environment 6. Solidify professional identity

COURSE ASSIGNMENTS AND ASSESSMENTS

ASSIGNMENT OR ASSESSMENT	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS
1. Attendance in all classes: Including On-Line activities	1-6	10%	
2. Active participation in groups and interaction in classroom discussions.	1-6	20%	
3. Weekly Blackboard Discussions *	1-6	10 %	12
4. Journal of Group Experience	1-6	10%	12
5. Group Observation Assignment	1-6	30%	10
6. Reading and reflection (to be referred to in journal)	1-6	20%	26
7. Group Proposal and Manual (3-credits)	1-6		20
Total estimated time for the above assignments.		100%	60 hours for a 2-credit course

			80 hours for a 3-credit course
<p>Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.</p>			

REQUIRED TEXTS AND MATERIALS

Gladding, S.T. (2015) Groups: A Counseling Specialty (7th Edition). Pearson.

OTHER REQUIRED READINGS:

2014 ACA Code of Ethics

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

2014 NBCC Code of Ethics

<http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>

2014 AACC Code of Ethics

<http://aacc.net/files/AACC%20Code%20of%20Ethics%20-%20Master%20Document.pdf>

ASSIGNMENT DESCRIPTIONS AND GRADING:

1. Reading & Experience Discussion Boards:

Each week, you will have required readings to complete prior to class. These readings may or may not correlate to the subject that night. This is just a schedule to help you follow and complete the readings for this course. At the end of the course, you will be asked to declare what percentage of the reading you have completed. An example of personal interaction with in the group experience:

- I) What stands out to you about this group?
- II) What direction would you go with this group if you were the facilitator?
- III) What stage is the group currently operating? And how is the stage impacting or not impacting this group?

Discussion forums are an extension of the classroom setting. Just as in the classroom, discussions take place during specific time frames. Most forums will have deadlines to

post original entries and replies to other student posts. While professors each develop their own grading rubrics, once the forum has ended, late posts will receive a grade of zero.

For example, initial post of 300-500 words due Thursday by Midnight. Initial posts made after Midnight will be marked as late. Response post to another student of 100-200 words due no later than Sunday by Midnight. Any posts (initial or response) made after Sunday at Midnight will receive a zero.

2. Group Experience Journal:

Each week you will write about your experience and interaction within the group setting. Each student will write a paragraph weekly answering some of these questions after each group experience: Your journal provides you with the opportunity to focus, explore, reflect, synthesize, and record your learning and experience as a member of the group. Your journal should include a response to each of the following questions:

- 1) What stage do you believe the group is in?
- 2) What was your experience of the group facilitator, what role did they play?
- 3) How did you see your own behavior in the group today? (self-awareness)Ex: Is there anything you wish you had said or said differently?
- 4) How do you think others viewed your behavior in the group today? (projection)
- 5) Are you experiencing the group to be helpful, hurtful, challenging or encouraging?
- 6) How do you do feel the group is challenging growth in you?

This journal is due 24 hours after the last class.

3. Group Assignment / with an outside group: (This assignment will be discussed the first night of class)

Observe one group activity, specific to an area of personal interest (i.e., school, institution, or community setting) and submit a 1-2 page summary/reaction paper. The paper should address the following questions:

1. What is the type of group?
2. What is the number of clients/members? Include age, gender, race/ethnicity breakdowns (you may need to consult with the group leader).
3. What is the role of diversity within the group?
4. In your opinion, what is the effectiveness of process in the group?
5. What is the perceived role and effectiveness of the group leader?
6. What stage of group development are they in?
7. What worked and did not work in the session?
8. What appeared to be the challenges of the group?

If groups are closed, you must obtain permission to sit in and observe the group session. The paper should be typed and conform to the APA Style Manual (5th ed.).

COURSE PROCEDURES AND REQUIREMENTS

Class attendance and participation: Your attendance and participation is vital to your learning. Please arrive on-time and prepared for each class. If for some reason you are unable to attend a class or will be late please email or call as soon as possible. You will be graded on your attendance and participation. **Absences or lateness will result in a lower class participation grade. If you miss more than two classes you will need to submit in writing to the MAC committee your reason for the absence. Attendance is mandatory!**

As you are growing together as a cohort, you will begin to recognize that some of your classmates find it very easy to engage in class discussion and others that do not find it as easy. This is the time in the program to begin recognizing areas of strength and needed growth. In other words, if you rarely contribute in class discussions then it is time to be bold and contribute. If you contribute too much... it is time to step back, reflect and practice the important counseling skill of silence.

++ If you are taking Group counseling as a three-credit (3) course:

Please know that I am happy to help in any way that I can. We can also set up a group chat, online discuss for those seeking 3 credits.

Develop a group proposal and manual for a closed-ended group (at least 3 sessions), which describes the rationale and implementation of a counseling group that can be used in your desired work setting (i.e. school counseling or mental health counseling setting).

- Choose a particular theoretical approach to use in developing a “mock” proposal for a group. This proposal should include how a group counselor would apply a technique from the theory in a group setting. For example, paper may include an ice breaker, activity, or a facilitated discussion. It should also include a brief summary of the theory you were assigned and how it was applied to your selected group topic. Use your creativity! You may choose to turn this class into a case study, or use others groups that you have experience, e.g. a group of home sick college students, a group of elementary students whose parents are divorcing, an assertiveness training group, etc.

Listed below are topics that should be addressed in your proposal/manual. You are to use a minimum of 4 references (within the past 10 years). Three of these must be articles published in national journals and at least one of these must be a report of a research study relevant to the type

of group you are proposing (e.g., a study on the effectiveness of using a psycho-educational group format to help adolescents learn to control their anger).

Introduction: Include a brief statement explaining why the proposed group is important.

Brief Literature Review: Discuss related literature, noting social trends, neglected issues, and research to support the need and justification for conducting such a group (e.g., the prevalence of depression among teens related to cyber-bullying as a reason to have a psychoeducational group that addresses social etiquette on social media and bullying prevention and intervention strategies).

Population and Concerns: The specific population who will be served by the group and how members will be served (e.g., why group rather than individual work and what members may gain by participating in group). Describe the population in some depth including relevant cultural (e.g., gender, race/ethnicity, sexual orientation, socioeconomic status, etc.) and developmental issues.

Group Theories: What are the basic assumptions of your group theory and how does this explain how clients make changes? How will you apply this theory to your group? Is there anything about your population or group topic that makes this theory particularly relevant or contraindicated?

Membership: Address each of the questions asked.

- 1) Will the group be an open or closed group and why?
- 2) How will members be recruited, screened, and selected for group membership?*
- 3) How will members be oriented or prepared for the group experience? Include a discussion of members/ rights and responsibilities.*
- 4) What risks are involved in participating in the group?*
- 5) What is the optimal and acceptable number of group members (and why)?

Curriculum: Describe the focus, objectives, and goals for each session, interventions, and activities to be used. Appendices with sample activities and exercises should be included.

Evaluation: How will termination and follow-up appraisals be performed to evaluate the effectiveness of the group? *What provisions will be made for members who do not progress or who are harmed as a result of the group experience?*

*Ethics: Review the appropriate ASGW guidelines and ACA Code of Ethics. The questions marked with an * are closely related to these guidelines. Evaluate the extent to which your proposal has covered the guidelines.

COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, SUBMISSION METHOD, AND DUE DATES

Session 1: February 18, 2019 Introduction	DUE DATE	Estimated Hours	SUBMISSION METHOD
Reading: Groups: A Counseling Specialty Beginning to End of Chapter 4 (pg. 102)	2/25/19 7:30pm	8	n/a
Complete Journal Entry #1	2/25/19 7:30pm	2	n/a
Discussion Board First Entry Response (2 nd Entry)	2/21/19 2/23/19	2	e-campus
Total Hours		12	
Session 2: February 25, 2019 Forming a Group: Experiential Exercise 1	DUE DATE	Estimated Hours	SUBMISSION METHOD
Reading: Chapter 5 and 6 (end 139)	3/04/19 7:30PM	4	
Complete Journal Entry #2	3/04/19 7:30pm	2	n/a
Discuss Board: First Entry Second Entry	2/28/19 3/02/19	2	e-campus
Total Hours		8	
Session 3: March 4, 2019 Working Stages of Group	DUE DATE	Estimated Hours	SUBMISSION METHOD
Reading: Chapters: Part 2 (Chapter 8 Diversity & Chapter 9: Specialty groups & Chapter 10 Ethics) End pg. 233	3/11/19 7:30pm	5	n/a
Complete Journal Entry #3	3/11/19 7:30pm	2	n/a
Complete Forum Discussions (2 posts)- Initial post due by Thursday 3/7 at Midnight; Response post due by Saturday 3/9 at Midnight	3/7/19 3/09/19	2	e-campus
Total Hours		9	
Session 4: March 11, 2019 Diversity and Specialty Groups	DUE DATE	Estimated Hours	SUBMISSION METHOD

Reading: Part 3: Groups throughout life span (234 – 317)	3/18/19	5	n/a
Complete Journal Entry #4	3/18/19 7:30pm	2	n/a
Complete Forum Discussions (2 posts)- Initial post due by Thursday 3/14 at Midnight; Response post due by Saturday 3/16 at Midnight	3/18/19 7:30	2	
Total Hours		9	
Session 5: March 18, 2019	DUE DATE	Estimated Hours	SUBMISSION METHOD
Reading: Chapter 15 (to end 350) and Chapter 7(Closing a Group)	3/25/19 7:30pm	5	n/a
Complete Journal Entry #5	3/25/9 7:30pm	2	n/a
Complete Forum Discussions (2 posts)- Initial post due by Thursday 3/21 at Midnight; Response post due by Saturday 3/23 at Midnight	No later than 3/25/19	2	ecampus
Total Hours		9	
Session 6: March 25, 2019 Closing a Group	DUE DATE	Estimated Hours	SUBMISSION METHOD
Submit Summary of Group Observations Assignment	3/25/19 7:30 PM	11	n/a
Complete Journal Entry #6 Submit all 6 entries (and include closing group experience)	3/29/19 7:30 PM	2	Submit on ecampus
Total Hours		13	
LAST DAY OF THE TERM: MARCH 25, 2019			
<p>Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below for instructions on how to apply for an extension using the Variance Form.</p>			

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engaged in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio Seminary's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Technology

This course will utilize technology to its fullest advantage. Students will be **REQUIRED** to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. If you need direction, please see the professor at the start of the term. Students should also possess the following: (a) Computer that meets the minimum

technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes *will be* placed on E-Campus as well as sent to your email address.

Respect for Diversity

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission, and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Biblical Theological Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The Seminary has a responsibility for maintaining academic integrity to protect the

quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one's own, a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers; taking and presenting another's ideas as one's own (including cutting and pasting information directly from internet websites).

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.

4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing