EDU 453: Counseling and Facilitating in Small Groups  
University of Rochester  
Warner Graduate School of Education and Human Development  
Department of Counseling and Human Development  
Summer 2012  

WELCOME!

Professor:  
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Class Meeting Time: Thurs 4:40-9:10  
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Doctoral Assistant:  
Nancy Gearhart  
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Course Description:  
Explores the dynamics of small groups and their application to the work of counselors and other helping professionals. Content includes small group dynamics, leadership and membership, group counseling and facilitation, small group techniques and interventions, and the legal and ethical considerations in group work. Coursework includes participation in a small group experience outside of regular class time designed to explore and deepen awareness of self and others in a group context.

Course Objectives:  
By the end of the course, the students will have gained an understanding of:

1. The principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; (II.G.6a)
2. Group leadership/facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (II.G.6b)
3. The theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (II.G.6c)
4. Group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and (II.G.6d)
5. 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 (II.G.6e)
6. The counselors’ roles in developing cultural self-awareness; promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote clients’ well-being (II.G.2e)
7. The counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.2f)
8. Legal, ethical, and professional issues related to the practice of group counseling (II.G.1j)
9. The theories and processes of effective counseling and wellness programs for groups of students (SC-C.1)
10. Group dynamics – including counseling, psycho-educational, task, and peer helping groups –
and the facilitation of teams to enable students to overcome barriers and impediments to learning (SC-C.5)
11. Self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms
12. What it means to “feel and deal” – to develop the ability to “stay with” and constructively counsel members experiencing intense emotions.
13. Participate in a group (as a member and as a co-leader for at least two sessions)

**Pedagogical Methods:**
I will balance and integrate the following: mini-lecture; small group and class discussion/critical thinking; and small group application/practice of counseling skills; observation of, and critical analysis of, master group counselors from various approaches. Overall, these different teaching methods are designed to provide you with a rationale for your own experiential learning and self-reflection. Instructor lectures are NOT the primary modality for learning in this course. Thus, you are expected to immerse yourself in the multiple opportunities for learning that facilitate change processes in counseling and to perceive the instructor primarily as guide/consultant.

**Required Texts:**

**Course Requirements:**

1. **Attendance and Participation:**
The intensive nature of adult learning and graduate instructional methods necessitate your full and committed participation for the sake of your own learning as well as that of your fellow classmates. Because much of your learning will occur during classroom activities and discussions, attendance is mandatory. One excused absence is permissible but your grade will be reduced by ½ letter grade for each additional absence. Students should come to class having completed all required assignments and be fully prepared to participate in discussions and activities. Although there may be a brief lecture during class, the bulk of your time will be spent discussing and critiquing course content with peers, viewing video demonstrations by experts, and participating as a member in a small group. Actively participating in class activities may involve some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. The best group leaders use themselves as agents of change. Therefore, to be an effective group leader, you must be able to be aware of your experience and share it with others. I encourage you to practice doing this both in class and as a member of your group. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off cell phones, beepers, and pagers before entering class. Moreover, lap tops may not be used for any purposes.

2. **Weekly Reflection Papers:**
These are not merely summaries of what you read for the class meeting. Rather, they should entail highlighting what you deem key points in the readings, followed by a *critical reflection* upon the underlying assumptions and implications of those points. They are intended to help you
reflect upon your reading and to facilitate your consolidating your learning. *You are expected to share (not read) key points from your weekly reflection papers in class* (this will facilitate discussion and dialogue of important aspects of each week’s readings).

3. **Group Journals:** You are to reflect upon and write about each group session you experience. The group journals are similar to a diary but different in that they are **not** simply chronicles of events (content). Rather, they are intended to help you learn about group *processes* – the underlying dynamics that pervade the formation and function of group interactions. Thus, rather than summarizing what people said in group, focus upon the underlying meanings – the *metamessages*. Also focus on your experience/feelings of the group dynamics. In your journal, respond to the following: “Of the events which occurred in this group session which ones did you find to be the most important for your personal growth and awareness? Describe the events and what actually took place; what were your own reactions? Why were they important for you?”

The following are some guidelines:

1. Write in your group journal as soon as you can following each group experience (this will make your reflections more vivid and “accurate”).
2. Focus on your own experience. It’s OK to write about “what happened,” but more important to emphasize how you were affected by what happened and the underlying meaning of the event.
3. Be as specific as you can.
4. Try to make your journaling an extension of the group experience rather than a simple summary – it should be an exercise/discipline in depth self-exploration.
5. A logical extension of “getting in touch” with your feelings is to inspect them (yourself) for motivation.
6. Treat your journals as you would any professional material that is highly confidential in nature.
7. **See other handouts for more guidelines on your group journal and also use the 6 bulleted questions on page 165 of the Corey text as prompts for your journaling.**

Your final entry (written after the 11th group meeting so you can turn it in on the last day of class) should also include a summary of the entire process and specifically address the following questions: 1) What have you learned about yourself as a result of this group experience? 2.) What have you learned about the role of the group facilitator as a result of the group experience? 3.) What did you find the most difficult about the group experience and how did you deal with it? 4.) What did you learn about the value of the group counseling experience?.

***Be sure that you treat your journals as you would any professional material that is highly confidential in nature.***

4. **Final Exam:** There will be a final exam which may consist of multiple choice, matching, T/F, short answer, and/or essay questions.

5. **Final Paper:** You will write an 8-10 page term paper (APA format), from one of the 3 options below. *You must discuss with me your topic and get my approval by July 24.* In addition to the two required texts, you must reference at least 5 other *PRIMARY* sources from the group
process literature (check with me if you are not sure if they count).

+++In all cases, page lengths refer to double-spaced, 12 font, with 1” margins.

a. **Research Paper** - an 8-10 page research paper that inquires into and explores some aspect of group counseling/process in which you are particularly interested. In addition to the required text, you must reference at least 5 other primary sources from the group literature, ideally current articles from peer reviewed journals (check with me if you are not sure if they count). A variety of topics are acceptable but some possibilities could be: a discussion of various counseling theories and their application to groups; a history of group counseling; a comparison of here-and-now process groups vs. content-oriented psychoeducational groups; an introduction to dialectical behavior therapy groups; discussions of various key figures in group counseling, e.g. Rogers, Yalom, Perls etc.

b. **Group Proposal** – an 8-10 page prospectus of a structured counseling/guidance group that you would like to facilitate *for a specific population*. Possible proposals could be: assertiveness training for adolescents, social skills training for children, anger management skills, parenting skills for single young adults, grief counseling for bereaved partners, divorce recovery for older adults, etc.. At minimum, the prospectus should consist of the following elements:

i. A title, rationale, population, and general goals/objectives for the group.

ii. A brief literature review, including a minimum of 5 additional primary sources, of current research relating to your type of group or the population you would like to work with.

iii. A description of those details that would be involved in initiating, conducting, and concluding the group such as:

1. How would you secure permission to conduct the group?
2. What facilities would you use for the group to meet?
3. How would you address informed consent?
4. How would you recruit and screen group members?
5. How many sessions would the group run?
6. Topics, specific objectives, and stimulus activities for each of the meetings (minimum of 8 meetings).
7. Pre and post group measures/assessments that you can use to determine the effectiveness of your group

iv. Copies of materials that will be provided to group members, e.g. informed consent, assessments, etc.

c. **Book Review**– an 8-10 page discussion, analysis, and critique of Yalom’s “Theory and Practice of Group Psychotherapy” (5th edition or later). If you chose this option, you must highlight the key dynamics of the chapters, bearing in mind the importance of being critical (not just swallowing) of what Yalom presents. Given that this is a large volume, I want you to focus on Chapters 1-6 and 10-12 (given that the paper should not exceed 10 pages of text, it will be difficult for you to cover all 17 chapters, though I encourage you to read the other chapters as well).

**Warner School Writing Support Services**
The Warner School offers free services to help students with academic writing: individual or group consultations, and writing workshops. Please check the Writing Support Services webpage
(www.rochester.edu/warner/writing <http://www.rochester.edu/warner/writing> ) for instructions on how to schedule a consultation and for the workshop schedules and a list of proofreaders you can hire to proofread/copyedit your papers. Consulting services will begin in mid September, and the first workshop is September 17.

**Grading:**
Grades will be given in accordance with the guidelines for graduate study as outlined in the “Graduate Studies Official Bulletin.” Grading weight will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>20%</td>
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<tr>
<td>Reflection papers</td>
<td>20%</td>
</tr>
<tr>
<td>Group journal</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper/Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

Students may receive a grade of “Incomplete” (I) only by arrangement with the instructor. Failure to make such arrangements will lead to a grade being assigned on the basis of the work completed by the student. Once assigned, such a grade cannot be changed. Work for courses with grades of “Incomplete” must be completed no later than one year after the course concludes, although instructors may require that work be submitted sooner. If the work is not completed within the designated time, the instructor will grade the student on the basis on the work completed at that time, and this grade will be permanent. Extensions will be granted only for documented cases of illness or disability.

**Classroom Environment:**
Aspects of class discussions may be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the nature of our discussions, we need to have these discussions in a safe and supportive environment. It is important that we listen to each other about how our words and actions are affecting one another and that we openly address any class moment in which something may feel hurtful. Racial, sexual, gender, or abled slurs and personal attacks will not be permitted. However, it is appropriate, even expected, for you to disagree with and critique the ideas of me and other students, but you should focus on the ideas, not the person who said them. We will negotiate other guidelines about classroom discussions throughout the course.

**Accommodations:**
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is important that students requiring special needs contact the Office of University Disability Resources, which is the department responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

**Tentative Course Calendar**

July 3: Introductions (Discuss the make-up of the class - what programs students are from);
- Course Overview;
- **4 handouts:**
  - Benefits of group counseling
  - Yalom’s therapeutic factor of interpersonal learning (p. 43-45)
  - What to look for in groups
Informed consent form
Decide on Leader list/order
Problem behaviors

**Video: Evolution of a Group**

July 5: Intro to group work; the group counselor (person and professional); Initial stages of a group
Corey & Corey: Ch 1, 2, 5 (*be sure to read all three chapters before our first group session!* (II.G.2e & 6a & 6b & 6c))
Pick up student’s informed consent forms
**Blackboard:** Morrman et al.: Effective Leader Interventions….
**Blackboard:** Ways of getting the most from your group experience
**Blackboard:** Guide to writing in the daybook/journal
Pick up student’s informed consent forms
**Video: Evolution of a Group**
**Group session 1**

July 10: Cohesion in Group Therapy; Ethical and legal issues; Forming a group;
**Blackboard:** Burlingame et al.: Cohesion in Group Therapy
Corey & Corey: Ch 3, 4 (II.G.2f & 6d & 6e & 1j)
**Blackboard:** Recommended: How to learn to listen
**Blackboard:** Ways of getting the most from your group experience
**Video: Evolution of a Group**
**Group session 2**

July 12: Working in the here-and-now
**Blackboard:** Yalom (1985) The therapist: Working in the here-and-now
Yalom (SC) pp. 1-40
**Video: Yalom’s Group Therapy**
**Group session 3**

July 17: Transition stage of a group
Corey & Corey: Ch 6; Yalom (SC) pp. 41-85
**Video: Evolution of a Group**
**Group session 4**

July 19: Transition stage of a group (continued)
Yalom (SC) pp. 86-169
**Video: Evolution of a Group**
**Group session 5**

July 24: Working stage of a group
Corey & Corey: Ch 7; Yalom (SC) pp. 170-203
**Video: Evolution of a Group**
**Group session 6**
**Paper Topic Due**
July 26: Working stage of a group (continued)
- Yalom (SC) pp. 204-235
- Video: Yalom’s Group Therapy
  
  **Group session 7**

July 31: Groups for children
- Corey et al.: Ch 9 (SC-C.1)
- Yalom (SC) pp. 236-276
- Video: Yalom’s Group Therapy
  
  **Group session 8**

Aug 2: Groups for adolescents
- Corey et al.: Ch 9 (SC-C.5)
- Yalom (SC) pp. 277-308
  
  **Group session 9**
- Video: Journey Into Self (Rogers’ Encounter Group) (45 min)

Aug 7: Final stage of a group
- Corey & Corey: Ch 8; Yalom (SC) pp. 309-345
  
  **Group session 10**
- Paper Due

Aug 9: Consolidation and Termination
  
  **Group session 11**
- Group Journals due
- Final exam
- Course Evaluations

*The professor reserves the right to modify these guidelines as he deems necessary to promote the best educational opportunities for you.*

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### Standards Rubric for Counseling and Facilitating in Small Groups
(Specific to School Counseling)

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SC-C.1</strong> Know the theories of effective counseling for groups of students.</td>
<td>The student will Know the theories and processes of effective counseling and wellness programs for groups of students.</td>
<td>Passing of an exam that includes testing on the theories of group counseling with students.</td>
</tr>
<tr>
<td><strong>SC-C.5</strong> Understand group dynamics.</td>
<td>The student will understand group dynamics – including counseling, psycho-educational, task, and peer</td>
<td>Passing of an exam that includes testing on the principles of group dynamics.</td>
</tr>
</tbody>
</table>
helping groups – and the facilitation of teams to enable student to overcome barriers and impediments to learning.
# REFLECTIVE PAPER RUBRIC

**STUDENT NAME**

In your reflective papers, you should demonstrate the ability to:

- Ask and ponder relevant and meaningful questions
- Follow a course of thinking, hopefully leading to some increase in awareness or knowledge – both theoretical and practical
- Demonstrate thinking that goes beyond the surface of issues or problems
- Make connections between what is discussed in class, readings, life experiences, and practice sessions in class
- Demonstrate graduate-level writing which is focused, well-organized and uses standard English conventions

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Insufficient (1)</th>
<th>Needs improvement (2)</th>
<th>Basic proficiency (3)</th>
<th>Outstanding (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective thinking</td>
<td>Entries do not reflect reflective thinking</td>
<td>Student demonstrates a narrow understanding of the topic discussed.</td>
<td>Student demonstrates a basic understanding of the topic discussed.</td>
<td>Student demonstrates a deep understanding of the topic discussed. Student is able to identify, and raise questions about concepts he does not fully understand and draws upon course readings and class discussions to propose answers. Student is able to reflect upon her own process of thinking and learning.</td>
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<tr>
<td>0-1-2-3-4</td>
<td></td>
<td>Student makes conclusions without justification or exploration of multiple perspectives.</td>
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<tr>
<td>Connections to readings, coursework and experiences</td>
<td>Entries are irrelevant to topics discussed in the course. No connection is made to class readings, activities, or presentations.</td>
<td>Student makes some connection to coursework or experiences, but is unable to apply them to counseling/learning situations.</td>
<td>Student makes basic connections to coursework and experiences, and is able to apply them to counseling/learning situations.</td>
<td>Student draws interesting connections to coursework and experiences, and provides specific examples of how they have applied them to counseling/learning situations.</td>
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<td>0-1-2-3-4</td>
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<tr>
<td>Topical relevance</td>
<td>Entries are not related to the purpose of the reflective paper.</td>
<td>Entries are related to the purpose of the reflective paper, but include extraneous, unrelated information.</td>
<td>Entries are related to the purpose of the reflective paper and include supporting and relevant content.</td>
<td>Entries reflect and in-depth understanding of the purpose of the reflective paper, and the student draws connections between experiences and relevant theory.</td>
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<td>0-1-2-3-4</td>
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<tr>
<td>Clarity of expression</td>
<td>Entries are poorly written and difficult to comprehend. Writing is not focused and errors in English language conventions distract from the meaning of the text.</td>
<td>Entries barely reflect graduate-level writing and many are not logically organized. The topic of the writing is seldom clearly identified and there are numerous errors in usage and English conventions which distract from the meaning of the text.</td>
<td>Entries reflect graduate-level writing and are logically organized. The topic of the writing is identified, but loosely focused. There are some errors in usage and English conventions, but they do not distract from the meaning of the text.</td>
<td>Entries are well-written and organized. The topic of the writing is clearly identified and focused throughout the entry. There are very few or no errors in usage or English conventions.</td>
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<tr>
<td>Presentation</td>
<td>Many entries are missing and/or pages are out of order.</td>
<td>Some entries are missing, but pages are in order and entries are dated.</td>
<td>All entries are present, but some reflect partial, haphazard engagement. Pages are in order and entries are dated.</td>
<td>All entries are present and have the potential to be developed into future writing ideas. Pages are in order and entries are dated.</td>
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RUBRIC FOR FINAL PAPER/PROJECT

STUDENT NAME

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

This paper/project:

n/o 1 2 3 4 - defines and clarifies the issue/problem

n/o 1 2 3 4 - addresses relevant literature (or the Yalom text) to inform reader of current research and knowledge on the subject

n/o 1 2 3 4 - identifies relevance, strengths and limitations (practical and empirical) from literature about the topic of the paper, Yalom’s approach, or the group project curricula

n/o 1 2 3 4 - written in APA format

n/o 1 2 3 4 - adequate references

n/o 1 2 3 4 - paper/project is written clearly and with adequate organization (use headings)

Overall this paper is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement.

My Teaching Manifesto: A Declaration of Interdependence

When I reflect upon my life and contemplate the people who have most influenced me, I am struck by how many of them have been my teachers. I truly consider teaching to be a sacred profession – one with great privilege and, therefore, great responsibility. I feel fortunate to be an educator, and I will strive to bring my enthusiasm and passion for learning and inquiry into each lecture, class discussion, and dialogue with students. My goals are to guide, to inspire, and to be present in a way that communicates my respect for the process of inquiry, the role of community and dialogue in the learning process, and the importance of maintaining a humble sense of awe and wonder at the entire venture. To this end, I want to make my perspectives on teaching and learning explicit, so that we may discuss them and you may help me remain accountable to my intentions and commitments as a teacher. What I teach is powerfully influenced by my own continual learning and I attempt to learn from my students each time that I teach them.

My philosophy of teaching is fundamentally a perspective on learning and development - and all learning and development require a journey beyond that which is comfortably known or assumed. If the journey goes too far or proceeds too quickly, the learner may become lost and may retreat or become discouraged by the process. If the journey is too small or too slow, the learner may become bored or disengaged from the quest. When the journey affords an optimal dose of “developmental frustration” – the appropriate balance of what can be assimilated and what must be accommodated – people can explore the edges and horizons of new lessons and, hopefully, integrate them in a manner that enriches and expands their conceptual base camp. I believe that, optimally, this process continues endlessly, helping us lead actively-engaged, dynamic and ever-developing lives.
I will strive to create a **community of inquiry** in which all members, including myself, recognize the intersubjectivity between themselves, as well as the interdependence of teaching and learning. Thus, I encourage all of us to continually re-examine our embeddedness within various contexts, hopefully creating a space in which, and from which, we may shed more light upon our tacit and overly-conservative commitments to keep our thinking and understanding at its present level and order.

I hope to intentionally foster a **feeling of safety and a willingness to take risks**, which depends, in part, upon our capacities to respect differences of all kinds. Learning always involves novelty and expansion. Thus, we must be willing to renounce our grasping to our old ordering processes, even though they offer security by reinforcing the illusion that we “have the answers.” Practicing this, I hope to continually develop my pedagogical abilities such that I do not teach simply as a dispenser of information or “beacon of knowledge.” Rather, I desire to explore transformational learning experiments from first-, second-, and third-person perspectives and methodologies.

I hope to genuinely honor **as many different views as possible**, exploring their strengths as well as their limitations. I will strive to model openness and receptivity to critical feedback - especially regarding my assumptions and commitment to **Integral Studies** and other theoretical and practical disciplines to which I subscribe. Consonant with my commitment to integral/pluralistic inquiry, I aspire to honor body, mind, and spirit as they manifest in self, culture, and nature. I hope to communicate this intention with a variety of exercises and practices for first-, second-, and third-person experiences.

I expect all of us to give and receive feedback – both positive and constructive/critical – throughout the semester. This class is designed not only for you to learn specific content, but also to further your critical thinking skills. Thus, I will challenge you in class, but I will **challenge your intellectual views and practical interventions – not you personally.** As such, I will ask you to support or justify your views and practices. I hope that both my communicative skills and your attitude toward learning allow you to not receive or perceive my challenges as personal. **I have provided you with my intentions so that you may give me feedback as to how I am living up to my goals. In return, I hope that you make commitments of your own regarding your processes of inquiry and learning.** Perhaps the following can serve as a guide for your own intentional commitments:

I hope that our experience together will be a catalyst for your own personal development. Such development always requires some discomfort and frustration. Thus, I am asking that you not run away from material or challenges that do not “fit” with your worldview. Whenever something strikes you intensely, **I encourage you to reflect upon your reactions to it**, as well as the material itself, **rather than quickly discounting it.** Avoiding the frustrating aspects of learning is, truly, an abortion of our own development. Instead of being preoccupied with “truth” and the “answers,” I want all of us to become much more interested in the process of continual inquiry – the art and science of asking, considering, and pondering important and relevant questions. Rather than settle for premature claims to truth, let us quest together, wary of overly simplistic answers and thinking. Together, we can discover more inclusive, encompassing, and compassionate ways of being, both within ourselves, and with one another.

I feel privileged to be a teacher of yours and I hope that our work together will communicate both the excitement and humility with which I approach this endeavor.

Sincerely,