



BRANDON UNIVERSITY

Faculty of
Education

Graduate Studies Program

04.733/A00 Theory and Practice of Group Process and Counselling

Regular Session / 2023 / Term 1

Sept 23/24; Oct 14/15; Nov 4/5 from 9:30am-4:30pm
and Nov 18/19 (as backup)

Education Building Room 113

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| Instructor Name: | Jeff Smith (PhD Candidate) |
| Office: | Education Building Room 226-7 |
| Office Hours: | By appointment |
| Telephone: | 204 901 3406 |
| Email: | smithj@brandonu.ca (please use 733 in your subject line) |

Course Description:

This course will focus on the conceptualization and practice of group counselling. Facilitating the group process will be examined. Particular attention is given to leading therapeutic groups and exploring the application of experiential learning in groups.

Course Objectives:

During this highly experiential course, students will experience the group process through practice sessions. Existing knowledge of theories of counselling, basic helping skills, and ethical counselling issues will be extended into understanding the complexities of group counselling. Practicing group leadership skills and learning about personal areas for skill development will be a central focus. Students will design, develop, and propose a therapeutic group.

By the end of this course students will have demonstrated:

- Understanding of the ethical issues related to group work.
- Knowledge of, and experience in, working with different types of groups.
- Understanding of the stages of group development.
- Using counselling skills as a facilitator in a therapeutic group.
- Knowledge of leader and co-leader issues within groups.
- Experience in planning a group proposal.

Required Texts:

Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvil, R. L. (2016). *Group counseling: Strategies and skills* (8th edition). Cengage Learning.

Hayes, S. C., & Smith, S. (2005). *Get out of your mind and into your life, the new Acceptance and Commitment Therapy*. New Harbinger Publications.

Highly Recommended Texts:

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups process and practice* (10th edition). Cengage Learning

Dagley, J., & English, E. (2014). *Group work in schools*. Sage Publishing

Sink, C. A., Edwards, C. N., & Eppler, C. (2012). *School based group counselling*. Belmont, CA: Cengage Learning.

Course Assignments (APA version 7.0 required):

Students will be graded on their performance on in class participation and course assignments.

| ASSIGNMENT | PERCENTAGE OF GRADE | DUE DATE |
|------------------------------|----------------------------|------------------------------|
| 1. PARTICIPATION | 10 | Throughout |
| 2. WEEKEND 1 PAPER | 10 | Oct 1 |
| 3. GROUP FACILITATION | 10 | Oct 6 draft, final Oct 14/15 |
| 4. WEEKEND 2 PAPER | 15 | Oct 22 |
| 5. GROUP PROPOSAL | 30 | Nov 4/5 |
| 6. GROUP HANDOUT | 10 | Nov 4/5 |
| 7. WEEKEND 3 PAPER | 15 | Nov 19 |

Assignment Descriptions (See posted assignment criteria on Moodle)

1. Participation, in class attendance and participating as a group member

Participation involves consistent attendance, completion of preparatory work, and scholarly contributions to class discussions. This also includes completing the weekly readings, “bringing” your reading notes, and willingness to discuss questions in class. Professionally and effectively participate as a *group member* during the experiential portions of course. Professionally and ethically participate as a *leader*. Participation involves group sessions using Hayes and Smith (2005) “Get out of your Mind and into your Life.”

2. Weekend 1 Reflection: Group Development and Processes

Describe who you are as a *group member*. Reflect on your history of group experiences. What types of groups have you belonged to? Examine and analyze your levels of engagement, participation, and the types of roles you played. Consider and analyze the levels of influence (**power**) in your past group experiences. Reference the course concepts throughout your paper, up to 5 pages.

3. Group Facilitation Plan

Facilitate an experiential group activity from the required group textbooks. Evaluation for this assignment will include submitting a 1-page session plan (including goals), and then your facilitation of the session. The **draft session plan** is due one week in advance of facilitation **so I can provide formative feedback** before your session (Oct 7). The final session plan is due on the date of the facilitation (Oct 14/15).

4. Weekend 2 Reflection: Group Facilitation

After you have facilitated the group, then write a 5-page reflection based on your in-session lived experience as well as your ***review of the audio recording of the session***.

5. Proposal Paper (Group Proposal)

Develop a group counselling proposal for a group that you are interested in facilitating. This must be an original proposal—not a group that you have previously participated in or led, nor a revision of a previously published group plan. State the rationale for your group (supported with scholarly literature), how you would organize the group (e.g. structure of group, population, screening, and selecting members), group goals, and descriptions of the group format (topic outline of sessions). Discuss how you might evaluate the outcomes of your group. *Between 15 and 18 pages, see posted assignment criteria before submitting your paper.*

6. Presentation of an Electronic “Handout” (of your Group Proposal)

Present your group counselling proposal to the class in a “double-sided handout” (electronic) for your colleagues that summarizes your group and supplies resources (e.g., references, websites etc.). This electronic document should be concise and convincing—the sort of document one might provide to a busy administrator or clinic director in an agency that compels an organization to pilot your group. Post to Moodle Forum for your colleagues to see and we will informally present and discuss in class (not a formal presentation).

7. Weekend 3 Reflection: Who am I as a Group Facilitator and What is my Approach?

This paper is a synthesis of your learning about group development and yourself as a group counselling facilitator over the term that incorporates material from the course, the course textbooks, class notes, class discussions, class experiences, and scholarly literature. Notice your personal strengths, interests, and areas of growth as a group leader. Discuss the important qualities of effective group facilitators and what your next steps for further development include. Briefly describe your theoretical approach to group counselling. Up to 8 pages, see assignment criteria before submitting your paper.

Proposed Class Schedule* (tentative)

DATE TOPIC READING/ACTIVITY

WEEKEND 1

SEPT 24

Group norms, ethics and legal group issues, developmental groups (Chapter 1)
Yalom's Therapeutic Factors (Chapter 2)

SEPT 25

Forming a Group, Initial Stages of a Group (Chapter 3)
Review of Counselling Skills (Chapter 6)
Practice Skills Sessions
Intro to ACT Hayes Video
Planning the ACT Groups A/B (Chapter 4-5)

WEEKEND 2

OCT 15

Processing Exercises/Activities (Chapters 7-11)
ACT Session 1 Hayes (Chp 3,4)
ACT Session 2 Hayes (Chp 5)
ACT Session 3 Hayes (Chp 6/7)

OCT 16

Middle Stages of a Group, Transitional/Working (Chapter 12)
ACT Session 4 Hayes (Chp 8)
ACT Session 5 Hayes (Chp 9,10)
ACT Session 6 Hayes (Chp 11,12)

WEEKEND 3

NOV 5

Dealing with Resistance/Problems in a Group (Chapter 16)
Using Counselling Theory in Group Counselling (Chapter 14)
Proposal Peer Consultations In class time

NOV 6

Group Presentation Handout Sharing 15 minutes each
Group Closure (Chapter 15)
Group Closure Activity back into Groups A/B Hayes (Chp 13)

PLEASE NOTE COURSE FORMAT:

This is a highly experiential course, and you are required to attend and participate in all classes unless you are experiencing an extenuating circumstance, such as illness. You are required to participate in counselling activities; however, you are not required to disclose more information than you are comfortable to disclose. In fact, you are asked not to "over disclose" – this is not a therapy group and confidentiality is difficult to guarantee in a group format. You are not graded on the content or degree of emotionality of your sharing in your group. Rather, you are asked

to share reflections and personal observations to learn about the process in which you will engage with your future students and clients.

As this course deals with the nature of teaching and counselling, please practice professional and ethical behaviour consistent with the University regulations, the Manitoba School Counsellor's Association, the Canadian Counselling and Psychotherapy Association, and the Code of Professional Practice and Ethics for the Manitoba Teacher's Society.

Course Grade Evaluation:

Minimum grade requirement for graduate program: B

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|-----------------------|-----------|-------------|
| -Grade Equivalencies: | A+ 96-100 | B- 70-74 |
| | A 90-95 | C+ 65-69 |
| | A- 85-89 | C 60-64 |
| | B+ 80-84 | C- 55-59 |
| | B 75-79 | D 50-54 |
| | | F Under 50% |

All assignments must be completed following APA 7 guidelines (eg. typed, double-spaced, accurate use of citations, and reference list).

Assignments are graded following the grade equivalencies and as follows:

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|-----------|--|
| A (range) | Outstanding, extremely well written, assignment expectations fully met with originality, evidence of scholarly inquiry and insight, strong understandings of course content. |
| B (range) | Content is good, well written, demonstrates adequate knowledge of course content, and assignments expectations are met. |
| C (range) | Content is satisfactory, writing is adequate, knowledge of course content is weak. Not all assignment expectations may be met. |
| D (range) | Content is weak, writing is difficult to understand, knowledge of course content is poor. Assignment expectations are not all met. |
| F | Assignment expectations not met. Content and writing is poor. |

Academic Integrity

See section 3.9 (Academic Dishonesty and Misconduct) of the Graduate Calendar. Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- Requirement to repeat the assignment or examination, with or without grade reduction
- Assignment of a grade of zero in the assignment, test or exam
- Assignment of "F-AD" in the course in which the offence is committed
- Suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses
- Suspension from all Brandon University teams, clubs or like organizations
- for a period of 1 to 5 years
- Suspension from the faculty for a period of 1 to 5 years
- Expulsion from the faculty
- Suspension from the University for a period of 1 to 5 years

- j. Expulsion from the University
- k. Cancellation or revocation of degree.

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Statement on Accessibility and Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or magnussonm@brandonu.ca. Additional information is available on the Student Accessibility Services website <https://www.brandonu.ca/student-services/student-accessibility-services/>

If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

Attendance at Lectures and Practical Work:

(refer to the Graduate Calendar, section 3.7.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. Personal Counsellors at Brandon University are dedicated to providing support to students' wellness, primarily their mental well-being, through prevention activities, early identification and timely interventions using a holistic lens.

Please contact the Personal Counsellors in the Student Services Department at 204-727-9737 or visit Room 102 A.E. McKenzie Building to make an appointment. There are crisis counselling appointments available daily.

If you believe that you or someone else is in imminent danger of harm call 911.

Sexualized Violence Education and Prevention Coordinator: 204-727-7498

24-hour crisis supports:

Over 18 years of age: Under 18 years of age:

Mobile Crisis Unit Child and Adolescent Treatment Centre

204-725-4411 204-578-2700

Klinic Sexual Assault Crisis Line: 1-888-292-7565