



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

COU 616: Group Counseling and Group Dynamics

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets for one hour per week online through Blackboard, for 3 weeks prior to a one-week intensive on-campus when the class meets 4 hours a day for 5 days in-person

Course Description:

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures build a cognitive base for evaluating experiential learning. [OBJ]

Course Objectives:

1. Students will acquire knowledge of the influences on group process such as social perception, group sizes, etc.
2. Students will demonstrate an understanding of the therapeutic factors of group psychotherapy.
3. Students will acquire an understanding of leadership styles and the characteristics of effective group leaders.
4. Students will be able to learn about leadership responsibilities and practice group leadership as a co-leader.
5. Students will be acquainted with the ethical issues that may arise as a result of the interactions among the group members and between the group members and the group leader.
6. Students will learn about the formation of group norms and how they influence the dynamics of the group
7. Students will be able to identify stages of group development.
8. Students will acquire an understanding of diversity and group psychotherapy and how to recognize one's own counter-transference issues.
9. Students will become familiar with special types of groups.

10. Students will be exposed to different types of difficult group members and how to treat such members.

11. Students will assess themselves as potential group counselors, including their understanding of the group dynamics and group counseling skills, professional development and areas for further work.

12. Students demonstrate cultural competence when working in group settings.

Required Text

Note Please check with instructor before purchasing the text

Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2022). Group counseling: strategies and skills (9th ed.). Cognella Academic Publishing: San Diego, CA.

Course Structure:

Interteaching:

This course uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:

1) Class Attendance and Participation:

2) Quizzes: Open book

3) Group Leadership Session: You are expected to co-facilitate (3-4 students per group) a 45-60 minute group experience as part of the UMASS Boston on-campus sessions, as well as participate as a group member.

Students are required to individually submit a 2-3 page paper reflecting the following (10 points):

1. What activities/leadership responses went well?
2. What would you have done differently?
3. How did you plan for and respond to diversity ((differences in gender, sexual orientation, race, age, disability, social class) in the group?

4) Group Curriculum Assignment:

Each group (4 groups, 3-4 students in each group) is responsible for creating an 8-session psycho-educational group curriculum outline. See example Group Curriculum on Blackboard. This group curriculum should be divided into three sections: 1) Introduction; 2) Session-by-Session Outline and 3) Handouts.

5) Campus Session Reflection Paper:

This paper is intended as a brief reflection of your perceptions, feelings, reactions, and personal insights, including an analysis of our group dynamics for the week we spent together on campus.

COURSE REQUIREMENTS:

Class Attendance/Participation	= 40 points
Quizzes (6 @ 10 points each)	= 60 points
Group Leadership Session	= 40 points
Group Curriculum Assignment	= 100 points
Campus Reflection Paper	= 20 points

Total Possible = 260 point

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards Addressed standards met through this course:

GROUP COUNSELING AND GROUP WORK:

- a. theoretical foundations of group counseling and group work.

- b. dynamics associated with group process and development.
- c. therapeutic factors and how they contribute to group effectiveness.
- d. characteristics and functions of effective group leaders.
- e. approaches to group formation, including recruiting, screening, and selecting members.
- f. types of groups and other considerations that affect conducting groups in varied settings.
- g. ethical and culturally relevant strategies for designing and facilitating groups.
- h. 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.

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.

