EDPS 500: Group Counseling Theories and Techniques  
Spring 2013

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Office Hours: Tuesdays 2:00 to 4:00pm or by appointment  
Course Credit: 3 credit hours  
Class Time: Tuesdays, 5:30 to 8:20pm  
Classroom: BRNG 1206

REQUIRED TEXT:


Belmont, CA: Brooks/Cole. (CD; Abbreviated as GA-CD in course schedule)


REQUIRED READINGS:

Additional readings are listed in the class schedule. These readings will be provided via email or over Blackboard Learn throughout the semester.

PURPOSE:

The purpose of this course is to provide a theoretical and experiential overview of the basic elements of providing counseling in a group context. The learning experience is designed to promote development of the knowledge, skills, and dispositions required for competent group practice.

FORMAT:

During the first half of the semester, class periods will consist of a combination of lecture, class discussions, and group exercises. The focus will be on building a solid foundation of knowledge about group counseling.

The second half of the semester will consist of the implementation of a service-learning project directly connected to course material. Service-learning is a “course-based, credit-bearing educational experience that allows students to (a) participate in an organized service activity that
meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995, p. 112).

Service-learning is not volunteering.

- It is an experiential approach to teaching/learning that integrates meaningful community service with the practical and “real-life” aspects of course material.
- Although service-learning shares similarities with internships and practica, the primary focus of these experiences is on student development. In contrast, service-learning involves the “intention to equally benefit the provider and the recipient of services as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Furco, 1996, p. 5).

Possible outcomes of service-learning include:

- enhanced understanding of course content,
- ability to link course material with real life situations, moral development,
- increased civic responsibility,
- leadership skills and self-efficacy,
- greater appreciation for diversity, and
- enhanced career preparation (Grabois, Morris, Oakes, Sojka, & Wilson, 2005).

Beginning on February 19th, students will serve as facilitators for an eight-session support program for grieving children/adolescents and their parents/caregivers. Because the main focus of this service-learning activity is on the implementation of group interventions, the community connections required and group planning activities necessary for the project were initiated by the course instructor prior to the start of the semester.

The program to be implemented is entitled the **BRIDGe (By Remembering I Develop and Grow)** and was specifically developed as a psychoeducational support program for grieving families.

- The BRIDGe is based directly on research in the area of grief (e.g., Haine et al., 2008) and grief/mourning theory (e.g., Neimeyer, 2002; Rando, 1995).
- The topic for each group meeting addresses one or more of Rando’s (1995) processes of mourning; however, the planned activities for each group will vary according to developmental level.
- An underlying emphasis of all sessions is the encouragement of open, death-related communication between and among family members.

The BRIDGe sessions will take place at Tecumseh Middle School (see course schedule for specific dates). All BRIDGe sessions are on Tuesday evenings and occur during class time.

Pre-session whole class supervision will take place each evening from 5:30 to 6:00pm. Pairs of facilitators will be assigned specific nights to lead the pre-group centering activity for each evening. This time can take on many forms range on a continuum from being structured vs. unstructured. The goal is to provide an opportunity for all to transition from the day to focus on the BRIDGe for the night and reflect on BRIDGe experiences (see Assignment section).
Families will arrive by 6:00pm and family members, student facilitators, and supervisors will eat a meal together in the cafeteria from 6:00pm to 6:30pm. From 6:30 to 7:45pm, four simultaneous and parallel support groups will meet.

- Family members will be separated based on age and attend the appropriate session: children (5-8 years), pre-teens (9-12 years), teenagers (13-18 years), and parents/caregivers.

At 7:45pm, family members will regroup in the cafeteria and, with the assistance of the student facilitators, will share with each other an important personal experience from the group sessions. Post-session supervision for facilitators and supervisors will take place from 8:00 to 8:20pm (in group rooms)

**BRIDGe Evening Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30 – 6:00pm</td>
<td>Whole Class Supervision/Centering (lead by pair of students)</td>
</tr>
<tr>
<td>6:00 – 6:30pm</td>
<td>Meal</td>
</tr>
<tr>
<td>6:30 – 7:45pm</td>
<td>Support Group Meetings</td>
</tr>
<tr>
<td>7:45 – 8:00pm</td>
<td>Family Meetings (in cafeteria)</td>
</tr>
<tr>
<td>8:00 – 8:20pm</td>
<td>Sub-Group Supervision (in group rooms)</td>
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</tbody>
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Assignment of facilitators to specific groups will occur during the 2nd class period, but are subject to change based on group size, etc. Two students will be assigned to facilitate each of the four groups. **Each student will have an opportunity to observe one of the other support groups during one evening of the BRIDGe.**

As with practica and internship experiences, this course is different than some you have taken in that your own skills and giving and receiving feedback are a major focus of our work. This type of personal focus can seem risky and uncomfortable. However, your involvement in observing and thinking about what goes on during your own and others’ group sessions is necessary for the experience to be effective. Honestly voicing your reactions and questions will help everyone have pertinent, interesting, and useful discussions.

Things you can do to make the most of this experience:

1) Have the attitude that learning is what is important
2) When you consider yours’ and others’ interventions during group sessions ask “did it work?” **NOT** was it “right or wrong” or “good” or “bad.” The language we use is meaningful and is **NOT** to be underestimated.

**OBJECTIVES:**

The following objectives are based on the Professional Standards for the Training of Group Workers of the Association for Specialists in Group Work (ASGW; [http://www.asgw.org/training_standards.htm](http://www.asgw.org/training_standards.htm)).

Knowledge competencies addressed in this course are reflected in the following objectives for student learning:

- Differentiate among various types and purposes of groups and specializations in group work;
• Identify the essential group dynamics involved in understanding group interactions;
• Develop an understanding of the principles and challenges associated with planning a group intervention;
• Develop an understanding of the principles and challenges associated with implementing a group intervention such as recruitment, therapeutic factors, and developmental stages of group;
• Compare and contrast different perspectives on group leadership;
• Examine and discuss the ethical considerations unique to group work;
• Acquire knowledge regarding diversity-competent group practice;
• Evaluate empirical findings associated with group work;
• Consider various approaches to evaluating group processes (e.g., program evaluation) and the outcome of group work.

Skill and Disposition competencies addressed in this course are reflected in the following objectives for student learning:
• Display the ability to facilitate group sessions through encouraging participation of group members, eliciting and offering information, maintaining group focus, giving and receiving feedback, and appropriately responding to group member behavior and statements;
• Assist group members in making the connection between what they learn in group and their life outside of group;
• Evidence ethical practice;
• Evaluate one’s personal leadership abilities and style;
• Work cooperatively with one or more co-facilitators;
• Demonstrate the ability to observe and identify group dynamics and elements of the group process;
• Exhibit awareness of how contextual and diversity issues impact group work.

The following knowledge, skills, and disposition objectives are connected specifically to the service-learning component of the course:
• Acquire theoretical and empirical knowledge of grief and bereavement and an understanding of how the experience and expression of grief is affected by individual factors such as age, gender, and race/ethnicity;
• Recognize the idiosyncratic nature of grief and mourning;
• Provide group members with information on grief and mourning;
• Gain self-awareness of personal experiences, thoughts, and feeling related to grief and mourning;
• Exhibit comfort with discussing grief and mourning issues with group members;
• Demonstrate awareness of the personal and professional benefits of engaging in community service.

REQUIREMENTS AND EXPECTATIONS:

You are expected to be an active participant in your learning. To increase your knowledge and skills, you will need to make full use of the experiences available. I will be aware of your work and
learning through class discussions and supervision sessions, but you also need to let me know what you are doing, thinking, and learning via your written assignments.

**Class Participation (60 points)**

The importance of class attendance and participation cannot be over emphasized. You have a responsibility to the family members who will be attending the BRIDGe program and to your colleagues to do all you can to attend each class period and to learn all you can from each educational opportunity.

However, I do acknowledge that life is unpredictable and that unforeseen and difficult situations do arise. If a situation occurs that prevents you from attending class/group, please let me know in advance (leave a message or send an email). A solid portion of your grade is determined by class participation. You cannot participate if you are not present. For the purposes of earning points, participation is defined as attending class/group, being on time, being prepared, and being an active participant in discussions, supervision, and group sessions.

See link below for Purdue’s grief absence policy for students: [http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php](http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php)

**Grief Workshop**

As noted earlier, the BRIDGe program is an intervention for grieving families. Unfortunately, the regularly scheduled class periods do not allow time for coverage of topical material related to the area of thanatology (i.e., study of death and dying). In order to provide the most effective support and care to the grieving families who will be attending the BRIDGe, you are asked to attend a training workshop focused on bereavement, grief, and mourning on **Friday, February 15th from 12:30 to 5:00pm** (BRNG 1284). Lunch will be provided.

**Readings**

The readings in this course provide background information for the class discussions, serve to facilitate your understanding of the group process, and contain concepts essential to the facilitation of the BRIDGe sessions. Required readings for the course are listed on the course schedule. It is critical that you read the appropriate chapters/articles **prior** to attending class and come prepared to share your thoughts and opinions.

**Mid-Term Take Home Examination (100 points)**

The mid-term take home exam will include short answer and essay questions and will cover material presented in class as well as in the texts/reading. The primary focus of the exam is on comprehension and application.
Group Supervision (50 points)

Four experienced clinicians from the Lafayette/West Lafayette community have agreed to serve as supervisors for the BRIDGe. Each supervisor will work with the same group of co-facilitators throughout the course of the program. Supervisors will meet with facilitators prior to and following each group session and provide live supervision while the sessions are in progress. Supervisors will provide me with periodic feedback on your work.

The effective use of supervision is a **critical skill**. Supervision involves seeking, evaluating, and incorporating feedback from your supervisors and peers. Your active participation in supervision requires that you prepare by critiquing your clinical work and identifying those issues, topics, and behaviors most central to your professional development. Come to each supervision session with notes, comments, and questions.

Your grade for group supervision (determined at the end of the semester) will be based on input from your group supervisors and my own observations of your use of supervision. Your task at this point in your training is to make the most of every supervision opportunity. A growing skill in the effective use of supervision is necessary as you prepare to practice independently. You need to develop an internal supervisor; an observing self that critically evaluates your work with clients.

Pre-Group Supervision/Centering Activity (10 points)

Pairs of students will facilitate our whole class supervision prior to each BRIDGe session. I will determine these pairings and let you know soon to which evening you have been assigned. The activity chosen should take about ten minutes—and pairs should plan for about ten minutes to process the activity.

- Supervision/centering activity can take on many forms (e.g., group activity, individual reflection activities that are then processed together, child-like, adult-oriented) ranging on a continuum from being structured vs. unstructured.
- The goal is to provide a creative and unique opportunity for all facilitators to reflect on their BRIDGe experiences and to assist them in centering their mind on the BRIDGe session for the night.

Reflection Activities

The process of structured reflection is a key component of service learning. Reflection is learning that grows out of experience. Use these activities to directly apply course content and to challenge yourself to develop greater awareness of your personal and professional development.

Initial Co-Facilitation Process Paper (10 points)

Meet with your co-facilitators (in a secure location) for at least one hour following the first meeting of the BRIDGe (February 19th). Reflect together on how the session went and discuss plans for subsequent sessions. This meeting **is separate from your supervision meeting with your supervisor**—it is a separate meeting **only** with your co-facilitators.
After this meeting write a two page paper on how your co-facilitator meeting went. My focus here is actually NOT on how your first BRIDGe session went, but rather on how the co-facilitator meeting went. The focus is also NOT on the content of this meeting but on the process level. Integrate what you are experiencing with the course content related to co-facilitating groups (e.g., Corey & Corey-sections on coleading, Okech & Kline, 2005).

Questions to consider include:
- What was the tone of the co-facilitator meeting?
- What were you feeling/thinking during the co-facilitator meeting?
- What do you think your co-facilitators were feeling/thinking during the meeting?
- Did you talk about everything you needed to talk about?
- How was this meeting different/similar to other conversations you have had with these individuals?

LENGTH: 2 pages
DUE: February 24th by 8:00pm (emailed to me and supervisor)

Final Co-Facilitation Process Paper (10 points)

Meet with your co-facilitators (in a secure location) for at least one hour following BRIDGe session six (April 9th). Reflect together on how the BRIDGe sessions have gone so far and discuss plans for session seven.

After this meeting write a two page paper on how your co-facilitator meeting went. My focus here is actually NOT on how your most recent BRIDGe session went, but rather on how the co-facilitator meeting went. The focus is on the process rather than the content level. Integrate what you are experiencing with the course content related to co-facilitating groups (e.g., Corey & Corey-sections on coleading, Okech, & Kline, 2005). In this paper focus on how you and your co-facilitators are developing and have developed as a group. You have formed a group just as the members of the BRIDGe have formed a group. Therefore, it is important to reflect on your own development and experiences as a group.

Questions to consider include:
- What was the tone of the co-facilitator meeting? How was it similar/different from your first co-facilitator meeting?
- What were you feeling/thinking during the meeting?
- What do you think your co-facilitators were feeling/thinking during the meeting?
- Did you talk about everything you needed to talk about?
- How do you believe the three of you have developed as a group?

LENGTH: 2 pages
DUE: April 14th by 8:00pm (emailed to me and supervisor)
Individual Reflection Papers (60 points; 20 points each)

Your individual reflection papers are to include three separate sections aligned with the knowledge, skill, and disposition objectives of the course. Use the following headings to organize your papers and the corresponding comments/questions to guide your reflections. Please keep in mind that you will need to make reference to members of your group, but do so without using their names. The supervisors who read your papers will be able to identify which members are you are writing about without your using member’s names.

Knowledge of Groups and/or Grief

In each individual reflection paper, address how one of the concepts connected to group counseling or grief and mourning was relevant to that particular group session. Choose only one concept per reflection paper and focus on using material from the group session to illustrate and expand upon your understanding of the concept. How did the concept become “real” to you in the session?

Potential concepts include but are not limited to the following: group norms, roles, developmental stages of group, specific therapeutic factors, diversity (e.g., influence of gender, race/ethnicity, religion), ethics, working in the here-and-now, grief theories, the idiosyncratic nature of grief, developmental issues associated with grief, etc. Use the skills section below to address concepts related to leadership skills.

Self-Assessment of Skills

What did you learn about yourself as a leader?
What are your strengths?
What are your areas of improvement?
How did the group members respond to the skills you used?
How might you improve your skills?

Personal Reactions

What were your feelings during this group session?
Please keep in mind that when you use the verb “feel” in your paper it must be accompanied by an actual feeling word (e.g., worried, relieved, excited).
What did you learn about yourself as a person/professional?

LENGTH: 5 pages (∼ 2 pages per heading)
DUE: Complete THREE (3) during the BRIDGe program
Email to me and supervisor by Sunday night at 8:00pm

Observation Reflection Paper (20 points)

Your observation reflection paper will follow a format similar to the individual reflection papers. Again, include three separate sections aligned with the knowledge, skill, and disposition objectives of the course. Use the following headings to organize your papers and
the corresponding comments/questions to guide your reflections. Please work to avoid using the names of the group members.

Knowledge of Groups and/or Grief

In your observation reflection paper, address how one of the concepts connected to group counseling or bereavement, grief, and mourning was relevant to that particular group session. Choose only one concept per paper and focus on using material from the group session to illustrate and expand upon your understanding of the concept. How did the concept become “real” to you in the session?

Potential concepts include but are not limited to the following: group norms, roles, developmental stages of group, specific therapeutic factors, diversity (e.g., influence of gender, race/ethnicity, religion), ethics, working in the here-and-now, grief theories, the idiosyncratic nature of grief, developmental issues associated with grief, etc. Please use the skills section below to address concepts related to leadership skills.

Observation of Skills

What did you observe about the group leaders?
What are their strengths?
What are their areas of improvement?
What skills did they seem to feel comfortable with?
What skills did they seem to feel uncomfortable with?
What group leader skills might have been useful during this session?

Personal Reactions

What were your feelings during this group session?
What did you learn about yourself as a person/professional?

LENGTH: 5 pages (≈ 2 pages per heading)
DUE: Complete ONE (1) during the BRIDGe program
Email to me and supervisor by Sunday night at 8:00pm

Research Article Reviews (20 points; 10 points each)

As noted on the web pages for the School Counseling Master’s program and the Counseling Psychology Doctoral program (http://www.edst.purdue.edu/cd/psychology/mission.html), both training programs are committed to the scientist-practitioner model of counselor preparation. At a minimum, you are expected to think scientifically about your clinical work and become familiar with the steps involved in gathering, evaluating, and applying research focused on the counseling process.

As you look ahead to facilitating the BRIDGe sessions, pay attention to questions that occur to you about facilitating groups with children, adolescents, or adults and leading groups with bereaved individuals. Use these questions to guide you in searching for two empirical
articles (PSYCInfo is a better search engine than ERIC in this case). Choose articles that focus on practical issues and contain findings that you can directly apply to your facilitation of the BRIDGe sessions. For example, if you are going to be working with the children’s group (5-8 year olds), work to select articles that are relevant to working with children in a group setting or relevant to children’s processing of grieving.

An empirical article is one in which the authors of the article collected data and then report the results using that data. An article that reviews research done by others does NOT qualify as an empirical article (check with me if you have questions).

Write two journal article reviews and use the following format for each:

1. Date article was acquired
2. Complete APA reference
3. One paragraph summarizing study findings
4. One paragraph addressing the strengths and weaknesses of the study
5. One paragraph that addressed how they can use the findings in their work with the BRIDGe.

LENGTH: 2 pages double spaced or 1 page single spaced
DUE: February 5th & March 19th

Final Synthesis Paper (85 points)

The final synthesis paper is to be an integration of your academic and service experiences in this course. Be sure to consider the course learning objectives (pgs. 3-4 of syllabus) and the competence areas of knowledge, skills, and dispositions.

While writing this paper, work to synthesize material from the following elements of the class:

- Individual Reflection Papers
- Observation Reflection Paper
- Co-Facilitation Reflection Papers
- Research Article Reviews
- Facilitation Experiences
- Supervision Experiences
- Lecture/Reading Material

Use headings similar to those included in your reflection papers (see below). However, do not simply reiterate what you have already stated in your previous papers. Your focus under each heading needs to be on integrating and synthesizing what you have learned in each area over the course of the whole semester.

Knowledge of Groups and/or Grief (15 points)
- What knowledge have you gained in this course?
- What have you learned about grief?
- What you have learned about group concepts and processes?
• How have you integrated the knowledge you have gained? What connections have you made between the different pieces of knowledge?

*Self-Assessment of Skills* (15 points)
- What new skills have you acquired?
- What are your areas of continued growth as a group facilitator/leader?
- How have you integrated the skills you have acquired? What connections have you made between the different skills you have learned?

*Personal Reactions* (15 points)
- In what ways have you grown, changed, or developed as a professional?
- In what ways have you grown, changed, or developed as a person?
- How have you integrated your reactions? How do you see them as related and connected to one another?

*Connections between Knowledge, Skills, and Personal Reactions* (10 points)
- How do you believe these areas have interacted in your learning process this semester?
  - Provide at least two examples of how you have observed connections between the knowledge you have gained, skills you have acquired, and your personal reactions. How have you seen all three come together?

*Civic Responsibility* (5 points)
- How do you think differently now about the idea of civic responsibility and the need to contribute to the well being of the community at large?

*Program Feedback* (5 points)
- If you were to implement a program like the BRIDGGe in the future, what modifications would you make?

Although not applicable as headings, the following areas will also be considered in assigning the grade for the paper:
- Integration/synthesis throughout paper (10 points)
- Writing issues (e.g., grammar, organization, APA style) (10 points)

**LENGTH:** 10-12 pages  
**DUE:** April 30th (class time—5:30pm)

**EVALUATION:**

A = (90-100%)  
B = (80-89.9%)  
C = (75-79.9%)

Grades will be based on your the timely completion of the requirements listed above. Taking risks, being involved, being open about your reactions and questions, and allowing yourself to learn are the most important things you can do.
NCATE IPSB Standards

Standards for School Counseling
1.D.4 Service-learning Component
1.D.6 Service-learning Component, Reflection Papers
1.D.7 Service-learning Component, Research Article Journal, Final Synthesis Paper
1.K.5 Service-learning Component, Reflection Papers
1.K.6 Service-learning Component
1.K.7 Service-learning Component
2.D.5 Service-learning Component, Reflection Papers
2.D.6 Reflection Papers, Supervisor Evaluations
2.K.5 Reflection Papers
2.K.8 Reflection Papers
2.P.1 Service-learning Component
2.P.2 Service-learning Component, Reflection Papers, Supervisor Evaluations
2.P.4 Service-learning Component
3.K.2 Service-learning Component

Standards for School Services Professionals
1.P.3 Service-learning Component
1.P.4 Supervisor Evaluations
1.P.5 Supervisor Evaluations
2.D.1 Service-learning Component
2.D.2 Reflection Papers, Final Synthesis Paper
2.D.4 Reflection Papers, Final Synthesis Paper
3.K.1 Service-learning Component, Reflection Papers
3.K.6 Service-learning Component, Reflection Papers
3.D.1 Supervisor Evaluations
3.D.2 Supervisor Evaluations

INTASC Core Standards
1.K.1 Exams
1.K.2 Exams
5.K.1 Exams, Reflection Papers, Final Synthesis Paper
5.K.2 Exams, Reflection Papers, Final Synthesis Paper

EMERGENCY:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course, email me at servaty@purdue.edu or call my office, 765-494-0837.
Link to emergency plan: http://www.education.purdue.edu/emergency/
ACADEMIC DISHONESTY:

Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” [University Regulations, Part 5, Section III, B, 2, a]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.” [University Senate Document 72-18, December 15, 1972]. Additional information concerning Academic Integrity may be found in the Purdue University Student Code of Conduct: http://www.purdue.edu/usp/acad_policies/student_code.shtml

At the professor’s discretion, cheating on an assignment or examination will result in a reduced score, a zero score, or a failing grade for the course. All occurrences of academic dishonesty will be reported to the Assistant Dean of Students and copied to the EDST Department Head. If there is any question as to whether a given action might be construed as cheating, please contact me before you engage in any such action.

ADAPTIVE PROGRAMS:

Taken from: http://www.purdue.edu/odos/drc/welcome.php

Students with disabilities are encouraged to register with the Disability Resource Center in the Office of the Dean of Students and registration is required before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

NONDISCRIMINATION POLICY STATEMENT:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of new ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam era veteran.

If you believe you have been the recipient of discrimination from students, faculty, or staff, you have several choices of action.

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior seemed inappropriate.
2. Or, you may speak to a faculty member; the department chair (Dr. Ala Samarapungavan) or the Affirmative Action Office (http://www.purdue.edu/humanrel/aaoo/
It is important that you speak to someone you feel comfortable with so that the concerns can be handled promptly and fairly. Concerns brought forward are given a high level of confidentiality, but may be shared with individuals that have a legitimate reason to know.

**HARASSMENT:**
http://www.purdue.edu/univregs/pages/state_equal/prc_harass.html

Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Harassment is conduct towards another person or identifiable group of persons that has the purpose or effect of: creating an intimidating or hostile educational environment, work environment, or environment for participation in a University activity; unreasonably interfering with a person’s educational environment, work environment, or environment for participation in a University activity; or unreasonably affecting a person’s educational or work opportunities or participation in a University activity.

Racial harassment is conduct that demonstrates hostility toward another person (or identifiable group of persons) on the basis of race, color, national origin, or ancestry....The University is strongly committed to providing a safe and harassment-free environment for members of those groups that historically have been, and still are likely to be, at greatest risk of harassment for reasons of prejudice.

Sexual Harassment is any unwelcome sexual advance; requesting of sexual favors; or other written, verbal, or physical conduct of a sexual nature when....The disparity of power between persons involved in amorous relationships of a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit makes them susceptible to exploitation.

**AMOROUS RELATIONSHIPS:**
http://www.purdue.edu/policies/pages/human_resources/iv_7_1.html [excerpted]. Purdue University is committed to maintaining an environment in which learning and discovery take place in a professional atmosphere of mutual respect and trust. Amorous relationships can develop within the University community between faculty, students and staff. The disparity of power between persons involved in amorous relationships between a student and a faculty member, a graduate teaching or research assistant, or any other Purdue employee who has educational responsibility over the student, supervisor and subordinate, or senior and junior colleagues in the same department or unit makes them susceptible to exploitation. Amorous relationships that occur in the context of educational or employment supervision and evaluation between a student and a faculty member, a graduate teaching or research assistant, or any other Purdue employee who has educational responsibility over the student, or supervisor and subordinate undermine professionalism and hinder the fulfillment of the University’s educational mission. Relationships between faculty and students are particularly susceptible to exploitation. The respect and trust accorded a member of the faculty by a student, as well as the power exercised by faculty in giving grades, approvals, or recommendations for future study and employment, make voluntary consent by the student suspect. Those who abuse their power in the context of an amorous relationship where there is educational or employment supervision and evaluation violate their duty to the University community. Voluntary consent by the student or subordinate in a romantic or sexual relationship is difficult to determine given the asymmetric nature of the power structure in the relationship. Because of the complex and subtle effects of the power differential in the relationship, the individual with power may perceive the existence of consent that may not exist or not exist at the level perceived by the individual with power. The possibility exists that, if the relationship sours, these individuals may be subject to a claim of sexual harassment.
Amorous relationships may have an effect on others in the course, department or unit. Others may perceive that the student or subordinate in the amorous relationship is favored and afforded undue access and advantage above others in the same course, department or unit. These individuals may perceive the environment created as a result of the amorous relationship to be hostile and/or perceive forward progress and benefits are obtained through engaging in a romantic or sexual relationship with the person in power. Therefore, Purdue University prohibits amorous relationships between a student and any Purdue employee who has educational responsibility over the student, and supervisors and subordinates where there is a supervisory or evaluative relationship between the parties. Individuals engaged in an amorous relationship in violation of this policy are subject to disciplinary action ranging from a written reprimand up to and including termination.

Individuals engaged in an amorous relationship prior to the existence of a supervisory or evaluative relationship within the educational and/or employment context, or who find themselves entering into such a relationship, have a duty to report the existence of the amorous relationship to the department or unit head who must ensure that arrangements are made to sever the supervisory or evaluative relationship between the parties. The parties must abide by the University Policy Concerning Nepotism.

Responsibility for the interpretation and enforcement of this policy rests with the Vice President for Ethics and Compliance. Purdue University is committed to maintaining an environment in which learning and discovery take place in a professional atmosphere of mutual respect and trust. Amorous relationships that occur in the context of educational or employment supervision and evaluation between a student and a faculty member, a graduate teaching or research assistant, or any other Purdue employee who has educational responsibility over the student, or supervisor and subordinate undermines professionalism and are disruptive to the educational and work environment. Ultimately, amorous relationships hinder the fulfillment of the University’s educational mission. (see also V. E. Kress & A. Dixon, 2007, in Counselor Education & Supervision).

**TENTATIVE SCHEDULE OF TOPICS/READINGS:**

1-8
- Introduction to the Course
- Group Basics and Definitions
- The Group Counselor


1-15
- Groups with Children and Adolescents
- VIDEO-Rosemarie Smead

Smead, Section 2, pp. 93-185
CCC, 9 & 10

1-22
- Therapeutic Factors
- Ethical and Legal Issues
- Forming a Group
- Building Program Evaluation into Planning

| 1-29 | Initial Stage of Group | CCC, 5 |
|      |                      | GA-CD, Initial |


| 2-5 | Transition and Working Stages of Group | CCC, 6 & 7 |
|      |                                  | GA-CD, Transition & Working |

**Research Article Review Due**

**Handout Take Home Exam**


| 2-12 | BRIDGe Introduction |
|      | Supervisor Meetings |
|      | Panel with past BRIDGe family members/facilitators |
|      | *No meal this night, but will be for all BRIDGe sessions* |

**Turn in Take Home Exam**

| 2-15 (Friday) | BRIDGe workshop from 12:30 to 5:00pm (BRNG 1284) |
|              | Meal provided |
|              | Readings on Blackboard |


**2-19** BRIDGe Session #1

**2-24 (Sunday)** Initial Co-Facilitation Reflection Paper Due**
** Email to Dr. S-S and Supervisor

**2-26** BRIDGe Session #2

**3-5** BRIDGe Session #3

**3-12** SPRING BREAK

**3-19** BRIDGe Session #4
** Research Article Review Due**

**3-26** Multicultural Considerations
Ending a Group
Group Supervision


**4-2** BRIDGe Session #5

**4-9** BRIDGe Session #6

**4-14 (Sunday)** Final Co-Facilitation Reflection Paper Due**
** Email to Dr. S-S and Supervisor

**4-16** BRIDGe Session #7

**4-23** BRIDGe Session #8

**4-30** Final Group Supervision Meeting (BRNG 3119)
** Turn in Final Synthesis paper-HARD COPY**