Title of Course:  Group Counseling (3 cr)
Course No. CP 616
Revised Spring 2012

I. Catalog Description and Credit Hours of Course:

Knowledge and application of group counseling theory skills and techniques. Course includes a personal small group experience. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<tbody>
<tr>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required Prereq.</td>
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IV. Student Learning Outcomes

A. The student will comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development, and the impact of cultural differences on group process. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

B. The student will develop the skills of a good group member, including self-assessment of personal and professional growth. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

C. The student will differentiate between approaches used for various types of group work.
This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

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<tbody>
<tr>
<td>6. Group Work</td>
<td>4) Theories and Techniques of Group Counseling;</td>
<td>Group Counseling</td>
<td>Group Work</td>
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</table>

VI. Course as Relates to External Standards

**CACREP Standards (2009)**

Section II.G.6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work,

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

**DESE Standards (2008)**

(MoSTEP 1.4.1.6.a; CACREP 6a) principles of group dynamics, including group process components, developmental stage theory, group member roles and behaviors, and therapeutic factors of group work.

(MoSTEP 1.4.1.6.b; CACREP 6b) group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership roles.

(MoSTEP 1.4.1.6.c; CACREP 6c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

(MoSTEP 1.4.1.6.d; CACREP 6d) planning, managing, and evaluating groups, including group counselor orientations and behaviors and appropriate selection criteria and methods.

VII. Purposes or Objectives of the Course:
A. The student will comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development, and the impact of cultural differences on group process.

B. The student will compare major theoretical approaches of group work, and demonstrate knowledge of pertinent research and literature.

C. The student will comprehend ethical issues involved in conducting a group.

D. The student will develop the skills of a good group member, including self-assessment of personal and professional growth.

E. The student will compare various group leadership styles and approaches and will develop effective group leadership skills, including group counselor orientation, appropriate selection criteria, and the assessment evaluation of leader effectiveness.

F. The student will differentiate between approaches used for various types of group work.

G. The student will participate in a direct small group counseling experience for a minimum of 10 clock hours over the course of one academic semester.

VIII. Course Content or Outline:

<table>
<thead>
<tr>
<th>Class Hours</th>
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<tr>
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<tr>
<td>A. Overview of the Various Types of Groups</td>
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<tr>
<td>1. Advantages of groups</td>
</tr>
<tr>
<td>2. Limitations of groups</td>
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<tr>
<td>3. Psycho-educational groups</td>
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<td>4. T-groups or laboratory-training groups</td>
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<td>5. Therapy groups</td>
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<td>6. Counseling groups</td>
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<td>7. Task groups</td>
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<tr>
<td>B. Overview of Group Dynamics</td>
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<tr>
<td>6</td>
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<tr>
<td>1. Theories of group counseling</td>
</tr>
<tr>
<td>a. developmental stage models</td>
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<tr>
<td>b. strategies and techniques</td>
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<tr>
<td>c. research and literature</td>
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<tr>
<td>2. Group process components</td>
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<tr>
<td>a. therapeutic factors</td>
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<td>b. roles and behaviors of group members</td>
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<tr>
<td>C. Group Membership</td>
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<td>3</td>
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<tr>
<td>1. Facilitator techniques</td>
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<tr>
<td>2. The &quot;good&quot; group member</td>
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<tr>
<td>3. Problem behaviors and difficult members</td>
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<tr>
<td>1. Group member selection criteria and methods</td>
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</table>
D. The Creation and Participation in Stages of a Group
   Including Group Facilitator Training
   1. Life stages of a group
   2. Preparation for the group
   3. Stage one: Screening/Pre-session
   4. Stage two: Initial
   5. Stage three: Transition
   6. Stage four: Working
   7. Stage five: Termination

E. Ethical and Professional Issues:
   6
   1. Screening
   2. Involuntary membership
   3. Confidentiality
   4. Psychological risk
   5. Controversial issues
   6. Group-leader's competence
   7. Ethical guidelines

F. Group Leader Styles, Tasks, Tools, and Techniques:
   6
   1. Personal characteristics
   2. Approaches to leadership
   3. Group leadership competencies
   4. Leader's diagnostic skill and ability to deal
      with problems and issues of groups
   5. Group leader's theoretical model
   6. Leadership skills for culturally diverse groups

G. Designing Groups for Specific Populations
   4
   1. Children
   2. Adolescents
   3. Adults
   4. Elderly
   5. Or others as selected by students

H. Methods of Assessment of Group Effectiveness
   2
   1. Group member goal achievement
   2. Group leader effectiveness
   3. Group objective/purpose goals

IX. Textbook(s):

X. **Expectations of Students:**
A. The student will participate in the group process and learn group leadership styles.
B. The student will demonstrate interpersonal skills that facilitate group development, including knowledge of ethical standards.
C. The student will evaluate the degree to which personal growth goals are reached.
D. The student will read assigned material.
E. The student will complete assignments, including a personal journal and group project.
F. The student will select a theoretical orientation to group counseling.

XI. **Basis for Student Evaluation**
A. Written examinations (25%)
B. Written group process logs (25%)
C. Class presentation (25%)
D. Graduate quality group counseling manual (25%)

**Final letter grade:**
- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

**Note:** The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. **Methods of instruction**

A combination of:
- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. **Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are
responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to:  http://www6.semo.edu/judaffairs/code.html

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.