

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Group Counseling (3 cr)**

Course No. **CP 616**

Revised 2019 (2016 CACREP Standard Updates)

Semester: Summer 2020

Instructor: Janice E. Ward, Ph.D., LPC, NCC, ACS, RPT-S

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Office Hours: By appointment.

Class Room: 315

Class Dates: Tuesday afternoons for eight weeks

Class Times: 3:00 p.m.-7:00 p.m.

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

| M.A. School Counseling | M.A. Mental Health Counseling | Ed.S. Counseling Education | Psychological Examiner Certificate |
|-------------------------------|--------------------------------------|-----------------------------------|---|
| Required | Required | Required Prereq. | |

IV. Course 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 the group process. This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Group Manual (CACREP Standards, 2016: Group Counseling and Group Work Standards (2.F.6.a.b.c.d.e. and g.).

B. The student will identify and demonstrate the skills of a good group member, including self-assessment of personal and professional growth. This outcome will be measured by the

group experience journal reflections (CACREP Standards, 2016: Group Counseling and Group Work Standards (2.F.6.a.b.c.d. and h.).

C. The student will identify approaches used for various types of group work. This outcome will be measured by the final exam (CACREP Standards, 2016: Group Counseling and Group Work Standards (2.F.6.a.b.c.d.e. and f.).

D. The student can articulate how the course content was meaningful and described how it can be applied into their work as a Mental Health Counselor (MHC) or School Counselor (SC). This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Core/Specialty Area Integrated Reflection.

V. Course as Relates to External Requirements

| CACREP Requirements (2016) | DESE Requirements (2011) | LPC Requirements | NBCC Requirements |
|------------------------------------|--|-------------------------|--------------------------|
| 6. Group Counseling and Group Work | Standard 1: Quality Indicator 3: Helping Relationships: Group Work | Group Counseling | Group Work |

VI. Course as Relates to External Standards

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| CACREP Standards (2016) |
| Section 2.F.6. 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 |
| DESE Standards (2011) Standard 1 – Quality Indicator 3: Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program. |

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: | Class Hours |
|---|--------------------|
| <ul style="list-style-type: none"> A. Overview of the Various Types of Groups <ul style="list-style-type: none"> 1. Advantages of groups 2. Limitations of groups 3. Psycho-educational groups 4. T-groups or laboratory-training groups 5. Therapy groups 6. Counseling groups 7. Task groups | 3 |
| <ul style="list-style-type: none"> B. Overview of Group Dynamics <ul style="list-style-type: none"> 1. Theories of group counseling <ul style="list-style-type: none"> a. developmental stage models b. strategies and techniques c. research and literature 2. Group process components <ul style="list-style-type: none"> a. therapeutic factors b. roles and behaviors of group members | 6 |
| <ul style="list-style-type: none"> C. Group Membership <ul style="list-style-type: none"> 1. Facilitator techniques 2. The "good" group member 3. Problem behaviors and difficult members 1. Group member selection criteria and methods | 3 |
| <ul style="list-style-type: none"> D. The Creation and Participation in Stages of a Group Including Group Facilitator Training <ul style="list-style-type: none"> 1. Life stages of a group 2. Preparation for the group | 15 |

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|----|--|---|
| 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 | |

45 Total Hours

IX. Textbook(s):

Corey, M.S., Corey, G., and Corey, C. (2018). *Groups Process and Practice*, (10th ed.). Boston, MA: Cengage Learning.

American Psychological Association (2020). *Publication Manual of the American Psychological Association*. (7th ed.). Washington, DC: Author

Additional readings will be assigned.

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
- B. Written group process reflections
- C. Class presentation
- D. Graduate quality group counseling manual

Course Assignments:

Please Note: Assignments are expected to be turned in on time, at the beginning of the class period it is due. Late assignments are penalized per day; unless, arrangements have been made with the instructor. It is very important to be on top of your work in this class as it is an 8-week course.

Group Manual (35% of overall grade):

Students will be expected to create a group manual to be a resource for work with groups in their specialty area (school and mental health). After selecting a theme and demographic information for your group design and having examined current research (**AT LEAST seven peer-reviewed articles in the last 7 years. Seminal works will be approved, but should be the majority of your citations**), you are ready to develop a structured group manual. The manual should be functional and appropriate for 8 sessions. Information contained within the manual should be practical and written in an explicit manner where others could read and understand for implementing the group. The group manual should have three chapters, references, and an appendix. **The manual should be formatted in the latest APA format (7th edition)**.. The final manual AND practice group sessions will be scheduled toward the end of the 8-week session. An outline of further expectations regarding this project will be presented in the first week of class.

Process Journals and Process Notes (20% of overall grade): DUE THE SUNDAY (11:55 P.M.) FOLLOWING YOUR GROUP EXPERIENCE AND TO BE UPLOADED TO MOODLE. FIRST ONE IS DUE June 25th:

This is feedback to the instructor about (1) your perception and sensitivity to group process, including leadership, (2) your integration of course concepts with experience, and (3) your personal growth as a counselor and group facilitator. Your first journal entry will be during

Week two of the course. You should place one entry per week in the journal and each entry will have two headings:

Concepts to be Addressed:

Please list the by name or phrase the particular group concepts that you will be writing about. For example: Storming stage, leadership style, the quiet member, summary and closure, silence, dominating member...

Response: This is where you will provide your response, observation, "thinking out loud," conclusion, or confusion about the concepts you identified. Demonstrate breadth and depth in your response. Do not merely define or explain the concept (i.e., norming stage of group development), but *do* write about how you encounter or think about a concept (i.e., the norming stage seems challenging for me...).

The Journal is to be typed, double spaced and each entry should be one to two pages. The Journal will be evaluated as an exam so demonstrate your breadth and depth of understanding about the concepts you choose to write about. This is NOT merely a "Dear diary" sort of journal, but a collection of your thoughts and musings about group work which should provide as much insight regarding your understanding of group concepts as an exam.

Participation (15% of overall grade):

Attendance and participation in this course are very important to your success. Attend each class and be a regular, appropriate, and a knowledgeable participant in class discussion and process groups. You will not be permitted to miss any course (you are required to complete at minimum 10 hours of group as a group member per accreditation, CACREP 2016). You will need to make arrangements with me ahead of time if you plan to miss. If you have an emergency (e.g., car broke down; child ill, etc.) and cannot attend class, please email me **before** class. Excessive emergency absence (more than one) may result in a reduction of one letter grade in the class. Each unexcused absence (e.g., you decide not to attend class, you miss a class because of a vacation) may result in a deduction of one letter grade in the final course grade. Even if you tell me, in advance this is not considered an excused absence. Your attendance during this class is critical to your success. Please arrive to class on time. Repeated lateness counts toward an unexcused absence and may also result in a one letter grade deduction from the final course grade.

Quizzes and Exams (30% of overall grade): Quizzes (randomly throughout the 8-week session) and exams will be given and will cover the content and objectives of the course. The will include the following:

- These exams will be comprehensive and will assess your knowledge of material found in the textbook and any lecture material.
- The format of the exams will be a combination of multiple choice and short answer essay.
- An emphasis will be placed on conceptual thinking and application skills. You will be expected to be able to think critically and to apply concepts learned in the course to various scenarios.

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

XII. Methods of instruction

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

XIII. Academic Honesty:

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility:

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility:

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

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 pagers 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 <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

XVII. Mandatory Reporting:

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVIII. Student Success:

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIX. Course Schedule

TENTATIVE SCHEDULE

| Date | Topic/Assignments | Readings | Group Counseling and Group Work Standards (2.F.) |
|----------|--|--------------------------------|---|
| 06.16.20 | Introduction & Syllabus Activity (ice breaker) Introduction to Group Work The Group Counselor Complete Self-Assessment (Chapter 2: Why am I here?) (pg. 55) and Discussion | Chapters 1 & 2 | Overview of standards covered based on syllabi topics and all standards: 6. a.-h. |
| 06.23.20 | Theories and Techniques of Group Counseling Forming a Group The Initial Stage “I” Messages and Feedback First Group Session | Chapters 4, 5 & 6 | 6. a.-d. and h. |
| 06.30.20 | Ethical and Legal Issues in Group Counseling Ethical Codes and Best Practices Techniques, Activities, Objectives, and Behavioral Outcomes in Group Process Journal and Note Due Second Group Session | Chapter 3 and Assigned Reading | 6.c. and g. and h. |
| 07.07.20 | Transition Stage and Working Stage Chapter One of Group Manual Due Process Journal and Note Due Third Group Session | Chapter 7 & 8 | 6.a.-e. and h. |
| 07.14.20 | Groups in School Settings and in Community Settings Process Journal and Note Due Fourth Group Session | Chapter 10 & 11 | 6. f. and h. |
| 07.21.20 | Final Stage of Group Chapter Two of Group Manual Due Group Session Presentations Fifth Group Session Process Journal and Note Due | Chapter 9 | 6. a.-f. and h. |
| 07.28.20 | Group Session Presentations Sixth Group Session Process Journal and Note Due | | 6. f. and h. |

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| 08.04.20 | Course Wrap-up Chapter 3 and Appendices Due Final Process Activity and Group Session (Seventh Session) Process Journal and Note Due Final Exam Due | | 6. a.-h. |
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Classroom Guideline for Minimizing the Risk of COVID-19

- Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.
- Cloth face coverings must be worn by students, faculty, and staff and are essential in times when physical distancing cannot be maintained.
 - **If a person is not able to wear face coverings due to health or ADA concerns, then alternatives must be made available to those individuals. Affected individuals should also consult with their physicians before wearing a face covering.**
- Avoid sharing electronic devices, books, pens, and other learning aids unless thoroughly cleaned between users.
- Students are encouraged to clean and disinfect before and after class any contact surfaces such as chairs, desks, and equipment utilized for the class. Students will follow the protocol established for this classroom.
- Appropriate signage will be displayed at the classroom or adjacent areas on protocols to follow that protect our community members during classes. Please become familiar with this information and follow it in this shared community.
- Use your best judgement to avoid causing situations that result in “bottle necking” outside classrooms, in hallways or at entrances to the building.

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 the Interim Dean, Dr. Joe Pujol

