



# **COUN 528 INTRODUCTION TO GROUP DYNAMICS AND PROCEDURES**

**COURSE SYLLABUS: SPRING 2018**

**Instructor:** Kevin C. Snow, PhD, M.A., NCC, ACS  
**Office Location:** Binnion 229A  
**Office Hours:** Tuesday 2:00pm-4:30pm; by appointment (MPLX)  
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**Preferred Form of Communication:** email  
**Communication Response Time:** Within 24-48 hours M-F  
**Course Meeting Day/Time:** T 4:30p-7:10p **Location:** Mesquite



## **COURSE INFORMATION**

### ***Materials – Textbooks, Readings, Supplementary Readings***

#### ***Textbook(s) Required***

Yalom, I.D., & Leszcz, M. (2005- 5th edition). *The Theory and Practice of Group Psychotherapy*. New York, NY: Basic Books.

**Special Topics Readings:** additional readings may be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week. Please check the course management program online for each week to locate these readings. All course readings must be done each week prior to class\*\*

#### ***Software Required***

University eCollege course management system.

*The syllabus/schedule are subject to change.*

## ***Optional Texts and/or Materials***

American Psychological Association (2011). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: American Psychological Association.

## ***Course Description***

528. Introduction to Group Dynamics and Procedures. Three Semester Hours. A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. Prerequisite: COUN 510 or consent of instructor with concurrent enrollment in COUN 510.

## ***General Course Information***

As one of the core courses in the TAMU-Commerce Counseling Program, this course should be taken early in the student's program, but not first. The course includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

## ***Student Learning Outcomes***

Students will demonstrate understanding of:

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
6. Professional preparation standards for group leaders;
7. Ethical and legal considerations related to group work; and
8. Students will become more conscious of their personal growth through participation as group members.

## **CONTENT AREAS include, but are not limited to, the following:**

At a minimum, this course will cover:

- I. Group dynamics
  - A. Group process components

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- B. Developmental stage theories
- C. Group members' roles and behaviors
- D. Therapeutic factors of group work
- II. Group leadership styles and approaches
  - A. Characteristics of various types of group leaders
  - B. Leadership styles
- III. Theories of group counseling
  - A. Commonalties
  - B. Distinguishing characteristics
  - C. Pertinent research and literature
- IV. Group counseling methods
  - A. Group counselor orientations and behaviors
  - B. Appropriate selection criteria and methods
  - C. Methods of evaluation of effectiveness
- V. Approaches used for other types of group work
  - A. Task groups
  - B. Psychoeducational groups
  - C. Therapy groups
- VII. Professional preparation standards for group leaders
- VIII. Ethical and legal considerations related to group work

**TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)**

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, which meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **COURSE REQUIREMENTS**

### ***Minimal Technical Skills Needed***

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.

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## ***Instructional Methods***

Lecture, discussion, reading and writing assignments, in-class activities, and experiential activities- course is web enhanced.

In addition to other requirements, this course involves an experiential component of at least 10 hours designed as training for group membership and leadership. The group experiences are not designed to substitute for therapy. See the individual instructor's syllabus for additional listings particular to that instructor's class.

## ***Student Responsibilities or Tips for Success in the Course***

Do all readings, including any supplemental readings posted online, prior to class. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, questions) in class. Your open participation in class discussions, assignments, and other activities is essential to your learning and final grade. Engage in thoughtful self-reflection and evaluation, as well as offer and receive feedback from others in class. For assignments, contact the instructor well in advance of due dates with any questions- do not expect last minute responses the day assignments are due- prepare ahead of time. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- please use them.

## **GRADING**

Final grades in this course will be based on the following scale:

- A = 90%-100% or 180-200 pts
- B = 80%-89% or 160-179 pts
- C = 70%-79% or 140-159 pts
- D = 60%-69% or 120-139 pts
- F = 59% or below or 119 pts and below

### **Final Grade = 200 points**

Attendance, readings, participation	20 points
Group Program Paper	50 points
Weekly Group Journal	52 points
Group Co-Facilitation	18 points
Final Paper	60 points

## ***Assessments***

\*All written assignments must be uploaded online by start of class time on the due date listed on the course calendar, in the appropriate Drop Box, unless otherwise noted below. Late assignments are NOT accepted and will result in a grade of zero (extenuating circumstances may apply based on communication in advance with the professor)\*

**\*\*All papers MUST use in-text headings to organize. Use assignment questions as guides to create your headings and comply fully with APA 6 formatting\*\***

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1. **Attendance, Readings, Homework Assignments, In-Class Activities, Participation.** Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 1 absence without penalty. If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. A person who does not participate in class, or only does so minimally, may lose additional points off their final grade. All readings **MUST** be done prior to class. You must be familiar with the material to engage in class discussions and activities- being an active member of class is key to success in this course (if you are introverted, there are still many ways for you to participate and be active). Do not expect/rely on class lecture for your learning. My approach is that you are responsible for your own learning, but I am responsible for the learning environment. This class requires you to be an active and critical thinker, to share your thoughts respectfully, and to engage with the material honestly and openly **(missing more than 1 class or arriving late or departing early more than 1 time, or a combination of the two, will result in a drop in final letter grade).**

#### **What Can I Discuss in Group?**

- The groups' goal is personal growth; is it yours?
- Verbalize current experiencing and observations of group.
- Listen and convey understanding to others.
- Give and receive input/feedback, both positive and "negative."
- Any previous material from group, your journal, or from class.
- Address your image, style of interaction, or personal issues.

#### **Guidelines for Group**

1. Whoever you are in relationships/life outside of group, be that way in group, trying to know others and let them know you – which means you need no permission for what to do or how to be in group (be authentic).
2. Try and stretch yourself in some new ways for personal or relational growth while in group.
3. Much of group is about members being willing to be aware of self, to accept that reality of self, and to verbalize that awareness when possible (and to be aware of and accept others).

#### **Additional Support**

Should you have emotional difficulty throughout the course, the following measures are available to support you:

1. Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone, and to meet in

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- person. You can expect fair, direct, and open communication from me as your instructor.
2. Contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
  3. You may also work on these concerns in the context of private counseling.
2. **Co-facilitation of the Group.** You will co-lead one group session with emphasis on real relationship and the principle that being an effective facilitator is primarily like being an effective group member. Based on course learning, you will be an active co-facilitator in one group (depending on course size there may be multiple co-facilitators in one session). You will be graded on your level of leadership participation and your willingness to attempt group leadership skills, not your execution of those skills per se (as this is a learning experience).
  3. **Weekly Group Journal (13 x 4 pts).** This journal should reflect your honest and thoughtful reflections regarding yourself and the group as a whole (only to be seen by the instructor). Each week you will discuss your thoughts, feelings, and observations about the group process, group counseling techniques, and your personal experiences of the group. Also, compare and contrast your group experience with any previous group experience you have been part of, analyze self in light of theory, discussions, etc., and share aspects of that learning from the group. Watch and evaluate for how self-change occurs and share it. Journal entries should be organized with headings and be thorough!!! This is due within 3 days of completion of each group experience so you can write about it while the experience is still fresh for you.
  4. **Develop a Group Program for a Particular Population.** Describe 1) what kind of group it is, 2) your theoretical emphasis for facilitating it, 3) the order or flow you envision for the group, and 4) describe at a practical level how your program would cause transformation in the participants, and use at least 3 journal references from the professional literature to provide the rationale for your program (whether that is for the theory you use or for why the program is worthwhile, etc.). Do *not* include as part of the paper common procedures that apply to facilitating most any group (like screening, confidentiality, etc.). You must include use of at least **3 current (from the past 7 years) peer-reviewed journal articles** relevant to group counseling with your proposed population. The paper will be graded on clear and specific communication, especially about how a change would come about at a practical level for members, and writing, grammar, use of APA 6 and thoroughness of discussion of above elements. **Minimum of 6-8 pages of text**, APA 6 formatting with cover page and

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references (not part of page count). Remember, you MUST use in-text headings to organize your paper.

5. **Final Paper: Post-Group Training Evaluation and Self-Reflection.** You will complete a final paper exploring what you learned about group work and group leadership from your experiences as a participant and reflections in the course, including a self-evaluation of your training experience and usage of skills as a group co-leader. This will include your personal learning about self along with relevant references to materials covered in the course. Include a summary of how you have grown personally and professionally in group and how this experience might influence how you would lead groups in the future. Use APA 6 formatting (include a cover page and reference page). Not counting cover or reference pages, this should be a **6-8 page minimum paper**. Remember, you MUST use in-text headings to organize your paper.
6. **Pop Quizzes:** the instructor reserves the right to give pop quizzes if it appears as if students are not reading the materials. Pop quizzes will not be announced in advance and final grades will be adjusted based on the number of pop quizzes. Each pop quiz will be worth 10 points- no make-up will be offered if student is not present or arrives late to class. You and I both would prefer not to have these be necessary, so please read, think critically, discuss, share, participate, etc.
7. **Special Topics Readings:** additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week under Doc Sharing. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class. Not every week may have a special topic reading, but check!!!!

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

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- Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
  - Current anti-virus software must be installed and kept up to date.
  - Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Reg\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
 JavaScript is enabled.  
 Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

## **ACCESS AND NAVIGATION**

### ***Pearson LearningStudio (eCollege) Access and Log in Information***

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This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

### **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](#) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### ***Policy for Reporting Problems with Pearson LearningStudio***

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

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1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).  
<https://leo.tamuc.edu>

### Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>

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	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>
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Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COMMUNICATION AND SUPPORT

### ***Interaction with Instructor Statement***

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware. Therefore, if you need to reach me the best way to do so is via email using your official university email (or through eCollege). I teach in

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various locations- calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan ahead for all assignments.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***Course Specific Procedures/Policies***

Attendance in the course is mandatory and lateness is not acceptable. Tardiness after the first 15 minutes or leaving early more than 15 minutes is considered a full absence. Work is not to be turned in late without prior approval and/or under emergencies. Any missed work is handled on a case-by-case basis, but in general will get a grade of zero. Extra credit may be added at the instructor's discretion, but is not built into the course.

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including experiential activities and in-class conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

Personal computers, cell phones, or other electronic devices are a privilege and not needed for regular participation within this class. You will get by just fine with your course text, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.). It is very obvious when you are surfing online, texting, etc., whether you think you are covert or not. If you abuse this policy, the instructor reserves the right to revoke all usage of electronic devices for you and/or the class. Please be respectful of the class and instructor. If you are expecting an emergency call or you are on call for work, you must let the instructor know prior to class.

### **Special Considerations with Course Format**

The class will be a platform for demonstrating and examining the group process and experience through didactic and experiential learning methods, however the class is not intended as group therapy or personal counseling. Experiential group activities will bring the group process into our awareness with a focus on your ongoing counseling training and your personal development. Students are encouraged to share personally as they are comfortable but evaluation in this course is not based on the **content** of your personal experiences, specifically, what you self-disclose, but on your level of participation in the process of learning about group dynamics. Your ability to use

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personal reflection, critical thinking, and your ability to share the comments, questions, and challenges that come out of this reflection and thought are essential in earning a successful grade in this course. Students are asked to be intentional about what they choose to share with other students in the class during activities. However, by taking this course, you agree to the opportunity to challenge yourself to become familiar with the territory of group and self-work through participation in the experiential training group. If you become uncomfortable and feel as though you are unable to continue or participate during a particular group session, you may exercise your right to pass (but you must write about this in your journal and be willing to engage openly in other sessions). If you find yourself repeatedly doing so, please discuss this with me, as you may need to explore other options or take the course at another time. Your participation is vital to your learning and success in this course.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## ***ADA Statement***

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### ***Nondiscrimination Notice***

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE/CALENDAR

Class #	Date	Topic	Readings/Assignments Due
1	1/16/18	Course Introduction	Review syllabus, course requirements, & engage in opening activities
2	1/23/18	The Therapist: Basic Tasks	Read Ch. 5
3	1/30/18	In the Beginning & Empathic Failure	Ch. 11 & discuss Empathic Failure 1 <sup>st</sup> T-Group Session Begins <b>Group Journal due by Friday @ midnight</b>
4	2/6/18	Therapeutic Factors	Read Ch. 1 2 <sup>nd</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
5	2/13/18	Working in the Here-And-Now	Read Ch. 6 3 <sup>rd</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
6	2/20/18	Interpersonal Learning	Read Ch. 2 4 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
7	2/27/18	Transference & Transparency	Read Ch. 7 5 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
8	3/6/18	Group Cohesiveness	Read Ch. 3 6 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
9	3/13/18	<b>Spring Break!!!!</b>	<b>Rest, relax, and catch up on naps!!!</b>
10	3/20/18	The Selection of Clients	Read Ch. 8 7 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>

*The syllabus/schedule are subject to change.*

11	3/27/18	The Composition of Therapy Groups & Ethics/Best Practices of Group Counseling	Read Ch. 9 & Special Topics Readings: ACA Ethics Code (focus on group counseling sections) & ASGW Best Practice Guidelines 8 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
12	4/3/18	Creation of the Group: Place, Time, Size, Preparation	Read Ch. 10 9 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Thursday @ midnight</b>
13	4/10/18	The Advanced Group & Counseling Theories in Groups	Read Ch. 12 & Special Topics Reading: Using Counseling Theories in Groups 10 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b> <b>Group Program Paper (due today by start of class)</b>
14	4/17/18	Problem Group Members	Read Ch. 13 11 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
15	4/24/18	Specialized Formats & Procedural Aids & Spirituality & Religion in Group Counseling	Read Ch. 14 & Special Topics Reading: Spirituality & Religion in Group Counseling 12 <sup>th</sup> T-Group Session ( <b>co-leader</b> ) <b>Group Journal due by Friday @ midnight</b>
16	5/1/18	Last Class: Specialized Therapy Groups (including Psychoeducation, Task, etc.); Reflections; T-Group Experience is Terminated	Read Ch. 15 13 <sup>th</sup> T-Group Session ( <b>co-leader?</b> ) <b>Group Journal due by Friday @ midnight</b> <b>Final Paper (due today by start of class)</b>

### CACREP Standards Addressed in Course

CMHC Standard	Course	Learning Activity or Assignment Pertaining to Standard	Assessment of the Standard
	COUN 528		
Sec. 5 C.1.b	x	Reading, Lecture, & in class activities for Special Topics Reading on Theory in Group Counseling & Yalom course readings	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience

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Sec. 5.C.1.c	x	Reading, Lecture, & in class activities for Yalom course readings	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience
Sec. 5 C.2.l	x	Reading, Lecture, & in class activities for ACA Ethics Code & ASGW Best Practices in Groups	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience
Sec. 5 C.2.m	x	Reading, Lecture, & in class activities for Yalom course readings	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience
Sec. 5 C.3.b	x	Reading, Lecture, & in class activities for Yalom course readings	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience
School Standard	COUN 528	Learning Activity or Assignment Pertaining to Standard	Assessment of the Standard
Sec. 5 G.2.n	x	Reading, Lecture, & in class activities for ACA Ethics Code & ASGW Best Practices in Groups	Weekly Journal, Group Program Paper, Final Paper, in Class & Group discussion/experience
Core Standard	Course 528	Where and How Addressed in Course	
Sec. 2 F.1.i	x	Reading, lecture, assignments, and in class activities connected to ACA Ethics Code & ASGW Best Practices in Groups	
Sec. 2 F.6.a	x	Ch. 1-3 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec. 2 F.6.b	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec. 2 F.6.c	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec. 2. F.6.d	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec 2 F.6.e	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec. 2 F.6.f	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience	
Sec. 2 F.6.g	x	Ch. 6-13 Course Readings, Course Assignments, In Class Activities, and In Class Group Experience, & review of ACA Ethics Code & ASGW Best Practices in Groups	

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Sec 2 F.6.h	x	In Class Activities and In Class Group Experience (90 minutes each week)
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