



**Course Syllabus
SPRING 2019**

COUN 528: INTRODUCTION TO GROUP DYNAMICS AND PROCEDURES

Course ID: 41E 20181

Course Dates: Meets 1/14/2019 through 5/10/2019

Tues 4:30p-7:10p Location: MPLX

Instructor: Ruth Whitely PhD, NCC, LPC-S, BCN

Office Location: Bin 227

Office Hours: Mon & Thur 4PM-4:30PM

Email: ruth_whitely@tamuc.edu (email through myleo link)

The best way to contact me is by email. I make a concerted effort to answer emails within 24hours except for weekends and holidays.

Please note: If you maintain other email accounts please make an effort to forward your myleo account or check it on a regular basis as all university correspondence is sent to your myleo account.

Formatting emails: Please be sure to always put your name in the body of your emails, even if you are replying to one that has been written, etc. *All communication should be professional and well-written. Your emails project and communicate your image---be sure that you do that appropriately.*

COURSE INFORMATION

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).

CATALOG DESCRIPTION OF THE COURSE

528. *Introduction to Group Dynamics and Procedures*. Three Semester Hours.

A study of group development, dynamics, and theories in relation to group counseling. Leadership styles, techniques and roles are explored, and ethical issues related to group interventions are discussed. Prerequisite: COUN 510 or consent of instructor.

REQUIRED TEXTS AND READINGS

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole. ISBN-13: 978-1-133-94546-8; ISBN-10: 1-133-94546-5

RECOMMENDED

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association. (2014). *ACA code of ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf>

COURSE OBJECTIVES include, but are not limited to, the following.
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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:
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At a minimum, this course will cover:

- I. Group dynamics
 - A. Group process components
 - 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. Commonalities
 - 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 (<i>TEXES is the state examination required for school counselor certification.</i>)
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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, that 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 AND UNIVERSITY PROCEDURES/POLICIES
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University Closing Due to Inclement Weather

Check www.tamuc.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area). We will likely have a weather day, I will find out the same way you do, so access the above sources.

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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

Student Behavior: *It is my expectation that every student will have the utmost respect for their peers in class when discussing experiences of a sensitive nature.*

Disturbing the education of students by other students is taken seriously. Appropriate (as defined by the instructor) level of interaction/participation during discussions and all interactions is expected.

A&M-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.

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct.) [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>

Academic Honesty: The *Student’s Guidebook* addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. You will receive a ZERO on assignments for “cut and pasting” material from any other source.)

“Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.) [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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

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

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

Attendance: The student is expected to attend and participate through the **course dates**. University guidelines will be followed (See 2005-2006 *Undergraduate Student’s Guidebook*). Only University approved excuses (in writing) are accepted reasons to make up assignments, activities, or tests. [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>

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

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 ((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

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:
 - 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.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.college.com/LS_Tech_Req_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](https://get.adobe.com/flashplayer/) (*version 17 or later*) <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>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

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.

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:

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 excuse 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 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.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS

	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

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
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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. I teach in various locations- 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.

Course Specific Procedures/Policies

Instructional Methods

Lecture, discussion, experiential, reading and writing assignments, guided practice and role-plays, in-class activities, videotaping and reviewing, and other experiential activities- course is web enhanced. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

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.

Client Role

****You will be in a client role and in a counselor role in different role-plays, recordings, and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of basic counseling skills. If you are not prepared to engage in these roles, you are recommended to drop this course, as it will negatively influence your grade. What you share in these role-plays (or real-plays) is entirely up to you and your comfort level; be aware that recordings will be reviewed with the whole class. As such, all students are held to the highest privacy and confidentiality standards and must abide by the current ACA code of ethics.**

You have the right and personal responsibility to share only as deeply as you want. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

Attendance

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 and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. 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 the recordings and their review, 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.

Electronic Devices

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, 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.

Student Responsibilities and Tips for Success

Maintain email communication with instructor regarding absences and late arrival to class. Access and download supplemental readings early in the semester. Complete all class readings prior to the dates listed on the syllabus. Carefully review guidelines for assignments well in advance of due dates; ask questions for any needed clarification.

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.

Communication with professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.

Required Papers: Papers are due on the dates noted in the syllabus. All papers are due at the beginning of the class period. No Late papers are accepted. Zeros will be given for papers not turn in on time.

Assignments

Course Requirement A: Participation/Attendance:

Students will demonstrate knowledge and understanding of key concepts through **class discussions and in-class activities**. Since the class only meets one day per week, attendance in all sessions is critical. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to **actively** participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and

experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities. **(Unexcused absences or more than two excused absences, missing more than 2 classes or arriving late or departing early more than 2 times, or a combination of the two, will result in failure of this course).**

Course Requirement B: Group Paper

Students will demonstrate the ability to apply knowledge of principles of group dynamics and processes in a **25-page group paper** that includes. In this paper, you will demonstrate the ability to apply knowledge of principles of group dynamics and processes in writing. The object of the paper is to propose a counseling group you might like to conduct in Practicum or Internship. Minimum length is 25-pages, typed and double-spaced using APA style. The paper will include: (a) 10-page (minimum) literature review on the group topic; (b) screening, logistics, and 8-10 session plan for a counseling group in a school or agency setting; and (c) appendices containing group activities and resources.

The paper will include references from **at least ten journal articles**, in addition to texts. In addition to citing and synthesizing information from the related literature, you should specify the form and content of each group session, stating your objectives for each. Include your selection procedure and screening techniques. Identify the session(s) when individual education plans will be identified for each member, and the opportunities for subsequent follow-up on each member's progress.

Be certain your paper includes all elements listed in the *Group Paper Outline* (included in this syllabus).

Your paper should address a *group counseling* application, not a group guidance or group psychotherapy situation. It would be practical to identify a group you might actually lead in your practicum or internship field placement. *Do not* choose a suicide prevention group for your first attempt. Also avoid groups composed of all the children teachers are most happy to have absent. These "at-risk" groups of students are worthy of counseling, but frequently involve mislabeling or dual diagnoses.

Course Requirement C: Movie Analysis

Students will demonstrate knowledge and application of key concepts in group dynamics. We will watch and review a film in class. Ability to demonstrate knowledge of basic group components based on movie analysis.

Course Requirement D: 10 Week Journal

Students will demonstrate understanding of group dynamics, group process components, leader skills, and ability to self-reflect as a group member, through completion of a structured **weekly journal assignment**. The journal assignment coincides with group participation in small experiential group. Each week you will turn in a 2-3-page journal on the previous week's class. The journal will consist of a section for *each* of the following headings:

- Description of the group as a whole:* identifying
- a) the mood (e.g., what changes, if any, did you notice?)
 - b) topic of greatest interest to the group, and
 - c) activity level (e.g., what changes did you notice?)

Self-appraisal: identifying

- a) your mood (e.g., what changes, if any, did you notice?)
- b) topic of greatest interest to you, and
- c) your activity level (e.g., what changes did you notice?)

Description of one member

Something you admire or something you noticed as a characteristic (this is *not* a behavioral description)

Relation of group session to outside experience

How you might use something we did in class in your future position s a counselor.

Course Requirement E: Group Participation

Students will gain experience as group members through participation in a minimum 10 clock hours of departmentally approved **experiential small group activity** during one academic term. The group experiences are not designed to substitute for therapy. You will also facilitate a counseling group in classroom role-play situations. Written group leader summaries of each session will be turned in at the beginning of the next class meeting. All assignments (written and non-written) are to be completed prior to the assigned date and will NOT be accepted after the due date. Group leaders and group members will undertake every reasonable assurance of confidentiality.

Participation in the training group and in-class experiential activities will be rated according to the communication skills employed by the student, not by the content of the participation. Actual content of the student's contributions will be incidental; the student's role in the *group process* will be important.

Paper Format: Please follow the following minimum APA format for all papers
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- **APA** style formatting-through out
- Word process; **spell check**, double check your grammar (appropriate citations within text, outside material)
- Typed, **Double Spaced**
- **Indent** paragraphs
- **1'** margins (top, bottom, and sides)
- **12** pt. font, **Times New Roman**
- Put your name and title of paper on a separate cover page.

Cover Page: Place your name, course, paper title, Centered mid page

Joe Smith

CED 552

Name Paper

- Reference page if choose to use references outside course material provided (citations in APA style) Use APA format to cite all references.
- Please correct typos and grammar. Use non-sexist language.

See specific paper examples

Grading

Final grades in this course will be based on the following scale:
500-450 = A 449-400 = B 399-350 = C 349-300 = D 299 > = F

Assignments will be weighted as follows:

Attendance & Group Participation	10 %	100 points
Group Leadership	20 %	100
Weekly Journals	10 %	100
Movie Analysis	25 %	100
Final Group Paper	<u>35 %</u>	<u>100</u>
	100%	500 points

Group 528 Group paper outline

1) Literature review (minimum 10 pages):

- Does it document this as a widespread problem?
- Does it describe the key elements of the topic?
- Does it identify and describe the most important issues faced by group members?
- Does it identify solutions discovered by others?
- Does it review 10 recent journal articles, as well as books?

2) Group logistics:

- Is the duration sufficient to cover topic and allow for change?
- Is the length of sessions sufficient for number of members?
- How do you incorporate holidays into your group plan?
- If school children involved, how are sessions staggered so child does not lose time from same subject repeatedly?

3) Screening:

- When deciding whom to exclude, what are the criteria?
- When deciding whom to include, which of the following are taken into account?
gender, cognitive ability, maturity, duration of issue, frequency of issue, intensity of issue, acceptance and/or completion of issue.

4) What distinguishes the present **group counseling** proposal from group guidance or group therapy?

5) Group Session Plans 8-10:

Early session identifying **General Goals**, is followed by session(s) identifying **Individualized Goal** followed by coaching/role play/support for opportunity to transfer learning to real life--occurring in time for member to "change". Outline of each session opening/ closing goals/ procedures/ activities excreta.

Provide one page outline for each group session.

Topics for Group Papers

(other topics only with advance permission from instructor)

Loss-Bereavement	Stepfamily Issues
Children of Divorce	Females with Food Issues
Building Social Skills (choose one skill)	Survival Tactics for Newcomers
Families of Alcoholics	

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

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CACREP Standards Addressed in COUN 528

Core Standard	Learning Activity or Assignment	Assessment
2.G.6a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.6b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.6c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.6d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.6e. 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.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
2.G.5b. Counselor characteristics and behaviors that influence helping processes.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
CMHC Standard	Learning Activity or Assignment	Assessment
C3. Knows the models, methods, and principles of program development and service delivery (e.g, support groups, peer facilitation training, parent education, self-help).	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
C5. Understands the range of mental health service delivery -- such as inpatient, outpatient, partial treatment and after care --	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers,

and the clinical mental health counseling services network.		Written Essay, Weekly Journal, Examination
School Standard	Learning Activity or Assignment	Assessment
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination
C5. Understands group dynamics -- including counseling, psychoeducational, task, and per helping groups--and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Written Essay, Weekly Journal, Examination

Tentative Class scheduled provided first day of class