



TEXAS A&M UNIVERSITY  
**COMMERCE**

**Counseling 528: Introduction to Group Dynamics and Procedures  
Course Syllabus, Spring 2022**

**INSTRUCTOR INFORMATION**

**Instructor:** Samantha Klassen PhD, LPC-S

**Office Location:** TAMU-Commerce, Binnion Hall, Rm. 226A

**Office Hours:** M 3:00 – 4:30pm McKinney; T 10:00am – 2:00pm Commerce; by appointment

**University Email Address:** [samantha.klassen@tamuc.edu](mailto:samantha.klassen@tamuc.edu)

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 24 hours, Monday – Friday

**Class Time and Location:** Mondays from 7:20 – 10:10pm @ CHEC in McKinney in Rm XXX

**COURSE INFORMATION**

**Textbook(s) Required:**

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9<sup>th</sup> ed).  
Brooks/Cole.

**Required Supplemental Reading:**

Anderson, D. (2007). Multicultural group work: A force for developing and healing. *Journal for Specialists in Group Work*, 32(2), 271-285. <https://doi.org/10.1080/01933920701431537>

DeLucia, J. L., Coleman, V. D., & Jensen-Scott, R. L. (1992). Cultural diversity in group counseling. *Journal for Specialists in Group Work*, 17(4), 194-195.  
<https://doi.org/10.1080/01933929208414350>

Drum, D., Becker, M. S., & Hess, E. (2011). Expanding the application of group interventions: Emergence of groups in health care settings. *Journal for Specialists in Group Work*, 36(4). 247-263. <https://doi.org/10.1080/01933922.2011.613902>

McCarthy, C.J., & Hart, S. (2011). Designing groups to meet evolving challenges in health care settings. *Journal for Specialists in Group Work*, 36(4), 352-367.  
<https://doi.org/10.1080/01933922.2011.614143>

*The syllabus/schedule are subject to change.*

Singh, A. & Salazar, C. F. (2010a). Six considerations for social justice group work. *Journal for Specialists in Group Work*, 35, 308-319. <https://doi.org/10.1080/01933922.2010.492908>

Singh, A. A. & Salazar, C. F. (2010b). The roots of social justice in group work. *Journal for Specialists in Group Work*, 35, 97-104. <https://doi.org/10.1080/01933921003706048>

Steen, S., Henfield, M. S., & Booker, B. (2014). The achieving success everyday group counseling model: Implications for professional school counselors. *Journal for Specialists in Group Work*, 39, 29-46. <https://doi.org/10.1080/01933922.2013.861886>

**Optional Texts and/or Materials:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

**Course Description**

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 501 & 510 or consent of instructor.

**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**

**2016 CACREP Standards Addressed in COUN 528**

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.6.a. theoretical foundations of group counseling and group work	<i>Lecture</i> – Weeks 5 & 6 <i>Readings</i> - C <sup>3</sup> Ch. 4 <i>Demonstrations</i> – Weeks 14 & 15 <i>Discussion</i> – Weeks 5 & 6	Group Paper & Presentation	Group Paper & Presentation Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

*The syllabus/schedule are subject to change.*

<p><b>2.F.6.b.</b> dynamics associated with group process and development</p>	<p><i>Lecture</i> – Weeks 8-9 &amp; 11-12</p> <p><i>Readings</i> - C<sup>3</sup> Ch. 6-9</p> <p><i>Demonstrations</i> – Weeks 14 &amp; 15</p> <p><i>Discussion</i> – Weeks 8-9 &amp; 11-12</p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>2.F.6.c.</b> therapeutic factors and how they contribute to group effectiveness</p>	<p><i>Lecture</i> – Week 11</p> <p><i>Readings</i> - C<sup>3</sup> Ch. 8</p> <p><i>Demonstrations</i> – Weeks 14 &amp; 15</p> <p><i>Discussion</i> – Week 11</p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>2.F.6.d.</b> characteristics and functions of effective group leaders</p>	<p><i>Lecture</i> – Week 3</p> <p><i>Readings</i> - C<sup>3</sup> Ch. 2</p> <p><i>Demonstrations</i> – Weeks 14 &amp; 15</p> <p><i>Discussion</i> – Week 3</p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>2.F.6.e.</b> approaches to group formation, including recruiting, screening, and selecting members</p>	<p><i>Lecture</i> – Week 7</p> <p><i>Readings</i> - C<sup>3</sup> Ch. 5</p> <p><i>Demonstrations</i> – Weeks 14 &amp; 15</p> <p><i>Discussion</i> – Week 7</p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>2.F.6.f.</b> types of groups and other considerations that affect conducting groups in varied settings</p>	<p><i>Lecture</i> – Week 13</p> <p><i>Readings</i> - C<sup>3</sup> Ch. 10-11; Drum, Becker, &amp; Hess, 2011; McCarthy &amp; Hart, 2011; Steen, Henfield, &amp; Booker, 2014</p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

The syllabus/schedule are subject to change.

	<p><i>Demonstrations – Weeks 14 &amp; 15</i></p> <p><i>Discussion – Week 13</i></p>			
<p><b>2.F.6.g.</b> ethical and culturally relevant strategies for designing and facilitating groups</p>	<p><i>Lecture – Weeks 2 &amp; 4</i></p> <p><i>Readings - C<sup>3</sup> Ch. 1 &amp; 3; 2014 ACA Code of Ethics, DeLucia, Coleman, &amp; Jensen-Scott, 1992, Singh &amp; Salazar, 2010a; Singh &amp; Salazar, 2010b</i></p> <p><i>Demonstrations – Weeks 14 &amp; 15</i></p> <p><i>Discussion – Weeks 2 &amp; 3</i></p>	<p>Group Paper &amp; Presentation</p>	<p>Group Paper &amp; Presentation Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>2.F.6.h.</b> 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</p>	<p>10 clock hours in Experiential Group Activity (weeks 4-7 &amp; 9-14)</p>	<p>10 Experiential Group Journals</p>	<p>Weekly Journal Rubric</p>	<p>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

**Content Areas include, but are not limited to, the following:**

- **Group Dynamics**
  - Group process components
  - Developmental stage theories
  - Group members’ roles and behaviors
  - Therapeutic factors of group work
- **Group Leadership Styles and Approaches**
  - Characteristics of various types of group leaders
  - Leadership styles

*The syllabus/schedule are subject to change.*

- **Theories of Group Counseling**
  - Commonalities
  - Distinguishing characteristics
  - Pertinent research and literature
- **Group Counseling Methods**
  - Group counselor orientations and behaviors
  - Appropriate selection criteria and methods
  - Methods of evaluation of effectiveness
- **Approaches Used for Other Types of Group Work**
  - Task groups
  - Psychoeducational groups
  - Therapy groups
- **Professional Preparation Standards for Group Leaders**
- **Ethical and Legal Considerations Related to Group Work**

## **TEXES COMPETENCIES**

### **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 REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will also need to download the Zoom application to your personal computer or smart phone in order to access office hours and other virtual meetings. To complete assignments, you will need to utilize other technologies such as Microsoft Word,

*The syllabus/schedule are subject to change.*

PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

## INSTRUCTIONAL METHODS

This course consists of lecture, discussion, experiential, reading and writing assignments, guided practice and role-plays, in-class activities, 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 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. 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.

### **Small Group Experience (10 clock hours group participation)**

Students will gain experience as group members through participation in 10 clock hours of departmentally-approved experiential small group activity during one academic term. You will also facilitate a counseling group in classroom role-play situations. You are to meet with your co-leader and plan your session. You will conduct a counseling group in classroom role-play situations.

You are to have enough exercises/ techniques to encompass a 60-minute group. The group is to have time for an opening, an exercise, processing the exercise, and termination. You will have to plan your time carefully. A handout that summarizes the content of the group is **required**. Please print enough copies to distribute to classmates and the course instructor. A debriefing will follow each group session for the leaders. The debriefing is to take no longer than 15 minutes. Group leaders and group members will undertake every reasonable assurance of confidentiality. The group experiences are not designed to substitute for therapy.

### **The Focus of Small Groups**

The purpose of this course is to teach you about the functioning of groups. The bias of the instructor is that YOU are the most important component in the group process -- not merely you as a technician. Thus, the focus of the course is on how you bring yourself as a person into your small groups. The purpose of these small group activities is *not* to provide group therapy.

However, your interactions in group will hopefully be real, based upon real concerns, and the group will hopefully be therapeutic. Thus, you are expected to participate in a personal way with

*The syllabus/schedule are subject to change.*

a focus on sharing your thoughts and feelings as it pertains to what it is like for you to be a part of your experiential group. You are expected to give feedback to others and to listen to and consider feedback you receive from others. The focus is not on resolving your personal problems. Rather, the focus will be on here-and-now issues as they emerge within the context of the small groups and exploration of any of the personal topics you bring into your group. Hopefully, this class will be therapeutic -- a catalyst for your growth and a path for increasing your awareness of yourself in a group situation. You are not expected to disclose your deepest personal concerns, yet you are expected to deal with your personal reactions to what is taking place in the here-and-now context of the unfolding of the group. It is our expectation that members will engage in risk-taking as a way of expanding personal boundaries and that each participant will take active steps to create a safe climate of support.

Each of you is expected to focus on those personal areas that have the most meaning to you, both personally and professionally. You will be asked to talk about yourself in personal ways and explore real issues that are of concern to you, yet it is up to you to decide what personal topics you want to examine.

### **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, and enrolling in this course carries with it the responsibility to maintain confidentiality. 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.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, or are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

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

As a student in this course, you are responsible for being active in your learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.

*The syllabus/schedule are subject to change.*

4. Adhere to the university’s Student Code of Conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

### COURSE ASSIGNMENTS/ASSESSMENTS

1. **Class Participation and Attendance (30 points).** Due to the nature of this class, attendance and active participation are *essential*. Participation is credited to *all* activities related to this course, including engagement during experiential group sessions. Please be aware that being consistently late will constitute as an absence, particularly if a pattern of lateness emerges.

#### Class Participation and Attendance Rubric

	<b>1 – Does Not Meet Expectation</b> (0 - 25 points)	<b>2 – Meets Expectation</b> (24 - 26 points)	<b>3 – Exceeds Expectations</b> (27 - 30 points)
<b>Attendance and Participation</b> (30 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Absence or lateness on one or more of the 10-hour small group experience. More than two absences/pattern of lateness evident.	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Full attendance in the 10- hour small group experience. Two or less absences/no evident pattern of lateness.	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full attendance in the 10-hour small group experience. No more than one absence/no evident pattern of lateness.

*The syllabus/schedule are subject to change.*



**2. Group Counseling Paper and Presentation (100 points).** Students will demonstrate the ability to apply knowledge of principles of group dynamics and processes in a **25-page group paper**. 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 7th edition standards and yes, a title page and a reference page (use a minimum of ten empirical sources) are included but does not count towards your page count total. The paper will include: (a) literature review on the group topic; (b) discussion of theoretical orientation; (c) group process and development; (d) therapeutic factors; (e) group logistics; (f) group formation; (g) 8-10 session plan for a counseling group in a school or agency setting; (h) ethically and culturally relevant strategies; and (i) appendices containing group activities and resources. This assignment meets CACREP standards 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.d, 2.F.6.e, 2.F.6.f, and 2.F.6.g.

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.

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. An example of a group paper is available in D2L. Please recognize the example does not exactly align with all the expectations of the assignment. Hence, that is why it is just an example. See Appendix A for outline. See rubric below.

**Group Paper & Presentation Rubric**

	<b>1 – Does Not Meet Expectation</b>	<b>2 – Meets Expectation</b>	<b>3 – Exceeds Expectations</b>
	<b>If 10:</b> 0-7.9 points <b>If 15:</b> 0-11.9 points	<b>If 10:</b> 8.0-8.9 points <b>If 15:</b> 12-13.4 points	<b>If 10:</b> 9-10 points <b>If 15:</b> 13.5-15 points
<b>Literature Review</b> (10 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing including statement of	Demonstrates knowledge on how to appropriately summarize key findings but omits one or two key points. Includes summary of basic information,	Demonstrates exceptional knowledge on how to appropriately summarize key findings with no missing key points. Includes summary of basic

*The syllabus/schedule are subject to change.*

	the problem, key elements of the topic, Important issues faced, and discussion of solutions and treatment implications. Not representative of graduate level work.	statement of the problem, key elements of the topic, Important issues faced, and discussion of solutions and treatment implications. Representative of graduate level work.	information, statement of the problem, key elements of the topic, Important issues faced, and discussion of solutions and treatment implications. Representative of graduate level work.
<b>Theoretical Foundation of Group Leader</b> (10 points)	Demonstrates lack of comprehension on how to appropriately apply theory in group counseling. Student description of theory chosen is not well-developed but may omit one or two key points. Techniques and lesson plans identified do not accurately reflect the theory chosen. Representative of graduate level of work.	Demonstrates good comprehension on how to appropriately apply theory in group counseling but omits one or two key points. Student description of theory chosen is fairly well-developed but may omit one or two key points. Techniques and lesson plans identified somewhat reflect the theory chosen. Representative of graduate level of work.	Demonstrates exceptional comprehension on how to appropriately apply theory in group counseling. Student description of theory chosen is clear and thorough. Techniques and lesson plans identified accurately reflect the theory chosen. Representative of graduate level of work.
<b>Group Process and Development</b> (10 points)	Demonstrates little to no knowledge of group process and development. Student does not describe the dynamics, group process and development between the different stages of group. Student's description lacks clarity and elaboration between points. Not representative of graduate level work.	Demonstrates good knowledge of group process and development but omits one or two key points. Student describes the dynamics, group process and development between the different stages of group but omits one or two key points. Student's description lacks elaboration between points. Representative of graduate level work.	Demonstrates exceptional knowledge of group process and development. Student effectively describes the dynamics, group process and development between the different stages of group. Student's description is clear, thorough, and has well-identified supporting points. Representative of graduate level work.
<b>Therapeutic Factors and Impact of Group Effectiveness</b>	Demonstrates little to no comprehension of the therapeutic factors in group counseling. Student description of the therapeutic factors is	Demonstrates good comprehension of the therapeutic factors in group counseling, but omits one or two key points. Student	Demonstrates exceptional comprehension of the therapeutic factors in group counseling. Student description of the therapeutic factors is clear

*The syllabus/schedule are subject to change.*

(10 points)	not clear and thorough. Students do not review how therapeutic factors impact group effectiveness. Not representative of graduate level of work.	description of the therapeutic factors is fairly well-developed but may omit one or two key points. Students minimally review of how therapeutic factors impact group effectiveness. Representative of graduate level of work.	and thorough. Students provide a comprehensive review of how therapeutic factors impact group effectiveness. Representative of graduate level of work.
<b>Group Logistics and Formation</b> - Recruiting - Screening - Selection  (10 points)	Demonstrates little to no evidence of group logistics. Duration and or length of sessions not sufficient to cover topic, time management logistics not addressed. Was not relevant to SC or CMHC counseling. Not representative of graduate level work.	Demonstrates good evidence of group logistics but omits one or two key points. Student's groups logistics are fairly developed and has well-identified supporting points but may omit one or two key points. Application was relevant to SC or CMHC counseling. Representative of graduate level work.	Demonstrates exceptional knowledge of group logistics. Student's critique is clear, thorough, and has well-identified supporting points. Application was relevant to SC or CMHC counseling. Representative of graduate level work.
<b>Group Session and Plans</b>  (15 points)	Demonstrates a lack of knowledge on how to appropriately organize and or execute group sessions plans. General goals and individual goals of the group were not addressed. 8-12 session plans were not included. Appendices are missing or incomplete. Not representative of graduate level work.	Demonstrates good knowledge on how to appropriately organize and or execute group sessions plans but omits one or two key points. Student's groups general goals and individual goals are fairly developed and has well-identified supporting points but may omit one or two key points. 8-12 session plans and appendices were included. but omits one or two key points. Representative of graduate level work.	Demonstrates exceptional knowledge on how to appropriately organize and or execute group sessions plans. Student's groups general goals and individual goals are clear, thorough, and has well-identified supporting points. 8-12 session plans and appendices were included, clear and complete. Representative of graduate level work.

*The syllabus/schedule are subject to change.*

<b>Ethically and Culturally Relevant Strategies</b> (10 points)	Ethically and culturally relevant strategies was not addressed or insufficiently addressed; Not representative of graduate level work.	Ethically and culturally relevant strategies was addressed but missing one or two key points; Representative of graduate level work.	Ethically and culturally relevant strategies was thoroughly addressed without any missing information; Student utilized ACA code of ethics; Representative of graduate level work.
<b>APA 7<sup>th</sup> Edition Style and Formatting</b>  Grammar (10 points)	Substantial APA errors (> 6 errors). Does not adhere to APA style; Poor grammar and sentence structure. Paper is disorganized; omission (less than 9) of in-text citations and references. Poor quality. Not indicative of graduate level work.	Some APA errors (3-4 errors). Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of 10 in-text citations and references. Representative of graduate level work.	Little to no errors (1-2 errors). Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of 11-15 in-text citations and references. Representative of graduate level work.
<b>Presentation Rubric</b>			
	<b>1 – Does Not Meet Expectation</b> (0-11.9 points)	<b>2 – Meets Expectation</b> (12-13.4 points)	<b>3 – Exceeds Expectations</b> (13.5-15 points)
<b>Presentation and Presenter Qualities</b> (15 points)	Presentation occurred outside the allotted timeframe; information appeared disorganized/disjointed; presenter appeared unrehearsed, and presentation was unpolished. Not representative of graduate level work.	Presentation occurred within the allotted timeframe. Information appeared fairly organized, but missed one or two key elements; presenters appeared rehearsed at times, but somewhat unprepared at others. Representative of graduate level work.	Presentation occurred within the allotted timeframe; information was well-organized with no missing detail; presentation material(s) were aesthetically pleasing and presentation was clearly rehearsed and prepared for. Representative of graduate level work.

**3. Journals (10 journals, 3 points each; 30 points).** Students will demonstrate an understanding of group dynamics, group process components, leader skills, and an ability to self-reflect as a group member through the completion of a structured **weekly journal assignment**. The journal assignment coincides with group participation in a small experiential group. Each week (10 weeks total), you will turn in a 2-3 page journal reflecting on the previous week’s group session and one journal about anticipating the group’s beginning. See Appendix B for outline and rubric below. CACREP Standard 2.F.6.h. is met through the completion of this assignment.

*The syllabus/schedule are subject to change.*

### Weekly Journal Rubric

	<b>1 – Does Not Meet Expectation</b> (0 - 2.3 points)	<b>2 – Meets Expectation</b> (2.4 - 2.6 points)	<b>3 – Exceeds Expectations</b> (2.7 - 3 points)
<b>Weekly Journal</b> (3 points)	Journal is not complete, not written in a clear manner OR submission is missing critical components of the journal OR is written in an illogical/inconsistent manner. Journal has several grammatical/APA errors; not consistent with graduate level work.	Journal presents most of the elements relevant to discussion OR all elements discussed in a brief manner. Journal is evident of graduate level work with some grammatical/APA errors.	Journal presents all elements relevant to discussion and is written thoroughly and clearly. Journal is evident of graduate level work with no grammatical/APA errors.

### GRADING SCALE

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

<b>Assignment</b>	<b>Point Value</b>
Class Participation and Attendance	30
Journals (10 total)	30
Group Paper	100

### LATE ASSIGNMENTS

I will accept late assignments up to 3 days past their submission date for a reduction of 10% each day past due (i.e., 10% off for 1 day, 20% off for 2 days, and 30% off for 3 days). Also: I do understand that life happens! If you will communicate with me as soon as possible, I will consider extensions for assignments when extenuating circumstances arise.

### COMMUNICATION AND SUPPORT

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 reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24

*The syllabus/schedule are subject to change.*

hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

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:** 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.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

*The syllabus/schedule are subject to change.*

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## *University-Specific Procedures*

### **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, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

### **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](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.).

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

*The syllabus/schedule are subject to change.*

## **Students with Disabilities - ADA Statement**

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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 Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **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.

*The syllabus/schedule are subject to change.*



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.

*The syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR

Fall 2021 Semester: August 30, 2021 – December 17, 2021

Week/Date	Topic	Reading	Assignment
Week 1: 1/24	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Syllabus Review</li> <li>- Course Expectations</li> <li>- Intro to Group Work</li> </ul>	C <sup>3</sup> Chapter 1	
Week 2: 1/31	<ul style="list-style-type: none"> <li>- Intro to Group Work</li> <li>- Overview of Groups</li> <li>- Multicultural Perspectives on Groups</li> <li>- Becoming a Culturally Skilled Group Counselor</li> </ul>	C <sup>3</sup> Chapter 1  DeLucia, Coleman, & Jensen-Scott (1992)	
Week 3: 2/7	<ul style="list-style-type: none"> <li>- The Group Counselor as a Person &amp; Professional</li> <li>- The Co-Leadership Model</li> </ul>	C <sup>3</sup> Chapter 2	
Week 4: 2/14	<ul style="list-style-type: none"> <li>- Ethical Issues</li> <li>- Confidentiality</li> <li>- Leader Values</li> <li>- Social Justice</li> <li>- Competence/Training</li> </ul>	C <sup>3</sup> Chapter 3  Singh & Salazar (2010a)  Singh & Salazar (2010b)	Experiential Group #1
Week 5: 2/21	<ul style="list-style-type: none"> <li>- Overview of Theories</li> <li>- Psychodynamic</li> <li>- Experiential/Relationship-Oriented</li> </ul>	C <sup>3</sup> Chapter 4	Experiential Group #2 Journal #1
Week 6: 2/28	<ul style="list-style-type: none"> <li>- Cognitive Behavioral</li> <li>- Postmodern</li> <li>- Integrative</li> </ul>	C <sup>3</sup> Chapter 4	Experiential Group #3 Journal #2
Week 7: 3/7	<ul style="list-style-type: none"> <li>- Developing a Group Proposal</li> <li>- Attracting/Screening Members</li> <li>- Practical Considerations</li> <li>- Pre-Group Meetings</li> <li>- Evaluations in Group</li> </ul>	C <sup>3</sup> Chapter 5	Experiential Group #4 Journal #3
Week 8: 3/14	<b>NO CLASS – SPRING BREAK</b>	Rest your brain ☺	Do something fun!
Week 9: 3/21	<ul style="list-style-type: none"> <li>- Characteristics at the Initial Stage</li> <li>- Creating Trust</li> </ul>	C <sup>3</sup> Chapter 6	Experiential Group #5 Journal #4

*The syllabus/schedule are subject to change.*

	<ul style="list-style-type: none"> <li>- Identifying and Clarifying Goals</li> <li>- Group Process at the Initial Stage</li> <li>- Leader Issues at the Initial Stage</li> </ul>		
<b>Week 10:</b> 3/28	<ul style="list-style-type: none"> <li>- Characteristics of the Transition Stage</li> <li>- Challenging Group Members</li> <li>- Dealing with Defensive Behavior</li> <li>- Dealing with Avoidance</li> <li>- Dealing with Transference &amp; Countertransference</li> </ul>	C <sup>3</sup> Chapter 7	Experiential Group #6 Journal #5
<b>Week 11:</b> 4/4	<ul style="list-style-type: none"> <li>- Progressing to the Working Stage</li> <li>- Working with Members' Fears</li> <li>- Tasks of the Working Stage</li> <li>- Therapeutic Factors of Group</li> </ul>	C <sup>3</sup> Chapter 8	Experiential Group #7 Journal #6
<b>Week 12:</b> 4/11	<ul style="list-style-type: none"> <li>- Tasks of the Final Stage</li> <li>- Termination of Group Experience</li> <li>- Evaluation of Group Experience</li> </ul>	C <sup>3</sup> Chapter 9	Experiential Group #8 Journal #7
<b>Week 13:</b> 4/18	<ul style="list-style-type: none"> <li>- Group Counseling in School Settings</li> <li>- Group Counseling in College</li> <li>- Groups in Community Settings</li> <li>- Group Proposals</li> </ul>	C <sup>3</sup> Chapter 10 & 11  Steen, Henfield & Booker (2014)  Drum, Becker, & Hess (2011)  McCarthy & Hart (2011)	Experiential Group #9 Journal #8
<b>Week 14:</b> 4/25	<ul style="list-style-type: none"> <li>- Terminating the Group Class Experience</li> </ul>		Experiential Group #10 Journal #9
<b>Week 15:</b> 5/2	<ul style="list-style-type: none"> <li>- Group Paper Presentations</li> </ul>		Journal #10 Group Paper DUE
<b>Week 16:</b> 5/9	<ul style="list-style-type: none"> <li>- Group Paper Presentations &amp; Class Wrap Up</li> </ul>		

*The syllabus/schedule are subject to change.*

## Appendix A: Group Paper Outline and Checklist

### Literature Review

- Have I documented this concern as a widespread problem?
- Does my literature review describe the key elements of the topic of my group?
- Have I identified and described the most important issues faced by group members?
- Have I identified solutions proposed by others for addressing this problem?
- Have I included **ten (10)** recent journal articles, as well as books on this topic?

### Theoretical Orientation

- Have I identified the theoretical orientation for my group?
- Have I described the key concepts of my identified theoretical orientation?
- How have I applied the theoretical orientation to the structure and content of my group?

### Group Process and Development

- What are the expected dynamics of the group?
- How will these dynamics change or shift over time between the different stages of the group process?

### Therapeutic Factors

- What are the therapeutic factors of group counseling? How will these factors be addressed in my group?
- How do therapeutic factors impact group counseling? How do I anticipate these factors impacting my group?
- What are my expectations for how these therapeutic factors will unfold in my group?

### Group Logistics and Formation

- Is the duration of my group sufficient to cover the topic AND allow for therapeutic change?
- Is the length of sessions sufficient for the number of members I propose to include?
- How might I incorporate holidays into my group plan?
- If school children are involved, how will sessions be structured so that the child does not lose time from the same academic subject repeatedly?
- When deciding whom to *exclude* from the group, what are the criteria?
- When deciding whom to *include* in the group, what have I considered? Have I thought about factors like gender, cognitive ability, maturity/age, and the duration, frequency, and intensity of the issue?

### Group Session Plans (8-10 sessions)

- Have I described an early session identifying the **General Goals** of the group?
- Have I described sessions identifying **Individualized Goals** for the members?
- Have I incorporated **coaching/role play/support** to provide group members with the opportunity to transfer their learning to their real life? Have I allowed for enough time for group members to change?
- Have I outlined **each session**, including an **opening/closing, session goals, procedures, and activities**? Have I provided a **one-page outline** for each group session?

*The syllabus/schedule are subject to change.*

- Are appendices of activities included with **citations** referenced?

### **Ethically and Culturally Relevant Strategies**

- What strategies will be used when working with this population?
- Are the strategies relevant to the multicultural considerations of the group?
- What ethical codes must I attend to for the group to run well?

### **References**

- Are my references in APA 7<sup>th</sup> edition style and formatting?

### **Appendices**

## **Appendix B: Guidelines for Weekly Journal Submissions**

### **Description of the Group as a Whole**

- a. What was the “mood” of group this week? What changes, if any, did you notice?
- b. What topics seemed to be of greatest interest to the group? What did the group spend the most time discussing?
- c. How was the group’s activity level? What changes, if any, did you notice in the group process?

### **Self-Appraisal**

- a. What how was your mood in group this week? What changes, if any, did you notice?
- b. What topics were of greatest interest to you?
- c. How was your activity level this week? Any changes in your participation from previous weeks?

### **Description of One Member**

- a. Select a specific group member, and discuss something you admired or noticed as a characteristic of this person (this is *not* a behavioral description).

### **Relation of Group Session to Outside Experience**

- a. How might you use something from this group in your future position as a counselor? What are you taking away from this week’s experience?
- b. How does this week’s group content relate to anything you’re experiencing in your personal world?