



COUN 528:01W INTRODUCTION TO GROUP DYNAMICS AND PROCEDURES

**Course Syllabus:
Spring 2022
Online Course**

INSTRUCTOR INFORMATION

Instructor: Quinessa Johnson, PhD., LPC
Group Facilitators:
Office Location: Virtual
Office Hours: By appointment
Email Address: quinessa.johnson@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 24 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Corey, M. S., Corey, G., & Corey, C. (2017). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole.

Required Supplemental Readings

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author.
Retrieved from https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Handbook for Master's Counseling Program

<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>

Note: This course will use D2L as a Learning Management System

**Other readings as assigned—See Supplemental Reading List Appendix C

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 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

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interventions are discussed. Prerequisite: COUN 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

2009 CACREP Standards Addressed in COUN 528

Core Standard	Learning Activity or Assignment	Assessment
II.G.6.a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 1-9 (Corey, Corey & Corey 2017)	Class Participation & Attendance Rubric, Weekly Journal Rubric
II.G.6.b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 1&2 (Corey, Corey & Corey 2017)	Class Participation & Attendance Rubric, Weekly Journal Rubric
II.G.6.c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 2,4, 10 &11 (Corey, Corey & Corey 2017)	Class Participation & Attendance Rubric, Weekly Journal Rubric
II.G.6.d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 4 & 5 (Corey, Corey & Corey 2017)	Class Participation & Attendance Rubric, Weekly Journal Rubric

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methods, and methods of evaluation of effectiveness.		
II.G.6.e. 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, Readings, Discussion, & Guided Practice, Small Group Activity, Chapter 3 (Corey, Corey & Corey 2017), 10 clock hours: Small Group Activity	Class Participation & Attendance Rubric, Weekly Journal Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapter 3 (Corey, Corey & Corey 2017) 2014 ACA Code of Ethics	Class Participation & Attendance Rubric, Weekly Journal Rubric
II.G.5.b. Counselor characteristics and behaviors that influence helping processes.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 1&2 (Corey, Corey & Corey 2017)	Class Participation & Attendance Rubric, Weekly Journal Rubric
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, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 1 & 3 (Corey, Corey & Corey 2017), Key Assignment 21: Group Paper	Class Participation & Attendance Rubric, Weekly Journal Rubric, Key Assessment 21: Group Paper Rubric
C5. Understands the range of mental health service delivery -- such as inpatient, outpatient, partial treatment and after care -- and the clinical mental health counseling services network.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 10 & 11 (Corey, Corey & Corey 2017), Group Paper	Class Participation & Attendance Rubric, Weekly Journal Rubric, Group Paper Rubric
School Standard	Learning Activity or Assignment	Assessment

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C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Lecture, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 4 & 10 (Corey, Corey & Corey 2017), Group Paper	Class Participation & Attendance Rubric, Weekly Journal Rubric, Group Paper Rubric
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, Readings, Discussion, & Guided Practice, Small Group Activity, Chapters 1 & 10 (Corey, Corey & Corey 2017), Key Assignment 21: Group Paper	Class Participation & Attendance Rubric, Weekly Journal Rubric, Key Assessment 21: Group Paper Rubric

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

- 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. 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 Related to this Course (*TEXES is the state examination required for school counselor certification.*)

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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 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 and submitting assignments. You will need to utilize other technologies such as Microsoft Word, 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.

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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 process 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 the 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 activity 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 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 also to listen to and consider feedback you receive from others. The focus is not so much on resolving your personal problems. Rather, the focus will be more 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

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to say something personally important and confidential. It is your duty to maintain confidentiality. Confidentiality is extremely important to the integrity of this course, 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, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program. (ACA Ethical Standards)

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active 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.
4. Adhere to the university 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 6th 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.

Assignments/Assessments

**Note. All assignments are to be submitted in D2L

1. Class Participation & Attendance (30 points)

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Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification.

Note: The quality of your participation *as a group member and as a group facilitator* in the small experiential groups, either in the demonstration groups or in the weekend supervision groups, is *not* included as a factor in grading. Although you are clearly expected to participate actively in the experiential training groups as a member, you are not graded on this component, nor are you graded on your skills in group leading. The following criteria will be used to determine participation & attendance points:

Class Participation & Attendance Rubric

3 – *Exceeds Expectations* (27-30 points)

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

2 – *Meets Expectations* (24 – 26 points)

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

1 – *Does Not Meet Expectations* (0-25 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

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

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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.

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
	If 10: 0-7.9 points If 15: 0-11.9 points	If 10: 8.0-8.9 points If 15: 12-13.4 points	If 10: 9-10 points If 15: 13.5-15 points
Literature Review (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 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.
Theoretical Foundation of Group Leader (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.
Group Process and Development (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.
Therapeutic Factors and Impact of Group Effectiveness	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



<p>(10 points)</p>	<p>not clear and thorough. Students do not review how therapeutic factors impact group effectiveness. Not representative of graduate level of work.</p>	<p>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.</p>	<p>and thorough. Students provide a comprehensive review of how therapeutic factors impact group effectiveness. Representative of graduate level of work.</p>
<p>Group Logistics and Formation - Recruiting - Screening - Selection (10 points)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Group Session and Plans (15 points)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



Ethically and Culturally Relevant Strategies (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.
APA 7th Edition Style and Formatting 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.
Presentation Rubric			
	1 – Does Not Meet Expectation (0-11.9 points)	2 – Meets Expectation (12-13.4 points)	3 – Exceeds Expectations (13.5-15 points)
Presentation and Presenter Qualities (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 for each journal; 30 points in total)

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 (10 total) you will turn in a 2-3-page journal on the previous week’s group session class and one journal about anticipating the groups beginning. See Appendix B for outline. See rubric below.

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Weekly Journal Rubric

	1 – Does Not Meet Expectation (0 - 2 points)	2 – Meets Expectation (2.1 - 2.6 points)	3 – Exceeds Expectations (2.7 - 3 points)
Weekly Journal (3 points)	Journal is not complete, not written in a clear manner OR post is missing critical components of the journal OR is discussed in an illogical/inconsistent manner. Journal has several grammatical/APA errors; not consistent with graduate level work	Journal presents most elements of the question OR all elements discussed in a brief manner. Journal is evident of graduate level work with some grammatical/APA errors	Journal presents all elements of the question(s) discussed thoroughly and clearly. Journal is evident of graduate level work with few to no grammatical/APA errors.

GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

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

Total points possible = 160. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 160. The resulting value is multiplied by 100 to yield a percentage. For example: $(150 \text{ [points earned]}/160) \times 100 = 93.7\%$

Assignments are due on Sunday of each week by 11:59pm. Late assignments will have 10% deduction per day late from the final score.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

Device	Operating System	Browser	Supported Browser Version(s)
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.

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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/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <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.

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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



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.

Interaction with Instructor Statement

[Example]

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. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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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)
<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>

[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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

The syllabus/schedule are subject to change.



Email: studentdisabilityservices@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.

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

Tentative Course Calendar

Date	Topic	Readings	Assignments
1/10 – 1/16	Course Expectations; Introductions Introduction to Group Work: A Multicultural Perspective	Ch 1	
1/17 – 1/23	The Group Counselor	Ch 2	
1/24 – 1/30	Ethical and Legal Issues in Group Counseling	Ch 3	
1/31 – 2/6	Theories and Techniques of Group counseling	Ch 4	Experiential Group #1
2/7 – 2/13	Theories and Techniques of Group counseling	Ch 4	Experiential Group #2 Journal #1
2/14 – 2/20	Forming a Group	Ch 5	Experiential Group #3 Journal #2
2/21 – 2/27	Initial Stage of Group	Ch 6	Experiential Group #4 Journal #3
2/28 – 3/6	Transition Stage of a Group	Ch 7	Experiential Group #5 Journal #4
3/7 – 3/13	Working Stage of a Group	Ch 8	Experiential Group #6 Journal #5
3/14 – 3/20	SPRING BREAK/Rest and do something fun!		
3/21 – 3/27	Final Stage of a Group	Ch 9	Experiential Group #7 Journal #6
3/28 – 4/3	Groups in School Settings	Ch 10	Experiential Group #8 Journal #7
4/4 – 4/10	Groups in Community Settings	Ch 11	Experiential Group #9 Journal #8
4/11 – 4/17	Work on Group Paper		Experiential Group #10 Journal #9 Group Paper Due
4/18 – 4/24	Group Presentations		Journal #10 Meeting platform and time TBD

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4/25 – 5/1	Group Presentations		Meeting platform and time TBD
5/2 – 5/8	Class Wrap-up		
5/9 – 5/13	Finals Week		

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 7th edition style and formatting?

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?

Appendix C: Supplemental Reading List

- DeLucia-Waack, J. L., Bridbord, K. H., & Kliener, J. S. (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.
- 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.
- DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Brooks/Cole
- Donoghue, E. (2010). *Room*. New York: Little, Brown & Company.
- Foss, L. L., Green, J., Wolf-Stiltner, & DeLucia-Waack, J. L. (Eds.). (2008). *School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work
- Haley, J. (1987). *Problem-solving therapy* (2nd ed.). San Francisco: Jossey-Bass. Jacobs, E., Harvill, R. & Masson, R.(2006). *Group counseling: Strategies and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Morganett, R. (1990). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press.
- Morganett, R. S.(1994). *Skills for living: Group counseling activities for children*. Champaign, IL: Research Press.
- Morran, D. K., Stockton, R, & Harris, M. B. (1991). Analysis of group leader and member feedback messages. *Journal of Group Psychotherapy, Psychodrama, and Sociometry*, 43, 126-135.
- Pfeiffer, J. W., & Jones, J. E. (Eds.). (1993). *The annual handbook for group facilitators*. San Diego: University Associates.
- Singh, A. & Salazar, C. F. (2010). Six considerations for social justice group work. *Journal for Specialists in Group Work*, 35, 308-319.



Singh, A. A. & Salazar, C. F. (2010). The roots of social justice in group work. *Journal for Specialists in Group Work*, 35, 97-104

Yalom, I. (1985). *The theory and practice of group psychotherapy*. (3rd ed.). New York: Basic Books.

Zimpfer, D.G. (1993). Group work in the helping professions: A bibliography (Part II). *Journal for Specialists in Group Work*, 18(4), 149-165.

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