Counseling
EAST TEXAS A&M

COUN 528: Introduction to Group Dynamics and Procedures
Course Syllabus: *Fall 2025*

INSTRUCTOR INFORMATION

Instructor: Delarious O. Stewart, EdD, LPC-S, LSSP, ACS, NCC, NCSC, NCSP
University Email Address: Delarious.Stewart@etamu.edu
Preferred Form of Communication: E-mail
Communication Response Time: 48 hours, Monday – Friday
Main Office Location: 8750 N Central Expy, Dallas, TX 75231

Office Hours: Monday: 1:00 pm -4 pm-; Tuesday: 5 pm -7 pm; Friday: Available upon request

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Corey, M. S., Corey, G., & Corey, C. (2025). *Groups: Process and practice* (11th ed.). Cengage
    Learning.
Note: This course will use D2L as a Learning Management System

Required Supplemental Readings
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

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

The *syllabus/schedule are subject to change.*

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

Additional 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

Recommended Textbook

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author.

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 interventions are discussed. Prerequisite: COUN 510 or consent of instructor.

General Course Information
As one of the core courses in the ETAMU 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 (SLOs):
Measurement 1 (Knowledge):
I. Journal Entries (10 total journals). Students will use journal entries to explore personal group counseling experiences and compare and contrast their personal process with material learned from lectures and readings.
II. Group Paper. In this paper, students will demonstrate their understanding of group dynamics and processes, including therapeutic impact factors, developing group cohesion, and ethically

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

and culturally relevant strategies.

Measurement 2 (Skills):
I. Group Paper. Students will develop a culturally and ethically competent counseling group guided by their chosen counseling theory. This process will include a description of the group development, logistical considerations, and group session plans and goals.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 528 PLOs

CACREP Standard (2016)	Learning Activities (Corey et al. Chapters, Lecture, Discussion, Demonstrations)	Assignment(s)	Assessment Rubric Criteria	Benchmark
2.F.6.a Theoretical foundations of group counseling and group work	Ch. 4: Theories and Techniques of Group Counseling; Lecture & discussion; In-class demonstrations	**Case Study: Theories & Techniques; Group Proposal; Group Leadership Reflection**	Case Study: Theory Application; Proposal: Theoretical Framework; Leadership: Integration of Theory	≥ 80% Meets (2) or Exceeds (3)
2.F.6.b Dynamics associated with group process and development	Ch. 6: Initial Stage; Ch. 7: Transition Stage; Ch. 8: Working Stage; Ch. 9: Final Stage; Lecture & discussion; Demonstrations	**Growth Group Journals; Group Observation; Group Leadership Reflection**	Journal: Connection to Group Process; Observation: Group Dynamics; Leadership: Process Awareness	≥ 80% Meets/Exceeds
2.F.6.c Therapeutic factors and how they contribute to group effectiveness	Ch. 8: Working Stage of a Group; Lecture & discussion; Demonstrations	**Growth Group Journals; Group Observation; Group Proposal; Group Leadership Reflection**	Journal: Therapeutic Factors; Observation: Therapeutic Factors; Proposal: Therapeutic Factors; Leadership: Therapeutic Factors	≥ 80% Meets/Exceeds
2.F.6.d Characteristics	Ch. 2: The Group Counselor; Lecture	**Group Leadership**	Leadership: Facilitation Skills, Professionalism	≥ 80% Meets/Exceeds

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

CACREP Standard (2016)	Learning Activities (Corey et al. Chapters, Lecture, Discussion, Demonstrations)	Assignment(s)	Assessment Rubric Criteria	Benchmark
and functions of effective group leaders	& discussion; Demonstrations	(Facilitation); Group Proposal	& Ethics; Proposal: Group Structure	
2.F.6.e Approaches to group formation, including recruiting, screening, and selecting members	Ch. 5: Forming a Group; Lecture & discussion; Demonstrations	Mini Group Formation Project; Group Proposal; Group Leadership Reflection	Mini Project: Recruitment/Screening; Proposal: Group Structure (Screening & Selection); Leadership: Group Formation Considerations	≥ 80% Meets/Exceeds
2.F.6.f Types of groups and considerations for varied settings	Ch. 10: Groups in School Settings; Ch. 11: Groups in Community Settings; Lecture & discussion	Group Observation; Group Proposal; Group Leadership Reflection	Observation: Group Type & Setting; Proposal: Rationale/Structure; Leadership: Contextual Reflection	≥ 80% Meets/Exceeds
2.F.6.g Ethical and culturally relevant strategies for designing and facilitating groups	Ch. 1: Introduction to Group Work: A Multicultural Perspective; Ch. 3: Ethical & Legal Issues; Lecture & discussion; Demonstrations	Growth Group Journals; Group Proposal; Group Leadership Reflection	Journal: Self-Awareness & Cultural Reflection; Proposal: Multicultural & Ethical Considerations; Leadership: Professionalism & Ethics	≥ 80% Meets/Exceeds
2.F.6.h Direct experiences as group members (10 clock hours)	Growth Group Experience (Weeks 5–9 & 11–14)	Growth Group Journals (5 entries)	Journal: Reflection, Process, Therapeutic Factors, Self-Awareness	≥ 80% Meets/Exceeds

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

The syllabus/schedule are subject to change.

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

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

Competency 001 (Human Development). The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, 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.

The *syllabus/schedule are subject to change.*

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 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

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 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 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.

The *syllabus/schedule are subject to change.*

Counseling

EAST TEXAS A&M

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

Case Study: Theories & Techniques of Group Counseling (10 points)
This short paper gives you the opportunity to apply a group counseling theory to a specific client scenario. Choose one group theory discussed in Chapter 4 (e.g., Cognitive-Behavioral, Person-Centered, Adlerian, Gestalt, etc.).
Paper Guidelines (2–3 pages, APA 7 format):
1. **Case Summary** – Summarize the vignette provided in class (or one chosen with instructor approval).
2. **Theory Selection** – Identify the theory you are applying and explain why it is appropriate.
3. **Application** – Describe how you would structure the group, set goals, and use techniques consistent with this theory.
4. **Leader Role** – Discuss the role of the group counselor within this theoretical approach.
5. **Expected Outcomes** – Reflect on what therapeutic factors you would anticipate emerging from this approach.

Submission: Due Sunday, Sept 15, by 11:59 PM in D2L.

Case Study: Theories & Techniques (10 points total)

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Theory Selection & Rationale (2 pts)	Clearly identifies theory and provides strong, logical rationale.	Identifies theory with limited explanation.	Theory missing or rationale unclear.	/2
Application to Group (3 pts)	Applies theory to group structure, goals, and	Applies theory to group in general terms; limited depth.	Minimal or inaccurate application.	/3

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
	techniques with depth and accuracy.			
Leader Role (2 pts)	Provides clear, specific description of leader role within theory.	Provides general description of leader role.	Role unclear or missing.	/2
Expected Outcomes & Therapeutic Factors (2 pts)	Insightfully identifies therapeutic factors and expected results of using this theory.	Mentions some outcomes; limited or vague connection to therapeutic factors.	No outcomes or inaccurate factors identified.	/2
Writing & APA (1 pt)	Writing is clear, well-organized, professional; APA correct.	Writing generally clear; minor APA or organization issues.	Unclear writing; frequent APA errors.	/1

Mini Group Formation Project (10 points)

This project is an early opportunity to practice designing a group outline. Using Chapter 5 as a guide, create a 1–2 page plan for a hypothetical counseling group. This will prepare you for the larger Group Proposal assignment later in the course.

Content Requirements (1–2 pages, APA 7 format):

1. **Group Purpose & Population** – Identify the type of group, its purpose, and target members.
2. **Setting & Size** – Describe where the group would meet and how many members it would include.
3. **Recruitment & Screening** – Outline how you would recruit members and screen for fit.
4. **Membership Considerations** – Identify at least one ethical and one multicultural issue to consider in group formation.

Submission: Due Sunday, Sept 22, by 11:59 PM in D2L.

Mini Group Formation Project (10 points total)

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Group Purpose & Population (2 pts)	Clearly describes group type, purpose, and target population.	Provides general description of group and purpose.	Purpose and population unclear or missing.	/2
Setting & Size (2 pts)	Provides detailed, realistic description of setting and group size.	Provides basic description with limited detail.	Missing or unrealistic setting/size.	/2

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Recruitment & Screening (3 pts)	Provides clear, thoughtful plan for recruitment and screening.	Mentions recruitment/screening but limited detail.	No plan or inaccurate discussion.	/3
Ethical & Multicultural Considerations (2 pts)	Thoughtfully addresses ethical and cultural issues in group formation.	Mentions either ethical or cultural issues, but lacks depth.	No mention of ethical or multicultural issues.	/2
Writing & APA (1 pt)	Writing is clear, professional, APA correct.	Writing generally clear; minor APA errors.	Disorganized or frequent APA errors.	/1

Growth Group Experience (Required, Not Graded)
To become an effective group leader, you must first understand what it feels like to be a group member. For this reason, CACREP requires counseling students to complete at least 10 hours of direct group participation as part of their training.

In this course, you will participate in a Growth Group designed to support your personal and professional development as a counselor. These groups are not therapy. Instead, they provide a structured opportunity to:
- Experience group membership from the inside.
- Explore your own reactions, patterns, and roles in a group setting.
- Develop insight into the stages of group development and group dynamics.
- Strengthen self-awareness and empathy, which are essential for group leadership.

Attendance is required. While the experience is not graded, active engagement and respectful participation are essential. This assignment is a cornerstone of your counselor preparation and will deepen your understanding of the skills and challenges involved in leading groups.

Growth Group Journals (3 points each – 15 points total)
The Growth Group Journals are an essential part of your Growth Group Experience. Beginning with the first group meeting, you will submit a weekly journal entry that captures your reflections as a group member.

These journals are not summaries of what others share. Instead, they are opportunities for you to:
- Reflect on your personal experience in the group.
- Notice your thoughts, feelings, and reactions as a participant.
- Connect your observations to group stages, dynamics, and member roles.
- Identify therapeutic factors (e.g., universality, cohesion, catharsis, interpersonal learning) and how they contributed to the effectiveness of the group.
- Deepen your self-awareness as both a member and a future group leader.

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

Format Requirements:
- Typed, 12-point font, double-spaced
- 1–2 pages in length (maximum 2 pages)
- Written in a personal, reflective style

Submission:
- Journals are due every Sunday by 11:59 PM
- Each entry is worth 3 points; five entries total (15 points)

Growth Group Journals Rubric

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
Depth of Reflection	Provides thoughtful, insightful reflection that demonstrates strong self-awareness and growth as a counselor-in-training.	Provides adequate reflection with some self-awareness; insight is limited or surface-level.	Provides little or no reflection; superficial description of events; lacks self-awareness.
Connection to Group Process	Clearly connects personal reactions to **group stages, dynamics, and member roles** with accurate application of course concepts.	Makes some connection to group stages or dynamics, though vague or inconsistent.	No meaningful connection to group stages, dynamics, or roles.
Therapeutic Factors	Identifies and analyzes **therapeutic factors** (e.g., cohesion, universality, altruism, catharsis) and explains how they influenced the group's effectiveness.	Mentions at least one therapeutic factor but explanation is limited or unclear.	No mention or inaccurate discussion of therapeutic factors.
Clarity and Format	Writing is clear, well-organized, professional; meets all formatting requirements (typed, 12-pt font, double-spaced, 1–2 pages); submitted on time.	Writing is generally clear; minor lapses in organization or formatting; may be up to one day late.	Writing is unclear, disorganized, incomplete; does not follow format; significantly late or not submitted.

Group Observation Assignment (15 points)
Groups exist in every setting — clinical, educational, professional, and social. This assignment is designed to help you recognize group dynamics in action and apply the concepts you are learning in this course.

The *syllabus/schedule are subject to change.*

You will select a group to observe and write a short paper (2–3 pages) analyzing what you see. Your goal is to describe and evaluate the group through the lens of group counseling theory and practice.

Choosing a Group

You may observe either a real group or a fictional group (from a film, television show, or documentary).

- Real groups may include psychoeducational groups, self-help groups, support groups, or therapeutic groups.
    - If you choose a real group, you must:
        - Obtain permission from the facilitator and the group.
        - Observe without interfering in group functioning.
        - Protect confidentiality by omitting all identifying details.
- Fictional groups may be selected from media (e.g., a therapy group in a film, a support group in a TV series). Be thoughtful about your choice so you can analyze the dynamics meaningfully.

Instructor pre-approval of your selected group is required.

Paper Guidelines

Your 2–3 page paper should:

1. Describe the group: type, setting, purpose, and membership (omit identifying information if real).
2. Identify key group dynamics: roles, communication patterns, leadership, cohesion, and conflict.
3. Apply course concepts: connect your observations to theories, stages of group development, or cultural considerations discussed in class.
4. Reflect: What did you learn about groups through this observation? How does it inform your development as a counselor?

Format: Typed, 12-point font, double-spaced, APA style for any references.

Due Date

Group Observation Rubric (15 points total)

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
Personal Reflection & Self-Awareness	Provides thoughtful, well-developed reflection that demonstrates strong self-awareness and counselor growth. Shares meaningful insights into reactions, patterns, and learning.	Provides adequate reflection with some self-awareness; insights are general or surface-level.	Provides little or no reflection; vague or purely descriptive with no insight.

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
Connection to Group Process	Clearly links personal experience to group stages, dynamics, and member roles; applies course concepts accurately.	Makes some connection to group process, though vague, inconsistent, or incomplete.	No meaningful connection to group stages, dynamics, or roles.
Therapeutic Factors	Identifies and thoughtfully explains therapeutic factors (e.g., universality, cohesion, catharsis, altruism) and how they contributed to group effectiveness.	Mentions at least one therapeutic factor but explanation is limited, vague, or incomplete.	No mention or inaccurate discussion of therapeutic factors.
Clarity, Format & Timeliness	Writing is clear, well-organized, professional; meets all format requirements (typed, 12-pt font, double-spaced, 1–2 pages) and submitted on time.	Writing is generally clear; minor issues with format, organization, or 1-day late.	Writing is unclear, disorganized, incomplete, does not meet format, or is late by more than 1 day/not submitted.

Group Proposal Assignment (25 points)
This assignment allows you to demonstrate your ability to design a counseling group that integrates theory, group type/setting considerations, therapeutic factors, ethics, and multicultural competence.

You will create a comprehensive group proposal for a counseling group you would like to organize and lead in a mental health setting.

Proposal Content Guidelines
1. Introduction & Rationale – Purpose, target population, need.
2. Theoretical Framework – Group counseling theory guiding goals and interventions.
3. Group Structure – Format (open/closed, voluntary/mandated), length, group size, setting, member recruitment and screening.
4. Goals & Objectives – Clear, measurable, clinically relevant.
5. Session Outline – Brief plan for each session, showing flexibility.
6. Therapeutic Factors – Identify which factors you expect to emerge and how you will facilitate them.
7. Multicultural & Ethical Considerations – Culturally responsive and ethically sound design.
8. Evaluation & Outcomes – Plan for measuring effectiveness.
9. Conclusion – Value of the group to the setting.

Group Leadership Assignment (25 points)

Counseling
EAST TEXAS A&M

Each student will plan and facilitate a 30–45 minute group session with classmates, followed by a critical reflection paper.

Leadership Session:
- Design and lead a session with clear goals and activities.
- Demonstrate awareness of group stages, member roles, and group dynamics.
- Facilitate group process with professionalism, cultural responsiveness, and ethical sensitivity.
- Observe and respond to therapeutic factors as they arise.

Critical Reflection Paper (4–6 pages, APA 7)
1. Describe your leadership session.
2. Analyze group dynamics observed (stages, roles, cohesion, conflict).
3. Evaluate your leadership skills: strengths, challenges, impact.
4. Identify and analyze therapeutic factors that emerged and how they influenced group effectiveness.
5. Reflect on group type and setting considerations: how would leadership strategies change in different contexts?
6. Integrate theory, multicultural competence, and ethics.
7. Identify areas for growth as a group leader.

Group Proposal Rubric

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Introduction & Rationale (3 pts)	Provides a clear, compelling rationale for the group, demonstrating strong understanding of population needs and setting.	Provides a basic rationale; explains group purpose and setting with some clarity.	Provides little or unclear rationale; lacks connection to population needs or setting.	/3
Theoretical Framework (3 pts)	Thoroughly explains group theory and shows clear application to goals, structure, and interventions.	Identifies a theory and provides some connection to goals or structure.	Minimal or unclear explanation of theory; weak or inaccurate application.	/3
Group Structure (3 pts)	Provides detailed plan (format, length, size, screening, setting) that is realistic and clinically sound.	Provides a general structure; some elements vague or incomplete.	Structure missing key elements; unrealistic or inappropriate for setting.	/3

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Goals & Objectives (3 pts)	Goals are clear, measurable, and well-aligned with group purpose; objectives show strong clinical focus.	Goals and objectives stated but may be general or lack measurability.	Goals unclear or missing; objectives vague or absent.	/3
Session Outline (3 pts)	Provides well-developed outline of sessions with clear topics and interventions; shows flexibility for group process.	Provides basic outline of sessions; some topics or interventions underdeveloped.	Session outline unclear, incomplete, or missing.	/3
Multicultural & Ethical Considerations (4 pts)	Insightfully addresses cultural adaptations and ethical issues; demonstrates cultural humility and strong ethical reasoning.	Addresses some multicultural and ethical considerations but lacks depth.	Minimal or no attention to multicultural or ethical issues.	/4
Evaluation & Outcomes (3 pts)	Provides clear, realistic plan for measuring group effectiveness and member progress.	Provides some ideas for evaluation but vague or incomplete.	Little or no discussion of evaluation or outcomes.	/3
Writing, Organization, & APA (3 pts)	Writing is clear, well-organized, professional; APA 7 formatting consistently correct.	Writing is mostly clear; some issues with flow or APA formatting.	Writing unclear, disorganized, or frequent APA errors.	/3

Group Leadership Assignment (25 points)
Part 1: Group Leadership (In-Class Facilitation)
- Each student will plan and facilitate a **30–45 minute group session**.
- You may work as a **co-leader** with a peer, depending on class size and assignment structure.
- Leaders are expected to:
  - Design a structured session plan with clear goals and activities.
  - Facilitate discussion, engagement, and group process.
  - Demonstrate awareness of **group stages, member roles, and group dynamics**.
  - Apply professional, ethical, and culturally responsive leadership practices.
  - Observe and respond to **therapeutic factors** as they arise.

Part 2: Critical Reflection Paper (4–6 pages, APA 7 format)

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

After your leadership experience, write a **reflection paper** that includes:
1. Session Description – Goals, structure, activities, and facilitation style.
2. Group Dynamics – Analysis of roles, stages, cohesion, conflict, resistance.
3. Leadership Evaluation – Strengths, challenges, and how your choices influenced process.
4. Therapeutic Factors – Identify and evaluate factors that emerged (e.g., cohesion, universality, catharsis).
5. Group Formation Considerations (NEW) – How would recruiting, screening, or selection impact this group if it were real? What would you consider essential in member selection?
6. Multicultural & Ethical Integration – Connect your leadership to theory, ethics, and cultural responsiveness.
7. Growth as a Leader – Identify key learning points and areas for future improvement.

Format: Typed, double-spaced, APA 7 style (title and reference pages required if sources used).
Length: 4–6 pages of content.

Due Date: Sunday at 11:59 PM (one week after your leadership session).
Total: 25 points

Group Leadership Rubric

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Planning & Structure (3 pts)	Session plan is clear, detailed, and goal-oriented; activities align directly with group objectives.	Session plan includes goals and activities but lacks detail or clear alignment.	Session plan incomplete, vague, or not connected to group objectives.	/3
Facilitation Skills (3 pts)	Demonstrates confident, flexible leadership; effectively engages members and fosters cohesion.	Demonstrates adequate leadership; engages members inconsistently or struggles with pacing.	Shows limited leadership; weak engagement or unclear direction.	/3
Group Process Awareness (3 pts)	Accurately recognizes and responds to group dynamics, roles, and developmental stages.	Acknowledges some group dynamics but responses are limited or uneven.	Shows little or no awareness of group dynamics, roles, or stages.	/3
Therapeutic Factors (3 pts)	Clearly identifies and analyzes therapeutic factors present and explains their impact on group effectiveness.	Identifies at least one therapeutic factor with limited or vague analysis.	Omits or inaccurately discusses therapeutic factors.	/3
Group Formation	Provides thoughtful analysis of how	Mentions formation considerations but	No discussion of recruiting,	/3

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

Criteria	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Points
Considerations (3 pts)	recruiting, screening, and member selection influence group functioning.	analysis is vague or incomplete.	screening, or member selection.	
Multicultural & Ethical Integration (4 pts)	Insightfully integrates theory, multicultural competence, and ethical principles; demonstrates strong cultural humility.	Addresses multicultural or ethical issues but with limited depth or application.	Minimal or no integration of theory, multicultural, or ethical considerations.	/4
Reflection & Growth (3 pts)	Provides a deep, self-aware evaluation of leadership strengths, challenges, and future growth areas.	Provides some reflection but lacks depth or specificity.	Provides little or no reflection on leadership or growth.	/3
Writing, Organization, & APA (3 pts)	Writing is clear, well-organized, professional; APA 7 formatting consistently correct.	Writing is generally clear; some issues with flow, organization, or APA formatting.	Writing is unclear, disorganized, or frequent APA errors.	/3

Assignments and Assessments – COUN 528

Assignment / Assessment	Description	Point Value
Case Study: Theories & Techniques of Group Counseling	2–3 page paper applying one group counseling theory to a vignette. Includes case summary, theory rationale, group application, leader role, and expected therapeutic factors.	10
Mini Group Formation Project	1–2 page outline for a hypothetical group. Includes purpose, population, setting, recruitment/screening plan, and ethical/multicultural considerations.	10
Growth Group Journals (5 × 3 pts each)	Weekly reflections on personal experience in the Growth Group. Focus on stages, dynamics, therapeutic factors, and counselor self-awareness.	15
Group Observation Paper	2–3 page paper analyzing an observed real or fictional group. Includes group type, dynamics, therapeutic factors, and reflection on counselor development.	15
Group Proposal	10–12 page APA paper designing a counseling group. Includes rationale, theory, structure, goals, session outline, therapeutic factors, multicultural/ethical considerations, and evaluation	25

The *syllabus/schedule are subject to change.*

Assignment / Assessment	Description	Point Value
	plan.	
Group Leadership & Critical Reflection	Facilitate a 30–45 minute group session. Submit a 4–6 page reflection analyzing leadership, group dynamics, therapeutic factors, formation considerations, multicultural/ethical issues, and leadership growth.	25
Total		**100**

Total Points: 100

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

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

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
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, D2Lsupports 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

The syllabus/schedule are subject to change.

Counseling
EAST TEXAS A&M

- 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

- Current anti-virus software must be installed and kept up to date.

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

The *syllabus/schedule are subject to change.*

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 ETAMU 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.

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.

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M
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

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

ETAMU 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

https://inside.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.pdf
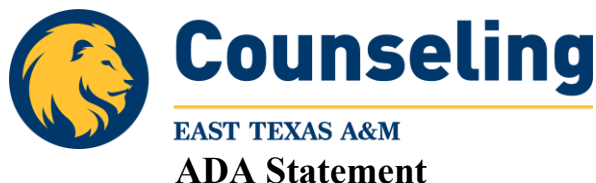
Academic Integrity

Students at East Texas A&M University 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

https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/graduate/13.99.99.R0.10.pdf

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

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

East Texas A&M University
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
https://inside.tamuc.edu/campuslife/campusservices/StudentDisabilityServices/default.aspx

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

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

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

http://telusproduction.com/app/5108.html

AI use policy [Draft 2, May 25, 2023]
East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).
Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.
In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Course Calendar

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

Week / Date	Topics	Readings & Resources	Activities	Assignments Due
Week 1 – Aug 25	Introduction to Group Work; Course Overview; Syllabus Review	Ch. 1: Introduction to Group Work: A Multicultural Perspective	Instructor welcome; student introductions; small-group activity: "Why groups matter"	—
Week 2 – Sept 1	The Group Counselor: Qualities, Skills, Roles	Ch. 2	Discussion: "What makes an effective group leader?"; leadership self-inventory	—
Week 3 – Sept 8	Ethical & Legal Issues in Group Counseling	Ch. 3; ACA Code of Ethics (A.9, B.4, C.6, etc.)	Case vignette discussions on confidentiality & boundaries	—
Week 4 – Sept 15	Theories & Techniques of Group Counseling	Ch. 4	Jigsaw activity: theory applications to sample cases	**Case Study: Theories & Techniques (10 pts)**
Week 5 – Sept 22	Forming a Group: Screening, Selection, and Preparation	Ch. 5	Simulation: mock screening & informed consent	**Mini Group Formation Project (10 pts)**
Week 6 – Sept 29	Initial Stage of a Group: Building Trust	Ch. 6	Video analysis: initial stage behaviors; role-play openings	—
Week 7 – Oct 6	Transition Stage of a Group: Managing Conflict & Resistance	Ch. 7	Role-play conflict scenarios; reflection discussions	—
Week 8 – Oct 13	Working Stage of a Group: Cohesion, Productivity, and Change	Ch. 8	Fishbowl demonstration; therapeutic factor analysis	—
Week 9 – Oct 20	Final Stage of a Group: Consolidation & Termination	Ch. 9	Discussion: endings in groups; designing closure activities	—
Week 10 – Oct 27	Application: Observing Groups in Action	Review Ch. 6–9	Discussion: observation skills; prepare for assignment	**Growth Group Journal #1 (3 pts)**

The *syllabus/schedule are subject to change.*

Counseling
EAST TEXAS A&M

Week / Date	Topics	Readings & Resources	Activities	Assignments Due
Week 11 – Nov 3	Groups in School Settings	Ch. 10	School counseling case study; peer share	**Growth Group Journal #2 (3 pts)**
Week 12 – Nov 10	Groups in Community Settings	Ch. 11	Community-based group project examples	**Growth Group Journal #3 (3 pts)**
Week 13 – Nov 17	Integrating Group Work: Linking Theory, Practice, and Setting	Review all chapters	Peer workshop: group proposal planning	**Growth Group Journal #4 (3 pts)**
Week 14 – Nov 24	Practice Week: Leadership Demonstrations	No new reading	In-class group leadership facilitation sessions	**Growth Group Journal #5 (3 pts); Group Observation Paper (15 pts)**
Week 15 – Dec 1	Designing and Leading Groups in Practice	Review; Proposal workshop	Final group leadership sessions; reflections	**Group Proposal (25 pts)**
Week 16 – Dec 8 (Finals Week)	Course Integration & Reflection	Review materials	Course wrap-up; instructor feedback	**Group Leadership & Critical Reflection (25 pts)**

The *syllabus/schedule are subject to change.*