COUN 528: Introduction to Group Dynamics and Procedures

Course Syllabus: *Fall, 2025*
Via Zoom, Tuesdays 7:20-10:00pm

INSTRUCTOR INFORMATION

Instructor: Jordan Brummett, PhD, LPC
Office Hours: As needed
University Email Address: Jordan.brummett@etamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 48 hours on weekdays; 72 hours on weekends

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Corey, M. S., Corey, G., & Corey, C. (2022). *Groups: Process and practice* (10th ed.).
Brooks/Cole.

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

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

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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 and culturally relevant strategies.

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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

Core Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.6.a. theoretical foundations of group counseling and group work	●Lecture (weeks 5-6) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 4]) ●In-class demonstrations (weeks 14-15) ●Class discussion (weeks 5-6)	1.Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.b. dynamics associated with group process and development	●Lecture (weeks 8-9 & 11-12) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 6-9]) ●In-class demonstrations (weeks 14-15) ●Class discussion (weeks 8-9 & 11-12)	1.Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.c. therapeutic factors and how they contribute to group effectiveness	●Lecture (week 11) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 8]) ●In-class demonstrations (weeks 14-15) ●Class discussion (week 11)	1. Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.d. characteristics and functions of effective group leaders	●Lecture (week 3) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 2]) ●In-class demonstrations (weeks 14-15) ●Class discussion (week 3)	1. Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	●Lecture (week 7) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 5]) ●In-class demonstrations (weeks 14-15) ●Class discussion (week 7)	1. Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	●Lecture (week 13) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 10-11]; Drum, Becker, & Hess, 2011; McCarthy & Hart, 2011; Steen, Henfield, & Booker, 2014]) ●In-class demonstrations (weeks 14-15) ●Class discussion (week 13)	1. Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	●Lecture (weeks 2 & 4) ●Readings (Corey, Corey, & Corey, 2014 [Chapter 1 & 3]; 2014 ACA Code of Ethics, DeLucia, Coleman, & Jensen-Scott, 1992, Singh & Salazar, 2010a; Singh & Salazar, 2010b) ●In-class demonstrations (weeks 14-15) ●Class discussion (week 2 & 3)	1. Group Paper & Presentation	1. Group Paper & Presentation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.6.h. 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	●10 clock hours in Experiential Group Activity (weeks 5-9 & 11-14)	1. 10 Experiential Group Journals	1. Weekly Journal Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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course of one academic term				

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. 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.

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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.

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.

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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 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

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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)**
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

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

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

Your paper should address a *group counseling* application, not a group guidance or group psychotherapy situation. It would be practical to identify a group you might actually lead in your practicum or internship field placement. *Do not* choose a suicide prevention

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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.

The group paper will be presented to the class at the end of the semester. The purpose of the presentation is to demonstrate your knowledge of group processes and application in a presentation format. Students will have 20 minutes to present their group curriculum to the class.

Group Paper & Presentation Rubric

	1 – Does Not Meet Expectations (0 – 7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Literature Review (10 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing including statement of the problem, key elements of the topic, Important issues faced, and discussion of solutions and treatment implications. Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize key findings but omits one or two key points. Includes summary of basic 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	Demonstrates exceptional knowledge on how to appropriately summarize key findings with no missing key points. Includes summary of basic 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	Demonstrates little to no knowledge of group process	Demonstrates good knowledge of group	Demonstrates exceptional knowledge of group process and

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(10 points)	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	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	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 (10 points)	Demonstrates little to no comprehension of the therapeutic factors in group counseling. Student description of the therapeutic factors is not clear and thorough. Students do not review how therapeutic factors impact group effectiveness. Not representative of graduate level of work.	Demonstrates good comprehension of the therapeutic factors in group counseling, but omits one or two key points. Student 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.	Demonstrates exceptional comprehension of the therapeutic factors in group counseling. Student description of the therapeutic factors is clear and thorough. Students provide a comprehensive review of how therapeutic factors impact group effectiveness. Representative of graduate level of work.
Group Logistics and Formation (Recruiting, Screening, & Selection) (10 points)	Demonstrates little to no evidence of group logistics. Duration and or length of sessions not sufficient to cover topic, time management logistics not addressed. Was not relevant to SC or CMHC counseling. Not representative of graduate level work	Demonstrates good evidence of group logistics but omits one or two key points. Student's groups logistics are fairly developed and has well-identified supporting points but may omit one or two key points. Application was relevant to SC or CMHC counseling. Representative of graduate level work	Demonstrates exceptional knowledge of group logistics. Student's critique is clear, thorough, and has well-identified supporting points. Application was relevant to SC or CMHC counseling. Representative of graduate level work
	1 – Does Not Meet Expectations (0 – 11.9 points)	2 – Meets Expectations (12 - 13.4 points)	3 – Exceeds Expectations (13.5 - 15 points)
Group Session Plans (15 points)	Demonstrates a lack of knowledge on how to appropriately organize and or execute group sessions plans. General goals and individual goals of the group	Demonstrates good knowledge on how to appropriately organize and or execute group sessions plans but omits one or two key points. Student's	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-

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	were not addressed. 8-12 session plans were not included. Appendices are missing or incomplete. Not representative of graduate level work	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	identified supporting points. 8-12 session plans and appendices were included, clear and complete. Representative of graduate level work
	1 – Does Not Meet Expectations (0 – 7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Ethically and Culturally relevant strategies addressed (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 Style/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 (if appropriate). 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 (if appropriate). 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 (if appropriate). Representative of graduate level work.

		Presentation	
	1 – Does Not Meet Expectations (0 – 11.9 points)	2 – Meets Expectations (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; presenters 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 missed one or two key elements; Representative of graduate level work	Presentation occurred within the allotted timeframe; information was well-organized with no missing detail; presenters appeared rehearsed; presentation material(s) were aesthetically pleasing; Representative of graduate level work

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3. **Journals (**CACREP KPI Assessment: **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 a 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 group's   beginning. See Appendix B for outline. See rubric below. CACREP standard 2.F.6.h is met   through the completion of the ten journals.

<div align="center">Weekly Journal Rubric</div>

	1 – Does Not Meet Expectation (0 – 2.3 points)	2 – Meets Expectation (2.4 - 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/Assessment	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 170. The resulting value is multiplied by 100 to yield a percentage. For example: (150 [points earned]/160) X 100 = 93.75%

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Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). 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

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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

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.

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- o *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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/
  - o 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 ETAMU campus open computer lab, etc.

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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.

LiveChat

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.*

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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
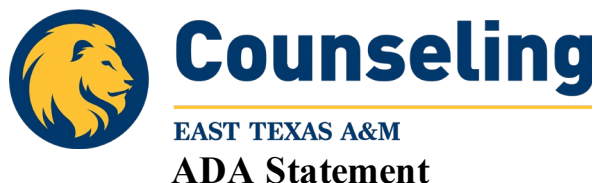
Academic Integrity

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

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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.

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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

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COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1: *	-Introductions -Syllabus Review -Course overview and expectations -Intro to Group Work		-Corey, Corey, & Corey (2014) Chapter 1: Introduction to Group Work: A Multicultural Experience (introduction)	
Week 2:	-Intro to Group Work (continued) -Overview of Various Types of Group -A Multicultural Perspective on Group -Becoming a Culturally Skilled Group Counselor	**2.F.6.g.**	-Corey, Corey, & Corey (2014) Chapter 1: Introduction to Group Work: A Multicultural Experience -DeLucia, Coleman, & Jensen-Scott, (1992) Cultural diversity in group counseling.	
Week 3:	-The Group Counselor as a Person -The Group Counselor as a Professional (leadership skills) -The Co-Leadership Model	**2.F.6.d.**	-Corey, Corey, & Corey (2014) Chapter 2: The Group Counselor	
Week 4: *	-Ethical Issues -Confidentiality -Role of Leader's Values -Social Justice -Competence and Training	**2.F.6.g.**	-Corey, Corey, & Corey (2014) Chapter 3: Ethical and Legal Issues in Group Counseling -Singh & Salazar (2010a) Six considerations for social justice group work. -Singh & Salazar, (2010b) The roots of social justice in group work	-Experiential Group #1
Week 5: *	-Overview of the importance Theories and Techniques -Psychodynamic Approaches -Experiential and Relationship-Oriented	**2.F.6.a**	-Corey, Corey, & Corey (2014) Chapter 4: Theories and Techniques of Group counseling	-Experiential Group #2 -Journal #1

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	Approaches			
Week 6: *	-Cognitive Behavioral Approaches -Postmodern Approaches -Integrative Approaches	**2.F.6.a**	-Corey, Corey, & Corey (2014) Chapter 4: Theories and Techniques of Group counseling	-Experiential Group #3 -Journal #2
Week 7: *	-Developing a Group Proposal -Attracting and Screening Members -Practical Considerations in Forming a Group -Uses of Pre-Group Meetings -Evaluations in Group	**2.F.6.e.**	-Corey, Corey, & Corey (2014) Chapter 5: Forming a Group	-Experiential Group #4 -Journal #3
Week 8: *	-Group Characteristics at the Initial Stage -Creating Trust: Leader and Member Roles -Identifying and Clarifying Goals -Group Process at the Initial Stage -Leader Issues at the Initial Stage	**2.F.6.b.**	-Corey, Corey, & Corey (2014) Chapter 6: Initial Stage of Group	-Experiential Group #5 -Journal #4
Week 9: *	-Characteristics of the Transition Stage -Challenging Group Members -Dealing with Defensive Behavior -Dealing with Avoidance -Dealing with Transference and Countertransference	**2.F.6.b.**	-Corey, Corey, & Corey (2014) Chapter 7: Transition Stage of a Group	-Experiential Group #6 -Journal #5
Week 10: *	-Progressing to the Working Stage -Working with Member's Fears -Tasks of the Working Stage -Therapeutic Factors of Group	**2.F.6.b.** **2.F.6.c.**	-Corey, Corey, & Corey (2014) Chapter 8: Working Stage of a Group	-Experiential Group #7 -Journal #6
Week 11: *	Tasks of the Final Stage Termination of Group Experience Evaluation of Group Experience	**2.F.6.b.**	-Corey, Corey, & Corey (2014) Chapter 9: Final Stage of a Group	-Experiential Group #8 -Journal #7

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Week 12: *	-Group counseling in a school setting -Groups in College Counseling Centers -Groups in a Community Settings Group Proposals	**2.F.6.f.**	-Corey, Corey, & Corey (2014) Chapter 10: Groups in School Settings -Corey, Corey, & Corey (2014) Chapter 11: Groups in Community Settings -Steen, Henfield, & Booker (2014) The achieving success everyday group counseling model: Implications for professional school counselors -Drum, Becker, & Hess (2011) Expanding the application of group interventions: Emergence of groups in health care settings -McCarthy & Hart, (2011) Designing groups to meet evolving challenges in health care settings	-Experiential Group #9 -Journal #8
Week 13:	**THANKSGIVING BREAK**			
Week 14: *	Group Paper Presentations			-Experiential Group 10 -Journal #9 -Group Paper Due
Week 15:	Group Paper Presentations & Class Wrap Up			-Experiential -Journal #10

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Appendix A

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

2)   **Theoretical Orientation**
What is the theoretical lens for your group?
What are the key concepts of the identified theoretical orientation?
How is the theoretical orientation being applied to the group?

3)   **Group Process and Development**
What are the expected dynamics of the group?
How will they differ in between the different stages of the group?

4)   **Therapeutic Factors**
What are the therapeutics factors of group counseling?
How do therapeutic   factors impact group counseling?
How is your group demonstrating the therapeutic factors?

5)   **Group Logistics and Formation:**
Is the duration sufficient to cover the topic   and allow for change?
Is the length of sessions sufficient for the number of members?
How do you incorporate holidays into your group plan?
If school children involved, how are sessions staggered so child does not lose
 time from the same   subject repeatedly?
When deciding whom to exclude, what are the criteria?
When deciding whom to include, which of the following are taken into account?
 (gender, cognitive ability, maturity, duration of issue, frequency of issue,
 intensity of issue, acceptance and/or completion of issue).

6)   **Group Session Plans 8-10 sessions:**
Early session identifying **General Goals**, is followed by session(s) identifying
Individualized Goal followed by **coaching/role play/support** for opportunity to
transfer learning to real life--occurring in time for members   to "change".
Outline of each session **opening/ closing goals/ procedures/ activities excreta**.
Provide **one-page outline** for each group session.
Are appendices   of activities included with citations referenced?

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7) **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 are being met in the group?

8) **Appendices**

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Appendix B

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

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

3. *Description of one member*
Something you admire or something you noticed as a characteristic (this is *not* a behavioral description)

4. *Relation of group session to outside experience*
How you might use something we did in class in your future position as a counselor.

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