I. Course Description
This course is designed to provide the student with both a theoretical and an experiential approach to group counseling dynamics and processes. Group leadership skills and group membership skills will be emphasized as well as theoretical applications.

II. Course Rationale
This is one of the core courses in counseling. The role played by this course within the program is to provide students with an understanding of group dynamics, and the significance of groups within our society. It helps the student use the knowledge of individual counseling strategies as they are applied to the group environment. Students learn about groups, group membership and group leadership.

III. State Adopted Proficiencies
Learner-Centered Knowledge:
A. The counselor understands and applies a broad knowledge base that includes understanding group counseling theories and dynamics that result in effective group counseling techniques.

Learner-Centered Process:
B. The counselor participates and works collaboratively to implement effective program that helps learners to learn decision making skills.

Learner-Centered Responsive Services:
C. The counselor promotes the worth, dignity, individuality and potential of all members of a learner centered community.

Learner-Centered System Support:
D. The counselor practices active listening.

IV. TExES Competencies
A. 005 The counselor designs and implements instructional activities that are stage and developmentally appropriate.
B. 006 The counselor knows a variety of strategies for establishing rapport.
C. 006 The counselor applies a variety of counseling theories when addressing learner's concerns.
D. 006 The counselor uses principles of group counseling to facilitate the growth of learners.
E. 007 The counselor helps learners by helping them set goals.
V. Course Objectives and Outcomes: This course is designed to meet CACREP standards
The course objectives are designed to address the needs of Masters Level Counseling Students in our CACREP accredited program. Accordingly, the course will emphasize the application of knowledge gained from research and best practices in Group Counseling. Participants will be exposed to the latest research on best practices in both lecture and experiential formats designed to prepare them for professional practice of leading groups in a variety of professional counseling settings. This emphasis is based on the following 2009 CACREP standards:

<table>
<thead>
<tr>
<th>CACREP standards</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>(CACREP Standard II-G-1-e)</td>
<td>Understands supervision models, practices and processes.</td>
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<tr>
<td>(CACREP Standard II-G-2-d)</td>
<td>Understands individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.</td>
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<tr>
<td>(CACREP Standard II-G-3-h)</td>
<td>Knows theories for facilitating optimal development and wellness over the life span.</td>
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<tr>
<td>(CACREP Standard II-G-5-c)</td>
<td>Understands essential interviewing and counseling skills.</td>
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<tr>
<td>(CACREP Standard II-G-5-f)</td>
<td>Knows a general framework for understanding and practicing consultation.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-a)</td>
<td>Knows the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-b)</td>
<td>Understands and demonstrates group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-c)</td>
<td>Knows theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research literature.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-d)</td>
<td>Knows group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of</td>
</tr>
<tr>
<td>Evaluation of Effectiveness</td>
<td>Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.</td>
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<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-e)</td>
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</tbody>
</table>

**Clinical Mental Health Program Specialty Area Standards**

CACREP 2009 Standard II. D-5: Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

CACREP 2009 Standard II. E-3: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

**School Counseling Program Specialty Area Standards**

CACREP 2009 Standard II. C-1: knows the theories and processes of effective counseling and wellness programs for individual students and groups of students;

CACREP 2009 Standard II. C-5: understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

CACREP 2009 Standard II. O-1: knows the qualities, principles, skills, and styles of effective leadership;

**Student Learning Outcomes**

1. Students will demonstrate knowledge of counseling theories applied to group counseling in a multicultural context as evidenced by successful completion of course exams and other course assignments (CACREP Standard II-G-6-a, CACREP Standard II-G-6-c)

2. Students will demonstrate familiarity with current issues in the research literature in group work related to commonalities and differences in approaches, especially emphasizing diversity, as evidenced by successful completion of class examinations, and , group work, and group demonstrations (CACREP Standard II-G-6-c)

3. Students will gain foundational group counseling skills (demonstrate selected skills, techniques, and decision-making skills needed to facilitate the group counseling process, under supervision) as a result of class role plays and
group counseling demonstrations. (CACREP Standard II-G-6-b, CACREP Standard II-G-6-d, CACREP Standard II-G-6-e)

4. Students will demonstrate understanding of the ethical issues involved in group counseling as evidenced by successful completion of course exams and other course assignments and group demonstrations.

5. Understands essential interviewing and counseling skills in such a way that enables them to demonstrate appropriate use of culturally responsive individual, couple, and family, group, and systems modalities for initiating, maintaining, and terminating counseling as evidenced in class role plays, group counseling demonstrations, and course exams. (CACREP Standard II-G-5-c, CACREP Standard II-G-6-e)

6. Demonstrates an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work. (CACREP 2009 Standard II. C-5)

VI. Course Topics
A. Group stages, purposes, kinds of groups
B. Creating trust in a group, initial sessions, orientations & member roles
C. Forming a group, group leadership styles
D. Models of groups and consultation model
E. Psychoanalytical
F. Adlerian
G. Person Center
H. Psychodrama
I. Existential
J. Behavior and REBT

VII. Instructional Methods and Techniques
A. Lecture
B. Group Participation
C. Multi-Media
D. Modeling Techniques
E. Role Play an Experiential Awareness

VIII. Evaluation and Grade Assignment
A. Method and Percentage of Final Course Grades each Assessment Constitutes:
   1. Traditional Assessment
      a. Term Project: (See Paragraph XII.)
      A research project structured to pull together class activities, and various theories, philosophies and practices is required. The APA bibliography format will be followed. (CACREP Standard II-G-6-a, CACREP Standard II-G-6-c)
b. **Tests:** Tests covering objectives contained in handouts, library materials, presentations, films, and the text will be completed at the time scheduled. Permission for any exceptions must be obtained prior to the test date. (CACREP Standard II-G-6-a, CACREP Standard II-G-6-c, CACREP Standard II-G-6-d)

2. **Performance Assessment**
   a. **Attendance:** Due to the nature of the course, attendance and participation at each class session is important and required.
   b. **Participation (Class & Group):**
      1) Students are expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, group discussions & group exercises.
      2) Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.
      3) In groups students will be expected to willingly participate as a leader and participant. It is not necessary to have a problem to invest in the group. The focus will be on goal achievement, interpersonal relationships, and personal self-exploration. To improve skills, it may be necessary to take some risks and to try some new behaviors in the group. **If you don’t feel you can participate fully in the group process, you should NOT BE ENROLLED IN CNEP 5361 at this time.** (CACREP Standard II-G-6-a, CACREP Standard II-G-6-b, CACREP Standard II-G-6-e)
   c. **Daily Journal/Log:** Obtaining a Masters Degree in Counseling is a journey of self-awareness and self-discovery. You are the primary instrument in the counseling process. Knowing self is imperative. A log or journal summarizing observations regarding the daily class and group experience will be completed. An entry should be made after each day’s class and group session. The entry should be a description of how you reacted (emotionally & cognitively) to other class/group members, situations, and self as opposed to a verbatim account of events that occurred during the group session. Do not identify class or group members by name.

3. Final grades will be based on the following:
   a. **Term Project** 20%
   b. **Group Presentation** 30%
   b. **Text (2 Quiz’s)** 30%
   c. **Performance Assessment** 20% - (Attendance, Participation, Log)

**B. Grade Assignment**
1. **Term Project** (See Paragraph XII.)
Grade | Cards meeting all criteria
---|---
4.0 | 5
3.5 | 4
3.0 | 3
2.5 | 2
2.0 | 1

2. Quiz Test Scores will be totaled at the end of the semester.
   a. 90% of the top test score will be a 4.0 or A
   b. 80% of the top test score will be a 3.0 or B
   c. 70% of the top test score will be a 2.0 or C

3. **Performance Assessment**
   a. **Attendance:** Students missing more than 2 class sessions will not be eligible for an “A”, and those missing 3 or more will not be eligible for a “B” in the course.
   b. **Participation:** Students will be assessed on their participation by the instructor as specified in paragraph VIII, A, 2 above.
   c. **Daily Journal/Log:** Students will be assessed on their ability self-assess and reflect on how the class presentation and group experience effected them and their growth in this educational process.

4. **Overall Course Grade Assignment will be:**
   A = 100-90 points
   B = 80-89
   C = 70-79
   D = 60-69
   F = below 69

**IX. Course Schedule & Policies**

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignment/Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Orientation; Review of Syllabus &amp; Course Requirements; Intro to Group Work, purposes, kinds of groups.</td>
</tr>
<tr>
<td>2</td>
<td>Gladding</td>
<td>History; Types of Groups; Group Dynamics; Effective Group Leadership, Forming a group; Creating Trust in a group, initial sessions,</td>
</tr>
<tr>
<td>3</td>
<td>Gladding</td>
<td>Ethical and Professional Issues, Review Group Development, orientations &amp; member roles; Group Session # 1, Role Play</td>
</tr>
<tr>
<td>4</td>
<td>Gladding</td>
<td>Group stages, orientations &amp; member roles; Group Session #2, Role Play</td>
</tr>
<tr>
<td>5</td>
<td>Gladding</td>
<td>Group stages, orientations &amp; member roles; Group Session #3, Role Play</td>
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<tr>
<td>6</td>
<td>Gladding</td>
<td>Group stages. Orientation of member roles, Group Session #4, Role Play</td>
</tr>
<tr>
<td>7</td>
<td>Gladding</td>
<td>Group stages #5, Final Stages- Consolidation and Termination, Role Play</td>
</tr>
<tr>
<td>8</td>
<td>Gladding</td>
<td>Group Stage #6 Post Group Issues and Follow-up and Evaluation Review Group Stages , and Review for Quiz #1</td>
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<tr>
<td>9</td>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>Gladding</td>
<td>Quiz #1 Group Stages and Leadership, Psychoanalytic Groups Session</td>
</tr>
<tr>
<td>11</td>
<td>Gladding</td>
<td>Adlerian orientation, Group Session</td>
</tr>
<tr>
<td>12</td>
<td>Gladding</td>
<td>Person Center orientation, Group Session</td>
</tr>
<tr>
<td>13</td>
<td>Gladding</td>
<td>Psychodrama orientation, Group Session</td>
</tr>
</tbody>
</table>
A. Attendance

1. In the past, successful students have found it useful to be on time and prepared for each class. This is accomplished by:
   a. Attending each class
   b. Having all assigned readings completed
   c. Participation in class discussions.
2. Students are responsible for all information disseminated in class (even if the student is absent). You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only family emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.
3. My attendance policy:
   a. Upon your third absence, you will have a 10% deduction in your grade.
   b. For each subsequent absence an additional 10% is deducted.
   c. In other words: During the summer session when each class session is the equivalent to three regular semester class sessions—students missing more than 2 class session will not be eligible for an “A”, and those missing 3 or more will not be eligible for a “B” for the course.

B. Late Work—All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

C. Cell Phones—All cell phones must be turned off and remain off during class.

D. Syllabus Statement on Disabilities:
   1. Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his /her disability to the Disability Services counselor. For more information, call or visit Disability Services at 824-5816.
   2. Veterans with possible PTSD concerns or students with any other concerns please see instructor if special considerations/accommodations need to be considered.

E. Syllabus Disclaimer:
1. While the provisions of this syllabus are as accurate and complete as possible, **the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant**. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor.

2. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**X. Textbook**

**XI. Bibliography**


**XII. Instructions for Term Project-Journal Article Research**

The following assignment will be considered a **term project** for this course.

1. The purpose of this assignment is to provide a format for you to investigate recent literature on a topic or topics within the area of group work. Limit yourself to material published since 2000.
2. You will be required to turn in five (5) summaries of your own choosing from journals or other media.
3. Make a complete concise summary of the article and research findings. Following the summary, include a **PARAGRAPH CONTAINING YOUR PERSONAL EVALUATION**
4. You may use five (5) 5x8 index cards, one card for each article to complete your summary and personal evaluations. If you do not want to use 5x8 index cards, you may use five (5) letter size sheets of paper (typed) to complete your summary and personal evaluations. For the letter size paper, please limit your summary and personal evaluation to one-half page or less per article.
5. **A complete bibliographical reference following the APA format on the front side of the index card or letter size paper for each article** (Author, title, date, journal, etc...) An example is:


6. Make a copy for yourself, if you desire, as the original will not be returned.
7. Provide a cover index card or page containing the course number (CNEP 5361), academic term, and your name. Bind index cards together with a rubber band or staple/clip pages together. Have your name designated on each card (top)
8. Evaluation will focus on appropriateness of selection, correctness of form,
style of presentation, richness and accuracy of content and personal evaluation.
9. Project turned in after due date will drop 1 grade point.