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
A. The counselor understands group counseling theories.
B. The counselor works collaboratively to implement a program that helps learners to learn
decision making skills.
C. The counselor promotes the worth, dignity, individuality and potential of all members of a
learner centered community.
D. The counselor practices active listening

IV. TExES Competencies
A. 005 The counselor designs and implements instructional activities that are 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/Student Learning Outcomes
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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CACREP Standard II-G-1-e)</td>
<td>Understands supervision models, practices and processes.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-2-d)</td>
<td>Understands individual, couple, family,</td>
</tr>
<tr>
<td>(CACREP Standard II-G-3-h)</td>
<td>Knows theories for facilitating optimal development and wellness over the life span.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>(CACREP Standard II-G-5-c)</td>
<td>Understands essential interviewing and counseling skills.</td>
</tr>
<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 evaluation of effectiveness.</td>
</tr>
<tr>
<td>(CACREP Standard II-G-6-e)</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>
</tr>
</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 (see below).

2. Students will demonstrate familiarity with current issues in group work, especially related to diversity, as evidenced by successful completion of class examinations, and group work, and group demonstrations (see below).

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 (see below).

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, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

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. Person centered groups and group facilitation skills
F. Gestalt Groups
G. Behavioral Groups
H. Reality Therapy
I. RETB Groups
J. A review of active listening skills and group Intervention strategies
K. Experiential exercises to promote awareness and sensitivity to the group process.
L. Peer group supervision
VII. Instructional Methods and Techniques

Instruction will be primarily lecture and seminar format supplemented with group discussions, participation, and class exercises. Given the focus on theory and group process, students will be expected to engage in discussion and process.

A. Lecture
B. Group Participation
C. Media
D. Modeling Techniques
E. Role Play an Experiential Awareness Exercises

VIII. Evaluation and Grade Assignment

Final grades will be assigned based on a number of indicators of student performance. The indicators address key competencies and specified in CACREP standards and student learning outcomes. Students will earn points for each of the following activities according to the rubric described below.

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Total points available</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Review &amp; Critiques</td>
<td>15 pts</td>
<td>5pts. Written Summary only, 10pts Two Written Summaries, 15pts Two Written summaries with critical reflection</td>
</tr>
<tr>
<td>Lead Issues and Challenges Discussion</td>
<td>15 pts</td>
<td>5pts. Written Summary only, 10pts Written Summary &amp; Presentation, 15pts Written summary, Presentation with reflection</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>15 pts</td>
<td>**** 10pts Written Summary &amp; Presentation % correct responses ( X \times 15 ) = Total Earned</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15 pts</td>
<td>**** 10pts Written Summary &amp; Presentation % correct responses ( X \times 15 ) = Total Earned</td>
</tr>
<tr>
<td>Reflection Log</td>
<td>15 pts</td>
<td># of timely log entries, 10 pts completion of 10 log entries, 15 pts Response of instructor feedback indicated in log entries</td>
</tr>
<tr>
<td>Class &amp; Group Participation</td>
<td>25 pts</td>
<td>10pts Attendance to all class meetings 20pts Participate in 10 Group sessions 25pts Participate in 10 sessions and successfully facilitate at least 1 session</td>
</tr>
</tbody>
</table>

Final Grade Assignment:

A = 100-90 points  
B = 80-89  
C = 70-79  
D = 60-69  
F = below 69

**Foundational Knowledge Examinations** Students will take a mid-term and final examination designed to assess their foundational knowledge of group counseling and group counseling processes. The examinations will involve objective items aligned with readings and lectures.  
The midterm will cover material on the basics of group development and group dynamics as organized primarily in Part 1 of the text: Gladding, S. (2008). *Groups: A counseling specialty*. Up saddle River, NJ: Merrill Prentice Hall (Chapters 1-7; 10). The final examination will cover material designated as Part 2: Diversity, Creativity and Ethical/Legal Aspects; and Part 3 & 4 which collectively focus on application of group work across the life course (Part 3) and History and future Trends and theoretical models of group work (Part 4) of the Text. Students can earn a maximum of 15 points on each exam.
(30 total points available). Assignment of points will be based on the accuracy of their responses and the total will be converted to a 15 point scale.

**Issues & Challenges Summary and Presentation:** Students will be assigned to read and submit a 1-2 page summary of a topic on issues and challenges for group practitioners. The chapters will be assigned from Capuzzi, D. (2003). *Approaches to Group Work: A Handbook for Practitioners.* Columbus: Merrill Prentice Hall and Forester-Miller, H. & Kottler, J.A. (1997). *Issues and challenges for group Practitioners.* Denver: Love Students will also give a short 5 – 10 minute presentation on the chapter. Students will receive 5 points for turning in a written summary on time in appropriate APA style. Student will receive 5 additional points for presenting a coherent summary of the chapter. Student will receive up to 5 additional points for providing additional reflection and relevant personal input beyond a simple summary in their presentation.

**Review & Critique of Journal Articles on Groups:** To demonstrate their understanding of contemporary issues in group work, students will find, read, review and critique two articles from professional, peer-reviewed journals in the area of group work. The specific topic within group work will be open to the student’s choice. To ensure that the article reflects contemporary thinking, the article must have appeared in print not more than five years old. 2 – 3 pages, APA-style.

**Class & Group Participation** To demonstrate their understanding of essential interviewing and counseling skills designed to facilitate group work, each student will be expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, group discussions & group exercises. 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. The groups will focus on student identified issues that address some personal growth issue or exploration identified during the first session in consultation with 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. Student performance will be evaluated by

1). **Participating in at least 10 (50 minute group counseling sessions).**

**Reflection Log:** A log or journal summarizing observations regarding the group experience will be completed after each group session. An entry should be made after each group session. The entry should be a description of how you reacted to other group members, situations, and self as opposed to a verbatim account of events that occurred during the group session. Do not identify members by name. Students performance will be evaluated based on the completeness of their reflection logs as indicated by appropriately timed (dated entries) and reflective responses to instructor feedback based on review of the log entry.

2). **Participating as group leader at least one group session.** This includes taking responsibility practice appropriate group leadership skills (e.g., facilitating turn taking, cutting off or interventions specific to any specific group process model).

**Peer Supervision**

Students will participate in group consultative supervision sessions after leading the group. Each group leadership opportunity will also involve post-group instructor facilitated peer supervision. This will provide an opportunity for group members to provide feedback to the leader under the supervision of the instructor in an open forum.
Attendance and punctuality are mandatory and the responsibility of the student. **More than one absence will result in the lowering of a letter grade.** More than 2 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor. All cell phones must be **turned off and remain off** during class.

**IX. Course Schedule and Policies**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings and Activities Due</th>
</tr>
</thead>
</table>
| 6/2  | Introduction to Group Work; Review of Syllabus & Course Requirements | Identify personal Psychoeducational goal  
Ice Breakers; Johari Window |
| 6/4  | Types of Groups; Group Dynamics; Ethical Issues in Group Counseling  | Corey Chap1, 2, 3, 4, 5  
Team Building Exercises  
Stockton video  
Group work #1 |
| 6/9  | Effective Group Leadership; Beginning a Group; Group Stages; Transition and Working | Corey Chap 17, 18  
Group work #2  
Peer Supervision  
Stockton Video |
| 6/11 | Group Work with Culturally Diverse Populations; Group Theories: Psychoanalytic, Adlerian, Psychodrama, Existential | Corey 6,7, 8,9  
Issues & Challenges #1  
Peer Supervision  
Stockton video |
| 6/16 | Group work Exercise/Midterm                                           | Issue and challenges #2  
Group work #3; #4  
Peer Supervision |
| 6/18 | Group Theories: Gestalt, Reality Therapy, REBT, Cognitive Behavioral   | Corey: 10,11,12, 13  
Group work #5  
Peer Supervision |
| 6/23 | Group Theories: Solution-Focused Therapy, Narrative Therapy           | Corey: 14-16  
DUE: Issues & Challenges #3  
Group work #6  
Peer Supervision |
| 6/25 | Closing groups and Challenges in Groups                               | TBA  
DUE: Issues & Challenges #4  
Group work #7; #8  
Peer Supervision |
| 6/30 | Groups for Children, Adolescents, Adults, Older Adults                | TBA  
Groupwork #9; Group Work #10  
Peer Supervision |
| 7/2  | Closing group exercise: Consolidating our knowledge                   | TBA; Issues and Challenges #5 |
| 7/3  | Final Exam                                                            |                                      |

**X. Textbooks**

Selected Readings and Exercises


XI. Bibliography


Shechtman, Z. & Dvir, V. (2006). Attachment style as a predictor or behavior in group counseling with


**XII. Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**XIII. Disabilities Accommodations***

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**XIV. Academic Integrity/Plagiarism***

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing grade on the assignment.

**XV. Dropping a Class***

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before
you decide to drop to be sure it is the best thing to do. Should dropping the course be the best
course of action, you must initiate the process to drop the course by going to the Student
Services Center and filling out a course drop form. Just stopping attendance and participation
WILL NOT automatically result in your being dropped from the class. June 20th is the last
day to drop a class with an automatic grade of “W” this term.

XVI. Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual
respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the
Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to
conduct the class or (b) the ability of other students to profit from the instructional program may be
considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the
Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the
classroom. This prohibition applies to all instructional forums, including classrooms, electronic
classrooms, labs, discussion groups, field trips, etc.

XVII. Statement of Civility (can be in place of classroom/professional behavior)

Texas A&M University-Corpus Christi has a diverse student population that represents the
population of the state. Our goal is to provide you with a high quality educational experience that is
free from repression. You are responsible for following the rules of the University, city, state and
federal government. We expect that you will behave in a manner that is dignified, respectful and
courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual
orientation or disability. Behaviors that infringe on the rights of another individual will not be
tolerated.

XVIII. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held
on the campus of Texas A&M University–Corpus Christi; this course would continue through the
use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to
allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and
Blackboard) will be operational within two days of the closing of the physical campus. However,
students need to make certain that the course instructor has a primary and a secondary means of
contacting each student.