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

| (CACREP Standard II-K-6-e) | A. Know and identify the type of groups available to learners. |
| (CACREP Standard II-K-6-d) | B. Know selection criteria for assigning learners, and how to evaluate groups. |
| (CACREP Standard II-K-6-a) | C. Know principles of group dynamics, process, stages, roles and related factors. |
| (CACREP Standard II-K-6-b,c) | D. Understand group leadership styles and theories of group counseling. |
| (CACREP Standard II-K-6-f,g) | E. Knowledge of professional preparations standards for group leaders, and ethical and legal considerations when conducting groups. |
| (CACREP Standard II-K-2-c & II-K-5-e) | F. Understand group strategies for working with diverse populations and ethnic groups, and consultation as applied to groups, including one’s own model of consultation. |
| (CACREP Standard II-E) | G. Students will experience as a participant a minimum of 10 clock hours in a small group activity. |

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

VII. Instructional Methods and Techniques
A. Lecture
B. Group Participation
C. Multi-Media
D. Modeling Techniques

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.
      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.

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.**
   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. **Tests** 60%
   c. **Performance Assessment** 20% - (Attendance, Participation, Log)

B. **Grade Assignment**

1. **Term Project** (See Paragraph XII.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cards meeting all criteria</th>
</tr>
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<tbody>
<tr>
<td>4.0</td>
<td>5</td>
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<tr>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>2.5</td>
<td>2</td>
</tr>
</tbody>
</table>
2. 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 1 class session 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 teachings 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>Date</th>
<th>Reading</th>
<th>Assignment/Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/01/15</td>
<td>Syllabus</td>
<td>Orientation; Review of Syllabus &amp; Course Requirements;</td>
</tr>
<tr>
<td>9/08/15</td>
<td>Gladding ch. 1-4, 8</td>
<td>Intro to Group Work, Purposes, Types of Groups, Multicultural issues.</td>
</tr>
<tr>
<td>9/15/15</td>
<td>Gladding ch. 5-7, 10</td>
<td>Group Leadership, Ethical and Professional Issues; Group Session #1</td>
</tr>
<tr>
<td>9/22/15</td>
<td>Gladding ch. 1-10</td>
<td>Group stages, orientations &amp; member roles; Group Session #2</td>
</tr>
<tr>
<td>9/29/15</td>
<td>Gladding ch. 1-10</td>
<td>Review for Quiz #1; Group Session #3</td>
</tr>
<tr>
<td>10/06/15</td>
<td>Gladding ch. 1-10</td>
<td>Quiz #1; Group Session #4</td>
</tr>
<tr>
<td>10/13/15</td>
<td>Gladding ch. 15 &amp; 16</td>
<td>Behavioral Groups and group facilitation skills; Group Session #5</td>
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<tr>
<td>10/20/15</td>
<td>Gladding ch. 16</td>
<td>Gestalt Groups; Group Session #6</td>
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<td>10/27/15</td>
<td>Gladding ch. 15 &amp; 16</td>
<td>Person centered groups; Review for Quiz #2; Group Session #7</td>
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<td>11/03/15</td>
<td>Gladding ch. 15 &amp; 16</td>
<td>Quiz #2; Group Session #8</td>
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<tr>
<td>11/10/15</td>
<td>Gladding ch. 15</td>
<td>Reality Therapy; Group Session #9</td>
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<tr>
<td>11/17/15</td>
<td>Gladding ch. 16</td>
<td>REBT; Group Session #10</td>
</tr>
<tr>
<td>11/24/15</td>
<td>Gladding ch.15 &amp; 16</td>
<td>Review Quiz #3; Group Session #11 (Begin Closure)</td>
</tr>
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<td>12/01/15</td>
<td>Gladding ch.15 &amp; 16</td>
<td>Quiz #3 (Chapters 14 &amp; 15); Effective Group Techniques; Termination Group Session #12; (Closure); ALL ASSIGNMENTS DUE TODAY</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 1 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.

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.