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:
CACREP standards

CACREP Standard II-G-1-e Understands supervision models, practices and processes.

CACREP Standard II-G-2-d Understands individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.

CACREP Standard II-G-3-h Knows theories for facilitating optimal development and wellness over the life span.

CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.

CACREP Standard II-G-5-c Understands essential interviewing and counseling skills.

CACREP Standard II-G-5-f Knows a general framework for understanding and practicing consultation.

CACREP Standard II-G-6-a Knows the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.

CACREP Standard II-G-6-b Understands and demonstrates group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.

CACREP Standard II-G-6-c Knows theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research literature.

CACREP Standard II-G-6-d Knows group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

CACREP Standard II-G-6-e 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.

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>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Professionalism</td>
<td>50</td>
</tr>
<tr>
<td>Article Review</td>
<td>50</td>
</tr>
<tr>
<td>Viewing Group</td>
<td>50</td>
</tr>
<tr>
<td>Psychoeducational group</td>
<td>50</td>
</tr>
<tr>
<td>Class Group/Reflection Log</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td><strong>500</strong></td>
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</table>

Final Grade Assignment:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 – 450</td>
<td>A</td>
</tr>
<tr>
<td>449 – 400</td>
<td>B</td>
</tr>
<tr>
<td>399 – 350</td>
<td>C</td>
</tr>
<tr>
<td>349 – 300</td>
<td>D</td>
</tr>
<tr>
<td>Σ &lt; 300</td>
<td>F</td>
</tr>
</tbody>
</table>

Participation & Professionalism

Like any class, this class may be considered a rather large group. As in any group, commitment--as reflected by attendance and active participation--is vital. Because of the strong experiential component (role play, group exercises, etc.) in this class, your attendance is important not only for your own learning but for the learning of others and for class spirit. Therefore, in order to receive points, you must both attend and participate (i.e., talk, convey perspectives, facilitate meaningful dialogue with others) in class discussions about readings and in other activities. This
will require that you read assigned material prior to the class period in which the reading is discussed. It is also expected that your cell phones be turned off or on vibrate and not visible for the duration of the class. 5 points will be deducted for each absence and missing more than 2 class will result in the loss of 1 letter grade (failure to attend class can equate to negative participation points). Also note 3 points will be deducted for each tardy arrival or premature departure from class.

**Article Review**

The article must pertain directly to group counseling, group process, and/or group theory, and must be from *Journal of Counseling and Development, Journal for Specialists in Group Work, or Counseling Outcome Research and Evaluation*. The review should contain four parts (1) a 3-5 paragraph summary of the article's content--be sure to fully describe the study so that the instructor has a good idea of the hypotheses, participants, design, methods, outcomes, and implications (if the article describes an empirical study or studies); (2) your reaction to the article--what you liked and didn't like about it, in detailed fashion--aim for at least 2 paragraphs; (3) the article's relevance to any group counseling you yourself may end up doing, as you see it; (4) the complete reference (in APA style); and (5) an electronic copy of the article you reviewed submitted to the instructor. Aim for a total length of 3-5 pages, typed, double-spaced, using Times-New Roman 12-point font and 1 inch margins. It is best to choose an article related to the type of group you wish to lead in class.

**Viewing a Group in the Community**

You are to (a) observe two sessions of an on-going counseling or psychotherapy group, chosen on the basis of your particular interest area; and (b) write a 2-3 page reaction to what you observed. The group may be in a hospital, community mental health center, substance abuse treatment center, or other facility. In general, sites prefer quiet observation and taking notes about the process you are observing. You will share these notes with the group leaders afterwards. The practicum book available in ECDC 150 (See Claudia Irish) lists additional sites that may allow viewing of groups. You may also view groups in schools or other settings. Please contact the site in advance to ascertain the availability of viewing and protocol for doing so. It is recommended that you make scheduling this group attendance a priority early on in the course.

**Psychoeducational Group**

You will facilitate a psycho-education oriented role-play group in class for approximately 30-40 minutes. The group will follow Furr’s (2000) template for organizing psycho-educational groups and you must demonstrate group leadership skills as defined in Gladding (2015). For this role-play, first choose and research a particular client population (for example, depressed adults, chronically ill patients, adults coping with a divorce, persons with eating disorders, substance abuse, or career difficulties, etc.), ideally one that you may wish to work with. You will also need to frame the group session using an appropriate counseling theory and congruent set of interventions. In addition to facilitating a simulated group session you are also required to provide a 2-3 page outline for this topical group. Include in the outline psychoeducational information that people with this particular problem should know, goals and learning objectives, and an assessment that measures participants’ growth in respect to learning outcomes. Also provide a form for group members to evaluate their experiences. Please provide an abbreviated outline to each group member that identifies the target population and appropriate interventions for a brief group experience. After the group, you will receive feedback from the instructor and peers. Please Note: You do NOT have to be an expert or even highly skilled in the approach you choose. The idea is to give you a chance to experience group leadership and to facilitate your learning and that of your classmates. Class members are expected to serve as the group members and modify their behavior to reflect the target population.
Class Group/Reflection Log

Class Group

You will be randomly assigned to a group with 5-7 of your classmates. Students will be expected to willingly participate as a leader and participant. Participating in this group is intended to encourage your first-hand awareness of group dynamics, the process and stages of group, and other issues of importance. Each group will meet for a minimum of ten sessions, for 50 minutes per session immediately following the didactic section of the class. Each member must take a turn as a facilitator/group leader for at least one session. Students will participate in group consultative supervision sessions after leading the group. Peer supervision must be devoted to discussing how the session went—both the pros and cons—and giving feedback to the facilitator. Each member is expected to discuss what was helpful and unhelpful in the session; I will serve as the consultant to these groups. Note: CACREP Accreditation requirements for counseling programs require participation as a member in an experiential group.

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 (emotionally & cognitively) 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).

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics/ Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-Jan</td>
<td>Introductions</td>
<td>Ice Breakers</td>
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<tr>
<td></td>
<td>Discussion of Course and Expectations</td>
<td>Johari Window</td>
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<tr>
<td></td>
<td>Introduction to Group Work</td>
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<tr>
<td>23-Jan</td>
<td>Types of Groups</td>
<td>ASGW Best Practices</td>
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<tr>
<td></td>
<td>Group Dynamics</td>
<td>Gladding Ch. 1, 2, 3, 10</td>
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<tr>
<td></td>
<td>Effective Group Leadership</td>
<td>Furr (2000)</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in Group Counseling</td>
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<tr>
<td></td>
<td>Group Meeting #1</td>
<td></td>
</tr>
<tr>
<td>6-Feb</td>
<td>Stages of Group Development</td>
<td>Gladding 4, 5</td>
</tr>
<tr>
<td></td>
<td>Group Meeting #2</td>
<td></td>
</tr>
<tr>
<td>13-Feb</td>
<td>Stages of Group Development</td>
<td>Gladding 6, 7</td>
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<tr>
<td></td>
<td>Group Meeting #3</td>
<td></td>
</tr>
<tr>
<td>20-Feb</td>
<td>Diversity, Social Justice, and Creativity in Group Work</td>
<td>Gladding 8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Psychoeducational Presentation Group</td>
<td></td>
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<tr>
<td></td>
<td>Group Meeting #4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Article Review Due</strong></td>
<td></td>
</tr>
</tbody>
</table>
27-Feb Midterm Examination Group Meeting #5

6-Mar & 20-Mar Groups for Children, Adolescents, Adults, Older Adults Group Meeting #6 & #7

27-Mar Transactional Analysis, Reality Therapy, Adlerian, & Person-Centered Groups Psychoeducational Presentation Group Meeting #8

03-April Existential, Gestalt, REBT & Psychodrama Psychoeducational Presentation Group Meeting #9

Viewing Counseling Group Summary Due

10-April & 17-April Group Theories Continued Psychoeducational Presentation Group Meeting #10 & #11

24-April Group Theories Continued Psychoeducational Presentation Meeting #12

1-May Closing Groups and Challenges in Groups Final Examination Class Group Reflection Log Due

Exam covers Gladding 11-16

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. 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.
# RUBRIC FOR PSYCHOEDUCATIONAL PRESENTATIONS

<table>
<thead>
<tr>
<th>Students:</th>
<th>Topic:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Statement of Purpose**  
(10 points) | Statement of purpose answers the following:  
1.) what is content?  
2.) who would benefit?  
3.) purpose of intervention?  
4.) desired outcome? |  |  |
| **Statement of Goals & Objectives**  
(10 points) | Goals and objectives are:  
1.) Specific  
2.) Measurable  
3.) Realistic  
4.) Establish connection between theory and practical use |  |  |
| **Structure and Content**  
(20 points) | Presentation includes:  
1.) Didactic information  
2.) Experiential activity  
3.) Processing opportunity |  |  |
| **Multicultural Consideration**  
(5 points) | Consideration of cultural issues and interpretations among group members is present |  |  |
| **Creativity**  
(5 points) | Presentation is indicative of creative practices that engage group members in associated with integrated learning modalities and new insights |  |  |

**Total Points:** ________