**CED 605 – Group Counseling**
Course Syllabus

Fall 2018
Face-to-Face
Meeting Time: Wednesday 6:00-8:45 p.m. CST – Ewing 329

# **Faculty Information**

Stephanie C. Bell, Ph.D., P-LPC, NCC, ACS
sbell@deltastate.edu – When possible, please use the Canvas message system to contact me.
Campus office: Ewing 344
Campus office phone: 662-846-4363

Office hours: Monday 4:00-6:00 p.m., Tuesday 4:00-6:00 p.m., Wednesday 2:00-5:00 p.m., Thursday 3:00-6:00 p.m., and by appointment.

Dr. Bell will respond to messages within two business days of initial communication.

# **Course Materials**

## Required Materials:

Cengage Unlimited + Loose Leaf Textbook OR MindTap Bundle for:

Corey, M., Corey, G., & Corey C. (2018). *Groups: Process and practice.* 10th Ed. Boston, MA: Cengage Learning.

Corey, G., Corey, M. S., & Haynes, R. (2014). *Groups in action: Evolution and challenges.* 2nd Ed. (Workbook and DVD). Belmont, CA: Brooks/Cole.

# **Course Description**

Introduction to the theory and practice of group counseling. Opportunities provided for participation in and facilitation of groups under supervision. (3 credits)

# **Purpose**

The purpose of the course is to introduce students to the role and function of effective group facilitation. Through active participation as group members, and group leader role-play, students will learn basic skills as group leaders. Basic issues, problems and ethics associated with group counseling are included.

# **Program Learning Outcomes**

This course helps students achieve the following program learning outcomes:

**Group Counseling & Group Work**

7. Counseling students will display knowledge of various models of group work, processes, and development to ensure effective, ethical group experiences with clients.

8. Students will recognize the need to assess and improve their own leadership skills. They will demonstrate the ability to manage group dynamics within counseling venues.

# **Course Student Learning Outcomes (CACREP, 2016)**

At the completion of the course students will understand the following based on the CACREP (2016) counseling curriculum requirements for Group Counseling and Group Work (2.F.6):

a. theoretical foundations of group counseling and group work

b. dynamics associated with group process and development

c. therapeutic factors and how they contribute to group effectiveness

d. characteristics and functions of effective group leaders

e. approaches to group formation, including recruiting, screening, and selecting members

f. types of groups and other considerations that affect conducting groups in varied settings

g. ethical and culturally relevant strategies for designing and facilitating groups

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 course of one academic term

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling (5.C):

1.b. theories and models related to clinical mental health counseling

2.j. cultural factors relevant to clinical mental health counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs (5.G.):

2.n. legal and ethical considerations specific to school counseling.

# **Major Course Activities**

1. **MindTap Activities** (326 points)

This course will utilize MindTap for work outside of class. This may include watching and commenting on videos, taking quizzes, reflection activities, and case studies. (2.F.1.b,i,k; 2.F.2.a,b,c,d,e; 2.F.5.a,h; 2.F.6.a-g; 2.F.8.b,e).

1. **Groups in Action DVD and Workbook** (150 points)

As part of your textbook bundle, you will receive a “Groups in Action” workbook and accompanying DVD. You will be required to watch the DVD sections and complete related reflection activities throughout the workbook over the course of the semester. The due dates for different parts of the workbook can be found in the course schedule. (2.F.6.a-g).

1. **Personal Growth Group Logs** (100 points)

Each week you will participate in a group experience. Group is not optional. Group Logs will function as a way for you to track what each group experience is like for you. Logs will be submitted to the instructor after every group session once the groups have started. They will be due one day after class (Wednesday night at midnight). These logs will use the following format and will be no shorter than one full typed page but be no longer than **two** typed pages in length (double spaced). Logs do not have to be in APA format, but you are required to use correct grammar. The logs must be uploaded to Canvas as an attachment rather than typed into the text box provided.

1. Observations: Describe what happened in group. Include a general description of what occurred; specific events or interactions that were particularly significant for you; and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group.

2. Personal Reactions: Discuss your personal reactions to what happened in the group. What do you think and how do you feel (emotions) about what happened? Describe any personal meanings you gained that you would like to share. Did you discover something new about yourself or confirm something you already knew? Did you “try on” any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned.

3. Group theory observations: Discuss your group experience in terms of what you have learned from doing the readings and the various assignments. Think in terms of leadership, group dynamics, and stages of group. If there is something that you question, ask about it. If there is something you wished had happened, share it.

There will be a confidential group log entry within Canvas. Only the student and the instructor are able to read these posts. The instructor will post feedback on each log entry by Monday at midnight for you to review before the next group meeting. (2.F.6.a-d, f-h).

1. **Pre-Proposal Paper** (50 points)

The purpose of this assignment is to get you thinking ahead on the practical issues related to your final group proposal paper. You will follow the prompts provided in the rubric in Canvas to answer a series of questions about the group you want to propose. This paper will not be longer than 2 pages, not including a title and reference page. (2.F.6.b-g).

1. **Annotated Bibliography** (100 points)

You will write a 5-article annotated bibliography of sources you plan to cite in your group proposal paper. Formatting information for this assignment will be provided on Canvas. (2.F.6.a-g)

1. **Group Proposal Paper** (100 points)

You will complete a proposal for a group you would like to lead. The purpose of this assignment is for you to practice creating a proposal for a group you would like to lead in either a mental health or school setting. Please think of a group that you would like to organize. Imagine that you will submit this proposal to the agency or school where you will be leading the group. Write your paper following the prompts listed in the assignment description in Canvas.

 (2.F.6.a-g;2.F.8.e).

1. **Attendance** (130 points)

You receive 10 points for attending each class meeting. If you do not attend class, you do not get the points.

1. **Exams** (50 points for Mid-Term, 100 points for final)

The mid-term and final will be given in class, and without the help of any course materials. These will include multiple-choice questions and some short discussion questions. The final exam is cumulative. (2.F.6.a-g)

**Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

A = 90-100%

B = 80-89%

C = 70-77%

F = BELOW 70

There will be a rubric provided for written assignments on Canvas.

Group logs turned in late will not be accepted. If you miss class and still want to earn the 10 points, you may submit a critical review of a scholarly, peer-reviewed journal article pertaining to the field of group counseling. Other written assignments turned in late will incur a 10 percent deduction per day the assignment is late. Any assignment turned in seven days after the due date will receive a grade of zero.

Feedback on assignments will be provided by the instructor in a timely manner.

The Final Exam for this course will be online the week of April 29th, 2018 in class.

# **Attendance**

Attendance at each class is required. “In no case shall absences exceed 25 percent of the scheduled meetings of class. In such cases, the student shall receive a grade of F in the class.” (2016-2017 Graduate Catalog, p. 29). If you miss more than 3 classes over the course of the semester, you will receive and automatic grade of “F”. I do not condone “excused absences”. You are either present in class, and receive credit for your presence, or you are not present and you do not receive credit.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)
<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

# **Academic Honesty Policy/Grievance Policy/FERPA**

[DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

The policies stipulated in the Graduate Bulletin will be strictly enforced. Plagiarism will not be tolerated. If the instructor discovers plagiarism has occurred, the student will, at minimum, receive a grade of 0 for the assignment.

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website:<http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

# **Etiquette and Civility Online/Netiquette**

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:
<https://elearningindustry.com/10-netiquette-tips-online-discussions>

# **Additional Course-Specific Rules, Policies, Expectations**

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Please turn all cell phones, pagers, and other electronic equipment to silent when you enter class and place them on your desktop, face up. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers are expected to follow APA format.

# **Course Schedule/Content Outline**

**Tentative Schedule**

\*\*Readings, polling activities, video lecturettes, and quizzes should be completed BEFORE you come to class each week.

L = Group Log (Due Wednesday after class no later than midnight).

Groups in Action = (GIA)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Readings and Assignments\*** | **What’s Due\*\*** | **Standards****Assessed** |
| 1 | Jan. 8th | Class Introduction and Syllabus Overview |  |  |
| 2 | Jan. 15th | Chapter 1: Introduction to Group Work: A multicultural perspective | Read Ch. 1 MindTap ActivitiesGroups in Action (GIA): IntroductionLog # 1 (Wednesday at midnight) | 2.F.6.a,b,c,f,g. |
| 3 | Jan. 22nd | Chapter 2: The Group CounselorGroup Meeting # 1 | Read & MT Ch. 2L # 2 | 2.F.6.b,d,h. |
| 4 | Jan. 29th | Chapter 3: Ethical and Legal Issues in Group CounselingGroup Meeting # 2 | Read & MT: Ch. 3L # 3 | 2.F.6.e,g,h. |
| 5 | Feb. 5th | Chapter 5: Forming a GroupGroup Meeting # 3 | Read & MT: Ch. 5L # 4 | 2.F.6.b,e,g,h. |
| 6 | Feb. 12th | Chapter 6: Initial Stage of GroupGroup Meeting # 4 | Read & MT: Ch. 6GIA: Part 1 – Forming a GroupL # 5 | 2.F.6.b,e,g,h. |
| 7 | Feb. 19th | Chapter 7: Transition Stage of GroupGroup Meeting # 5 | Read & MT: Ch. 7GIA: Part 2 –Initial Stage**Group Proposal Topic Due**Log # 6 | 2.F.6.b,e,g,h. |
| 8 | Feb. 26th | Chapter 8: Working Stage of GroupGroup Meeting # 6 | Read & MT: Ch. 8GIA: Part 3 – Transition StageL # 7 | 2.F.6.b,e,g,h. |
| 9 | March 5th | **Mid-Term Exam (In-class)** |  | 2.F.6.a-h. |
| 10 | March 12th | **Spring Break – No Class** |  |  |
| 11 | March 19th | Chapter 9: Final Stage of Group Group Meeting # 7 | Read and MT: Ch. 9GIA: Part 4 –Working StageLog # 8 | 2.F.6.b,e,g,h. |
| 12 | March 26th | Chapter 4: Theories and Techniques of Group CounselingGroup Meeting # 8 | Read & MT: Ch. 4GIA: 3rd Program on Theories of Group Due L # 9**Pre-Proposal Paper Due 3/24** | 2.F.6.a,b,d,g,h. |
| 13 | April 2nd | Chapter 10: Groups in School SettingsGroup Meeting # 9Discuss Annotated Bibliography | Read & MT: Ch. 10GIA: Part 5 – Ending Stage + Parts 6, 7, & 8.L # 10 | 2.F.6.b,e,f,g,h. |
| 14 | April 9th | **Attend Woodall Conference – No Class** | **\*Annotated Bibliography due 4/7** |  |
| 15 | April 16th | Chapter 11: Groups in Community SettingsFinal Group | Read & MT: Ch. 11Final LogWork on your paper! | 2.F.6.b,e,f,g,h. |
| 16 | April 23rd | Yalom Lecture & Video | **\*Group Proposal Paper Due 4/22**GIA: 2nd Program – Challenges Facing Group Leaders Due | 2.F.6.a,c,g. |
| 17 | April 30th | **Final Exam (In-class)** |  | 2.F.6.a-h. |

NOTE: MindTap Activities are due on the following schedule:

Before you come to class each week make sure you have completed the assigned reading and Mindtap activities. AFTER class each week, you must complete the case study and reflection activity before you move on to new material.

\*\*Readings from the textbook, polling activities, and quizzes in MindTap are due BEFORE you attend class each week. Any remaining activities for each chapter will be due the following Sunday at midnight.

Add and Drop deadlines are listed in the Academic Calendar: <http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

# **Technology**

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](https://guides.instructure.com/m/4212). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

[Link to Canvas](https://deltastate.instructure.com): <https://deltastate.instructure.com>

[Canvas Technical Requirements](https://community.canvaslms.com/docs/DOC-10720): <https://community.canvaslms.com/docs/DOC-10720>

[Canvas Privacy Policy](https://www.canvaslms.com/policies/privacy): <https://www.canvaslms.com/policies/privacy>

[Canvas Accessibility Statement](https://www.canvaslms.com/accessibility): <https://www.canvaslms.com/accessibility>

# **Student Support Services**

## Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

## Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

[Writing Resources for Students](http://www.deltastate.edu/library/student-writing-resources/)

* Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
* <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
* Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
* Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

# **ADA Statement and Disability Services**

Information about [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# **Disclaimer**

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.