DOANE
UNIVERSITY

SYLLABUS

COU 634 Group Counseling

Course Content

Course Number: COU 634

Course Title: Group Counseling

Course Dates: Winter 2 Term 2021

Credit Hours: 3 Credits

Instructor: Courtney East, PhD, NCC

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Office Email: Courtney.east@doane.edu

Office Hours: By Appointment

Meeting Times: Mondays 6:00-10:30pm

Class Zoom: https://doane.zoom.us/j/97825405236

Weekly Group Member Sessions: TBA

*Mock Group Counseling Sessions to be led by Staff; Contact info TBA

Course Description

This course explores the historical and theoretical foundations of group counseling and group work. The role of group dynamics, group formation, and group leadership are examined. Students gain competency in the use of effective group counseling techniques and demonstrate an understanding of therapeutic factors that contribute to the effectiveness of group counseling. The course includes ethical and culturally relevant strategies for designing, screening and facilitating groups.

Student Learning Objectives (SLO):
1. A thorough understanding of the principals of group dynamics including the components of group process, developmental stage theories, roles and behaviors of group members, and the therapeutic factors associated with group work **(CACREP 2.F.6.b) (CACREP 2.F.6.c)**
2. A demonstrated ability to define and distinguish different types of groups, the goals associated with each, and the tasks and roles of the leader and members of each type of group. **(CACREP 2.F.6.f)**

3. An ability to describe different leadership styles and approaches, skills and techniques appropriate for each stage of the group process, and the roles of leaders and members within each phase **(CACREP 2.F.6.d)**
4. Familiarity with theories of group counseling, including commonalities, distinguishing characteristics and research literature associated with its application in practice. **(CACREP 2.F.5.a) (CACREP 2.F.6.a)**
5. A demonstrated ability to discuss different applications of group techniques related to setting and the developmental/life stage and cultural background of the population being served. **(CACREP 2.F.6.g)**
6. Demonstrated competency in discussing the legal and ethical issues associated with group counseling and familiarity with ASGW Best Practice Guidelines **(CACREP 2.F.6.g)**
7. An ability to describe the implications of socio-cultural factors and dynamics when working with groups. **(CACREP 2.F.6.g)**
8. Reading questions with planning, selection and screening, orientation, and evaluating the effectiveness of the group experience. **(CACREP 2.F.6.e)**
9. Competency in discussing and demonstrating group counseling methods and techniques, and in analyzing group leader orientation and behaviors. **(CACREP 2.F.6.d)**
10. An ability to clearly describe how to apply theory in practice and implement groups in professional work settings. **(CACREP 2.F.6.a) (CACREP 2.F.6.b)**
11. A demonstrated ability to learn through participation in a group experience. **(CACREP 2.F.6.h)**

REQUIRED TEXT: Corey, M.S., Corey, G., & Corey, C. (2014). *Groups process and practice* (10th edition). Belmont CA., Brook/Cole. **ISBN 9781305865709**

SUPPLEMENTAL TEXT: Any supplemental readings will be posted to LiveText.

2016 CACREP Standards Addressed in this Course				
SLO	**Standard Identifier**	**Standard**	**Assessment**	**Instructional Method**
4	2.F.5.a	theories and models of counseling	Group development project; Reading questions	Lecture; Experiential Activity
4, 10	2.F.6.a	theoretical foundations of group counseling and group work	Group development project; Reading questions	Lecture; Experiential Activity
10	2.F.6.b	dynamics associated with group process and development	Group development project; Reading questions	Lecture; Experiential Activity
1	2.F.6.c	therapeutic factors and how they contribute to group effectiveness	Group development project; Reading questions	Lecture; Experiential Activity

3, 9	2.F.6.d	characteristics and functions of effective group leaders	Reading questions	Lecture; Experiential Activity
8	2.F.6.e	approaches to group formation, including recruiting, screening, and selecting members	Group development project; Reading questions	Lecture; Experiential Activity
2	2.F.6.f	types of groups and other considerations that affect conducting groups in varied settings	Reading questions; Group development project;	Lecture; Experiential Activity
5, 6, 7	2.F.6.g	ethical and culturally relevant strategies for designing and facilitating groups	Reading questions; Group development project	Lecture; Experiential Activity
11	2.F.6.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	Group member experience	Experiential Activity

Instructional Methods

This will be an interactive course which requires an elevated level of classroom participation utilizing brief lectures and presentations by the instructor and students, discussions of reading materials with an emphasis on application in practice. Students will be required to integrate content, knowledge, and application in practice. Active participation is essential to your learning.

Additionally, students will be required to attend/participate in a group experience. This experience will be different from other assigned group activities. Students will experience group from the perspective of a group member. *See Group Member Experience for details.*

Key Performance Indicator (KPI)
This course assesses the KPI for the core area of GROUP COUNSELING AND GROUP WORK.

Identified KPI: Students will learn and understand approaches to group formation, including recruiting, screening, and selecting members.
KPI Measurement Tool: Group Development Project (see assignment details below)

Suggestions for getting the most out of this Course

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1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading questions for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, and participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.

Course Requirements

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1. Participation | 80 points total

Students are expected to come to class prepared (i.e., having read, completed their reading questions, have assignments ready, etc.). A participation grade will be given based on students being prepared to engage in class through in class activities (i.e. discussion, role-plays, asking questions, etc.). Students will be given 10 points per class meeting. Points for participation will be given based on the following:

Full participation: (10-8)
Most participation (7-5)
Partial participation (5-3)
No participation (2-0)
Full Participation: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
Most Participation: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
Partial Participation: Passive participation -- present, awake, alert, attentive, but not actively involved.

No Participation: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

2. **Weekly Quizzes |** *Canvas* **| 20 points each, 160 points total**

Students are required to complete an online quiz complete prior to each class meeting. Quizzes may be comprised of: multiple-choice, T/F, short answer, reflection, and/or application-based essay questions. Students are expected to apply understanding of the reading assignment for the week to the weekly quizzes.

3. **Group Development Project |** *LiveText* **| 360 Points total**

The group development project represents an evaluation of mastery related to the course objectives. Each student is required to write a proposal for an **eight-week counseling group.** This proposal will be written and submitted in three separate parts as outlined below. Rubrics for each part are provided on LiveText. It is expected that students will incorporate feedback from each part into the subsequent submission. Part 3 should be submitted with revised Parts 1 and 2 included and submitted in full as the final Group Development Proposal.

Part One-120 Points
- Target population
- Setting
- Type of group
- Theory and supporting techniques/interventions

Part Two-120 Points
* Revised Part 1 should be included
- Decisions related to planning and the group environment
- Decisions related to member selection including referral, screening, and orientation
- Leadership role, style, and skills

Part Three-120 Points
*Revised Parts 1 & 2 should be included
- Developmental stages of the group and expectations at each level
- Post group issues including evaluation and follow-up
- Significant curative factors related to the group
- Elements necessary for the success of a group
- Possible negative side effects of the group experience
- Major ethical and cultural issues

4. **Group Member Experience |** *Zoom* **| Pass/Fail**

Students are required to participate in a mock group experience. This group will be held during the allotted class time and will be facilitated by an instructor who is not connected with assessment of learning objectives/outcomes for the course. This means that the facilitator is not involved in assigning grades or evaluating student assignments.

The purpose of the mock group experience is to allow students a chance to experience being a member of a group. Students are expected to keep a reflective journal of their experience in this group. The journal should include such content as experiences as members (i.e., feelings, frustrations, desires for group change, etc.); thoughts on the group change process; group change theories associated with group activities; etc. A reflective journal outline will be provided to students, as a guide should they chose to use it. While reflective journals will not be assessed for a grade they will be checked for completion. Journals should be submitted in hard-copy form to the group facilitator each week.

The mock group experience will meet for 1.5-hour weekly sessions for 8 weeks beginning Week 1 and ending Week 8. Per CACREP standards, there is a minimum of 10 hours **REQUIRED** to complete a group experience. Completing the group experience is a requirement of this class. Therefore, you should not miss a session of group experience and should come to group member experience even if you are not able to make it to the group class. **You must complete 10 hours of group member experience to receive a passing grade in this course.** No exceptions will be given.

5. **Group Member Reflection Essay with Applied Activity |** *LiveText* **| 180 Points**

Part 1 – REFLECTION ESSAY (90 points)
Students are to reflect on the personal experience as a member in the COU 634 Mock Group sessions. Aim for approximately 3-6 pages, double spaced. This can be written in journal format, first person. Please use discretion and honor the confidentiality of fellow group members and their experiences as this should be about your experience only.

Below are some prompts to consider as you write. You do not need to answer them all or in this order – *they are meant to provoke reflection only.* You are also more than welcome to discuss items that are not listed below as long as they maintain the confidentiality of your peers.

- What did you notice about yourself in this group week to week and/or overall? How might this impact your empathy towards your future group members?
- How did you work to build and gain trust from others?
- Upon reflection of your own thoughts/feelings throughout each stage, how might you apply this experience to your own group as a future counselor?
- Synthesize your experiences and knowledge from class
  - Did you notice any group stages? If so, how?
  - Did you notice any leadership skills? Discuss.
  - Did you notice any group counseling skills? Discuss.

- If you had the opportunity to run an open-topic group, what would you keep the same and what would you do differently? Why?
- What is your overall takeaway from this experience? How will this inform your future work?
- Reflect on why you think this is a required component of group counseling competencies.

PART 2 – APPLIED ACTIVITY (90 points)
Students are to develop a creative activity that could be used during this open-topic group that serves as a creative expression of the group experience. This activity should be designed for implementation during the final/termination session. Students will present this idea with the class on Week 9.

Once you've developed this activity, I want you to "try it on" yourself! Complete the activity yourself based on your actual experience in this group. Once you've completed the activity, upload the final copy and submit to LT. This can be a photo if needed.

Lastly, students are asked to briefly provide a written reflection of the experience completing the activity. Think of this as the "processing" component as if we were sharing them aloud.

Part 2 Summary:
1. Provide a brief written description of the activity
2. Complete the activity yourself and submit the final activity (can be a photo or video clip)
3. Provide a brief personal reflection of your own completed activity

6. **Critical Learning Analysis | *LiveText* | Complete/Incomplete**

Students are required to complete and submit a CLA to LiveText by Week 9 of the term. This assignment must be submitted in order to receive a final grade for the course.

Evaluation Criteria

Final Grade
The final grade will be based on the following criteria:

Participation	80	10%
Group Member Essay with Applied Activity	180	23%
Weekly Quizzes	160	21%
Group Development Project	360	46%
Group Member Experience Sessions	-	Pass/Fail
Critical Learning Analysis (CLA)	-	Complete/Incomplete
Total	**780 Total Possible Points**	**100%**

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

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1. **Attendance and Participation**: It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading quizzes. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Participation is 10% of your grade in this class.

2. **Classroom Behavior**: Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.

3. **Late Assignments:** Students will receive **a 5% deduction** for all late assignments, except quizzes. NO LATE CREDIT IS GIVEN FOR QUIZZES. The instructor will not be available to help with technological issues the day of class.

    Any in class assignment (e.g., role-plays) must be completed on the day that you have chosen. Due to the time frame given for each class, moving role-plays would become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.

5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA 7th Edition format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.

6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system only.

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1	Syllabi Overview Introduction to Group Work (2.F.6.a; 2.F.6.g)	Chapter 1	*** Due Wednesday of WK 1** ●Self-Assessment ● Quiz 1
Week 2	Being a Group Counselor Ethical and Legal Issues (2.F.6.d; 2.F.6.g)	Chapter 2-3	●Quiz 2
Week 3	Theories and Techniques (2.F.6.a; 2.F.6.b; 2.F.6.c)	Chapter 4	●Quiz 3
Week 4	Forming a Group (2.F.6.e; 2.F.6.f)	Chapter 5	● Quiz 4
Week 5	Initial Stages (2.F.6.e)	Chapter 6	● Quiz 5 ● Group Development Project (*Part One)*
Week 6	Transition Stages (2.F.6.e)	Chapter 7	●Quiz 6
Week 7	Working Phase of Group (2.F.6.e)	Chapter 8	● Quiz 7 ● Group Development Project *(Part Two)*
Week 8	Final Stages of Group (2.F.6.e)	Chapter 9	●Quiz 8

Week 9	Community Group Experience Discussion (2.F.6.h)		● FINAL Group Development Project *(Revised Parts 1 &2 PLUS Part Three)* ● Group Member Essay with Applied Activity

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Course Declarations

LiveText/Canvas Usage: LiveText will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details. Canvas may be used as the Online LMS where supplemental readings, lecture PPTs, educational videos, etc. may be housed.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the MAC Program Director regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy
Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement
It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.
Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting
At Doane, all university employees, including faculty, are considered "Mandatory Reporters." A "Mandatory Reporter" is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University's Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able

to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity
Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations
The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (https://www.doane.edu/disability-services) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy
Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog

Catalogs and Calendars
Doane catalogs, calendars, and student handbooks are available at this website: https://www.doane.edu/schedules-catalogs-handbooks-and-calendars

Doane Library
Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: https://www.doane.edu/library. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus
The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.