Carson-Newman University
Graduate Studies in Counseling, Dept. of Education and Counseling
Spring Semester 2015

COUN 565: Group Counseling Processes Course Syllabus

Course Instructor:
Email:
Office Hours:

Phone:

Meetings with Your Instructor:
Please feel free to contact your instructor to schedule an appointment should you have any questions or concerns!

Course Credit: Three (3) semester hours graduate

Graduate Catalog Description:
Background in group methods, including group counseling, group guidance, and group dynamics. One-half of class time is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling activities in such areas as personal and interpersonal growth, self-help, problem solving, and career and vocational development.

Relationship of Course to Overall Program:
This course is designed to support the mission of Carson-Newman University and the Graduate Studies in Counseling program. Specifically, this course is designed to strengthen the professional knowledge of the student in the area of group procedures, various types of groups, group processes, and group counseling. The course contains materials and exercises to strengthen the student’s knowledge and skills in working with diverse populations, using legal and ethical professional code guidelines, and incorporating theoretical approaches and techniques in group counseling. Examination of research is interwoven into each part of the course and is an integral part of the final project of the development of a specific group plan.

The course encourages students to examine their personal holistic well-being as it relates to their leadership roles and their communication skills with clients. The course requires the student to collaborate on numerous activities, participate in a group, lead a group to enhance learning and leadership skill development, and develop a plan for implementing a small group program in his/her area of specialization. In addition, the course utilizes technology in the area of group counseling. The development of strong counseling servant leaders dedicated to increasing the holistic health and well-being of those they serve is a theme emphasized throughout the Group Counseling Processes core course of study. Service learning opportunities are incorporated whenever possible to maximize the integration of the course into the real world setting.

Required Texts:


**Suggested Texts:**


In addition, students will have access to publications from ASGW available through the C-N Library resources and the GSC resource library throughout the course. This includes the latest publications on group counseling activities for school and other settings. The resource library is located in the hallway between Baker 204 and 200. Membership is encouraged for both TASGW and ASGW.

**Strong recommendations for graduate students in the course:**
- ACA, ASCA, ASGW, AMFT, and APA resources and materials.
- Student membership in area, state, and national professional counseling organizations representing your area of emphasis and attendance at meetings when possible.
- Participation in professional development activities for counselors.

**On Campus Class:**
In addition to the on campus weekly meetings, the course will be using Edvance360 throughout the semester in which the course is presented to augment the materials presented in class and offer opportunities for additional learning, discussion, and research.

**Technology Requirements:**
Computer requirements:
- A PC running Windows XP or later or a Macintosh running OS 10.2 or higher
- Audio capability may be required
- Internet connection using Broadband, Satellite or DSL

Software requirements:
- Browser with Javascript: Mozilla Firefox 4 or above (Recommended); Internet Explorer 7 or above or Safari 4 or above
- Enabled Java Plug-In required or Adobe Flash Player
- Office 2003 or Office 2007 (recommended) for PC’s, Office 2000 or 2008 for Mac’s
Identification of Course Artifacts for Professional Portfolio:
Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor's evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: https://eaglenet.cn.edu/GSC. Your login and password to this site are the same as for your CN email.

Please plan to store the following work samples for this course: your plans for each group leadership experience including your scored rubric rating for the experience, your comprehensive group project including project rubric score, and your reflections on your self-growth and professional growth throughout this course including your plan for increasing your group skills in future program clinical study (part of midterm and final assessments).

Accessibility:
Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey’s phone number is 471-3268. His office is located in Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

Methods of Instruction:
This course will have an on campus class weekly meeting schedule and will be augmented by: readings, online discussions of texts and selected articles, written assignments, group counseling skills practice, role play, written reflections of experiences, group leadership skills supervision, and exams.

All class meetings will include, lecture, demonstration of counseling skills and role-play, supervision, class discussion, multimedia, and small group activities to facilitate the acquisition of interviewing and counseling skills. The class will be divided into two parts: one-half of the class will focus on classroom learning experiences and one-half of the class will be spent in a group counseling experience.

Learning Communities:
People learn through interactions with each other, with the instructor and with written, auditory and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities – i.e., help learners and faculty get to know and better understand each other.
Towards this end, the instructor will post a picture and a brief written introduction bio on Edvance 360; this will be available online as part of the first day of class. You should also introduce yourselves by posting a brief bio within the platform – a picture is also recommended. Campus class time will offer additional opportunities for the building of the learning community. Group class decisions will be made through the use of group process collaboration to incorporate the practicality and impact of group decision-making.

Course Requirements and Grading Criteria:
1. Assigned Weekly Questions (10 @ 20 pts.) 200 points
2. Weekly Journal Entry (15 @ 10 pts.) 150 points
3. Group Approach Reviews (4 @ 25 pts.) 100 points
4. Group Leadership: (1st @ 50 pts. and 2nd @ 100 pts.) 150 points
5. Student Collaborative Integration of Knowledge and Skills during class (10 @ 10 pts each) 100 points
6. Observations (1 @ 50 pts) 50 points
7. Idea Exchange or Service Opportunity for Group Activities 100 points
8. Comprehensive Group Project 200 points
9. Mid Term and Final Exam (each @ 100 points) 200 points

Total Points 1250 points

Grades will be based upon the points listed below:
A 93%-100% 1,116 – 1,250 pts.
B 85%-92% 981 – 1,115 pts.
C 76%-84% 846 – 980 pts.
F Below 845 points

Description of Course Requirements:
1. Assigned Weekly Questions: (10 @ 20 pts. for total of 200 pts.)
Each student will complete weekly reading along with answering the assigned questions PRIOR to coming to class. Questions will be submitted under the discussion section of Edvance 360 prior to each class meeting.
2. Weekly Journal Entry: (15 @ 10 pts. for total of 150 pts.)
Each student will complete a journal entry/group reflection following each class session describing the class experience for the student, learning, things to improve, and suggestions for future classes and groups before the next class meets. Journal entries/group reflection will be submitted under the Dropbox section of Edvance 360 each week.
3. Group Approach Reviews: (4 @ 25 pts. for total of 100 pts.)
Please choose a group approach chapter from one of your resource texts (Capuzzi, Brigman, or Delucia). During the semester you will complete four of these. Please choose two group topics that represent group topics that are of much interest to you and your counseling concentration and choose that you think you would have little or no interest in doing.
4. Group Leadership: (2 co-leadership or 1 co-leadership and 1 leadership experiences) (1st @ 50 pts. and 2nd @ 100 pts. for total of 150 pts.)
Each student is required to prepare and co-lead/lead two class group sessions. In addition, students will prepare and distribute copies of their activities to class members. Co-leaders and dates to present will be determined later in semester.
5. **Student Collaborative Integration of Knowledge and Skills in Class: (10 @ 10 pts each for total of 100 pts)**

Each student has the opportunity to collaboratively integrate knowledge and skills in each week’s class activities. Your preparation, attendance, participation, and collaborative integration of knowledge and skills in the group process class is critical to the success of the class. Please see the list of class policies listed below.

6. **Observation: (1 @ 50 pts)**

You are required to observe one community or school small group session. You will complete an evaluation of observation experience form following the observation. The format for the evaluation experience form is located at the end of the syllabus.

7. **Idea Exchange or Service Opportunity: (May be optional) (100 pts.)**

It is useful to have a range of activities for groups. Research and share ideas with your classmates for multiple group activities on varying ages and topics. Ideas will be submitted under the discussion section of Edvance 360 prior to each class meeting. More details will be discussed later on in semester.

8. **Comprehensive Project: (200 pts.)**

A comprehensive project will be submitted that reflects all course content. The group counseling project is required to be appropriate for the student’s specialization area and for implementation during practicum or internship experience. Three of your required course handbooks provide excellent example of how to design this group project. (Format is attached at end of syllabus).

9. **Mid- Term and Final Assessments: (100 pts. each for total of 200 pts.)**

Process for the exams will be discussed thoroughly prior to exam to maximized class preparation, consultation, and teamwork.
<table>
<thead>
<tr>
<th>Overall Course Objectives</th>
<th>CACREP</th>
<th>EVAL</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
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<tr>
<td>*Explore principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.</td>
<td>II-G.6.a</td>
<td>1, 7, 9</td>
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<td>*Analyze group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.</td>
<td>II-G.6.b</td>
<td>1, 7</td>
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<tr>
<td>*Gain knowledge and understanding of 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.</td>
<td>SC-C.5</td>
<td>1, 7</td>
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<td>*Examine theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.</td>
<td>II-G.6.c</td>
<td>4, 7</td>
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<td>Incorporate ethical standards and best practice guidelines for group counseling processes and program development.</td>
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<td>*Examine and assess group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</td>
<td>II-G.6.d</td>
<td>1, 3, 7</td>
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<td>Understand the appropriate use of group process with varied age groups, settings, populations, and special needs.</td>
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<td>7, 8</td>
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<td>Understand the possible impact of social and cultural change with respect to various racial, gender and ethnic groups, and knowledge of differing cultural and lifestyle patterns.</td>
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<td>1, 3, 7</td>
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<td><strong>Skills and Practice</strong></td>
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<td>*Participate in a small group experience for no less than 10 hours during the semester. (Each class is designed to have one-half of the class time for small group experience)</td>
<td>II-G.6.e</td>
<td>2, 5, 7</td>
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<tr>
<td>Plan a group leadership session and meet with the instructor for a pre and post leadership planning and evaluation session.</td>
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<td>Develop skills in leading small and large counseling and guidance activities related to interpersonal growth, self-help, academic, and career development.</td>
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<td>Know how to develop group programs appropriate to the student’s area of specialization (school counseling and mental health counseling)...such as to prevent person and substance abuse, to prevent discrimination, and to prevent dropping out of school.</td>
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<td>Design and implement prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, € multicultural issues, and (f) factors of resiliency on student learning and development.</td>
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<td>9</td>
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<td>Acknowledge and process individual and gender differences and cultural diversity in a manner that appreciates, celebrates, and integrates these differences.</td>
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<td>Demonstrate awareness of legal and ethical issues related to group work during leadership of a group session.</td>
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<td><strong>Integration of Coursework and Self-Reflection</strong></td>
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<td>Reflect on stages of group process during participation in a small group</td>
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<td>2, 5, 7</td>
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<td>Complete a self-assessment and reflection on one’s own cultural awareness, skills, and ethical practice and examine change in awareness, skills, and knowledge of ethical practice in group work.</td>
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<td>2, 7, 9</td>
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<td>Reflect on feedback from group members concerning student participation and leadership during group sessions and feedback during meetings with course instructor.</td>
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<td>5, 7</td>
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