

SYLLABUS
COUN 6170, GROUP COUNSELING AND PSYCHOTHERAPY
 Semester



Professor
 Email

Office Hours

Texts:

Corey, G. (2014). *Theory and practice of group counseling* (9th ed.). Boston: Cengage Learning. (MindTap access and Loose-leaf text.)

Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill. R. L. (2016). *Group counseling: Strategies and skills* (8th ed.). Boston: Cengage Learning. (MindTap access; loose-leaf text can be purchased for reduced price through the MindTap website.)

Objectives: The primary objectives of this course are to introduce the counseling students to the theory and practice of group counseling, and to assist them as they begin to integrate their learning from this and other counseling course s for the thoughtful, ethical leadership of small groups. It is anticipated and encouraged that over the course of the semester, the students will obtain increased awareness and understanding of self, as they develop group knowledge and skills that, at a minimum, are reflected in the following standards.

2009 CACREP Standards Addressed and Measured			
Standard #	Core Curricular Category	Standard	Assignments/Measures
II-G-5-d	Helping Relationships	Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	MindTap assignments; practice demonstrations; exam questions
II-G-6-a	Group Work	Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	Exam questions

II-G-6-b	Group Work	Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	Exam questions
II-G-6-c	Group Work	Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	Exam questions; MindTap assignments; practice demonstrations
II-G-6-d	Group Work	Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	Exam questions; D2L discussions; two practice demonstrations per student
II-G-6-e	Group Work	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.	Participation as group member when classmates lead practice groups in class; participation in group lab experiences.
Standard #	Clinical Mental Health Counseling	Standard	Learning Activities and Experiences(LAEs) Assignments/Measures
CMHC-A-2	Foundations - Knowledge	Understand the history, philosophy, and trends in clinical mental health counseling	Lecture and course readings; Exam questions
Standard #	School Counseling	Standard	Learning Activities and Experiences(LAEs) Assignments/Measures
SC-C-1	Counseling, Prevention, Intervention - Knowledge	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students	MindTap assignments; Exam questions
SC-C-5	Counseling, Prevention, Intervention - Knowledge	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	Lecture and course readings; Exam questions

Course Requirements and Activities:

A. General requirements

1. **COUN 6180** component: Participation in group lab is required during the current semester. See syllabus of that course for detail.

B. Demonstration of knowledge and skills.

Active participation in class assignments	Knowledge Points	Skills Points
• Regular class attendance and participation	48	
• Skills as a group member: Demonstration of appropriate behaviors of a responsible group member through cooperation and participation in class activities, group exercises, and sample group sessions.		50
UNIT I: BUILDING THE FOUNDATION. Corey text Chapters 1-5.		

• Description in class of a get-acquainted exercise for 1 st session of a group that student describes. (Oral; No written requirement; optional sharing in D2L Discussion)	10	
• Completion of a generic Informed Consent Checklist (See instructions on D2L) to comply with the latest edition of the ASGW <i>Best Practice Guidelines</i> http://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f792e4b08c827e15cb79/1439954834126/ASGW_Best_Practices.pdf (D2L DROPBOX)	10	
• MindTap	79	
• Test in class on Unit I: Corey Ch. 1-5, supplemental materials, and class discussions.	200	
UNIT II: BULDING ON THE FOUNDATION AND BUILDING BASIC SKILLS. Jacobs text.		
• MindTap	160	
• Beginning skills as a group leader: Demonstration of group leadership skills during class simulations.		300
UNIT III: APPLYING THEORIES AND PRACTICING SKILLS. Corey text Chapters 7-17 (excluding 8 and 12.)		
• MindTap	123	
• Completion of a draft of a plan for one session as a leader or co-leader of group; due at least a week prior to student's session on D2L (See form on D2L)	10	
• Final plan for session on D2L and a hard copy submitted in class on the day the students lead the session.	10	
• Each student will lead or co-lead a 75-minute session of a group with classmates as the group members		500
• Test in class on Unit III. Corey Ch. 7, 9, 10, 11, 13, 14, 15, 16, and 17.	200	
Total	850	850

Disabilities: Students with disabilities have the right to self-identify to the instructor and should do so during the first week of class if they are in need of accommodations. Those accommodations must be approved through the Disability and Access Center in KUC 107.

Dispositions: Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

Grading Scale: The student will be expected to perform well in both knowledge and skills, and these categories will be graded separately. In order to receive an "A" in the course, for example, the student must reach, according to the evaluation of the instructor, "A" level competency in both the "knowledge" and the "skills" categories above. If he or she earns an "A" in one and a "B" in the other, then the "B" will be assigned.

Points for the demonstration of knowledge of content portion will be accumulated throughout the semester, and in a sense, will be more "objective" than the points for the demonstration of group membership and leadership skills. The latter will be assessed according to the professional judgment of the professor who will give feedback throughout the semester. Final assignment of points, however, will not be made until the end of the semester, in order to take into account time for skill development and improvement throughout the semester.

Incompletes are given only in the most extenuating of circumstances. Serious ethical violations will result in an automatic failing grade.