

**Texas A&M University - Kingsville**  
**EDCG 5323: GROUP COUNSELING**  
**(Subject to revision)**

Instructor:  
Office:  
Phone:  
E-mail address:

Office Hours:

**Location:**

**Required Texts:**

Corey, M., Corey, C., & Corey, C. (2014). *Groups: Process and Practice (9th Ed.)*.

Belmont, CA: Brooks/Cole. ISBN: 13: 9781133945468.

The American Counseling Association Code of Ethics at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

ASGW Standards and Practice at: [www.asgw.org/PDF/Best\\_Practices.pdf](http://www.asgw.org/PDF/Best_Practices.pdf).

**Group Counseling:** This class is in hybrid format which means we will be meeting about half the time. ATTENDANCE IS REQUIRED! You will be graded by your attendance and it is ESSENTIAL in order to receive the full benefit of group process. Please silence all cell phones while in class and step outside to receive emergency phone calls only!!!!

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**Course Description:**

This course offers an introduction and overview to the practice of group guidance and group counseling. Specific emphasis is on the major factors influencing the group process, stages of group development, plans for designing a group and getting a group underway. Part of class time is spent in experiential learning where class members have the opportunity to participate in a group and to demonstrate group procedures. Attention will be given to the history and other aspects of group development, groups throughout the lifespan, and leading groups from various theoretical perspectives.

**MATRIX EDCG 5323 Student Learning Outcomes aligned to 2016 CACREP standards.**

Expected Student Learning Outcomes for this Course	SLO	Learning activities that facilitate development of	SLO Assessment Point
--	-----	--	----------------------

<p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i></p> <p><b>Content covered includes:</b></p>		<p><b>knowledge, skills, and/or practices of this content:</b></p>	<p><i>By Rubric or Test Score</i></p>
<p>2.F.5.a. theories and models of counseling</p>	<p>S</p>	<p>Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities</p>	<p>Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience</p>
<p>2.F.6.a. theoretical foundations of group counseling and group work</p>	<p>S</p>	<p>Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities</p>	<p>Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience</p>
<p>2.F.6.b. dynamics associated with group process and development</p>	<p>S</p>	<p>Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities</p>	<p>Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience</p>
<p>2.F.6.c. therapeutic factors and how they contribute to group effectiveness</p>	<p>S</p>	<p>Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities</p>	<p>Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience</p>
<p>2.F.6.d. characteristics and functions of effective group leaders</p>	<p>S</p>	<p>Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop</p>	<p>Discussion Board Reaction and Responses. Group Proposal. Pop</p>

		Quizzes. Group Leadership Activities	Quizzes. In-Class Large Group Experience
2.F.6.e. approaches to group formation, including recruiting, screening, and selecting group members	S	Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities	Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience
2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	S	Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities	Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience
2.F.6.g. ethically and culturally relevant strategies for designing and facilitating groups	S	Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities	Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience
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	S	Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities	Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience
5.C.1.b. theories and models related to clinical mental health counseling	S	Readings, Lectures, In-Class Large Group Experience, Discussion Board Activities, Group Proposal, Pop Quizzes. Group Leadership Activities	Discussion Board Reaction and Responses. Group Proposal. Pop Quizzes. In-Class Large Group Experience

## Course Objectives

1. Students will demonstrate knowledge of group counseling.
2. Students will develop critical thinking skills by reading and summarizing scholarly journal articles.
3. Students will develop detailed and experiential knowledge of the group counseling process by participating in face-to-face group sessions and recording their experiences in a journal.
4. Students will demonstrate their knowledge of the group process by having an opportunity to lead a group session.
5. Students will develop an understanding of the evolution of a group by viewing the DVD vignettes each week and participating in actual group interactions.

## Course Requirements and Evaluation

### **Grades for the course will be based upon the following:**

**1. Attendance (25% of your grade).** Attendance is vital for successful completion for this course! Please consult the schedule and plan to attend regularly.

**2. In-Class Large Group Experience (25% of your grade):** There will be two parts to this component:

Part 1: Large group experience. Your primary focus will be on personal awareness. That is, you will have an opportunity to learn more about yourself as a person and as a group member. You will be encouraged to share and explore your personal issues. You will also provide support, caring, and appropriate challenging to other group members. The level of your disclosure will be up to you. You will be responsible for deciding your personal goal for this experience and taking the initiative to gain from the group what you want and need to know about yourself and group process. Confidentiality is expected and necessary for appropriate trust to develop. You are required to maintain strict confidentiality about what goes on in your group sessions.

Part 2: Group leadership activities. Each student will be given an opportunity to lead the group or one within the group. Topics and scenarios will be assigned to start the group discussion. You will have an opportunity to be the group leader and put in practice the skills you have learned thus far.

**3. Discussion Board Participation (20% of your grade):** You will be given a group discussion assignment for five weeks (total of 5 entries). Additionally, Each student will respond to at least two other students' posts. This will count as 25% of the total grade. These reactions will be due by Noon on each Sunday following each of the weeks we post. The initial post will be 200-250 words and the responses will be 100-150 words per post. All postings will be expected to have complete sentences and follow grammar, style, and format guidelines! Graduate level work is expected and required! I need graduate student quality work!!! All entries are due by Midnight on July 3, 2017.

**4. Small Group Written Proposal for the Formation of a Group for (20% of your grade):** You will be assigned to a small group. This small group will work on a topic that will be assigned at the beginning of the semester. Each group will meet and put together a presentation that will be made (as a group) on July 3, 2017 (approximately 45 minutes). As you prepare a group project, your group will in itself work through the various stages of a group (initiation, transition, working, and termination). Allow the group to become uniquely its own. I expect you to use your imagination, creativity, and personal skills to develop this project. Use PowerPoints, handouts, multi-media, or whatever you decide.

Please include the following:

- A. Rationale for the group (need and justification)
- B. Purposes of the group
- C. How you see this group moving through the group process.
- D. Site of meetings and size of group
- E. Time frame for group (frequency, duration, length of sessions)
- F. Selection criteria for group members (cost if any, age, homogeneous/heterogeneous membership, etc.)
- G. Announcement and recruitment of group members
- H. Screening procedures and preparation of group members
- I. What major learning objectives/activities you may want for this group.
- J. Expectations of leader(s) and participants
- K. Plans for follow-up
- L. Ethical/legal/professional concerns related to this specific proposed group

**5. Pop Quizzes (10% of your grade):** In an effort to encourage reading the text, I will be giving pop quizzes. These quizzes will be unannounced so please be sure you are prepared before each class session.

#### **GRADING**

A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points F = 59 and below

**“I” Assignment:** *Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses.* (Graduate Faculty Handbook, p. 82).

NOTE: An “I” cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be “Passing” which is a total of 70 (C) or above!

**REQUIREMENTS OF THE COURSE:** Students must demonstrate:

- A command of communication skills which permit discussions which are clear and precise
- Evidence of class preparation which permits active participation during class discussions
- Research skills which enable preparation for class sessions and assignments

## **SPECIAL POLICIES**

### **Disability statement:**

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 disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

### **Six-drop policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional

information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html).

**Academic misconduct statement:**

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

**Academic Misconduct**

You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with your Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

- a. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, use of academic resources and equipment.
- b. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- c. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- d. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as but not limited to: 1) making loud and distracting noises; 2) repeatedly answering cell phones/text messaging or allowing pagers or phones to beep or play ring tones; 3) exhibiting erratic or irrational behavior; 4) persisting in speaking without being recognized; 5) repeatedly leaving and entering the classroom or test site without authorization; and 6) making physical threats, verbal insults or intimidating remarks to the faculty member, or other students and staff.
- e. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- f. Nondisclosure or misrepresentation in filling out applications or other university records.
- g. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

## **Academic Dishonesty**

- a. Plagiarism: Portrayal of another's work or ideas as one's own.
- b. Cheating: Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
- c. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- d. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- e. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
- f. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.
- g. Aid of Academic Dishonesty: Intentionally facilitating any act of academic dishonesty.

*<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>*

### **Non-academic misconduct:**

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- 1) interfering with the instructor's ability to conduct the class,
- 2) causing inability of other students to profit from the instructional program, or
- 3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to



disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

**Harassment /Discrimination:**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593- 4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

## DB Reaction Rubric

### **Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

### **Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

### **Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

### **Inadequate (60-69% of the assigned points): 18-20 points**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.

- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## DB Response Rubric

### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

### **Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

### **Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

### **Inadequate (6 Points)**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

