Course Syllabus

COU 5363 Group Counseling
Spring 2018
Hybrid

Instructor Information
Jonna Byars
Office Location: Behavioral Sciences Building, Room 111-G
Office Hours: By appointment
Phone: 806-720-7829
Email: Jonna.Byars@lcu.edu

Course Description
This course will provide an extensive introduction to the concepts related to group counseling. In the course students will explore different theoretical approaches to counseling groups; basic principles of group dynamics, which include leadership tasks, group developmental stages, and member roles; and basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal, and professional issues, and each student will have the experience of being a member in a counseling group. Special attention will be given to multicultural considerations of group counseling.

Learning Outcomes
Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>2.F.5.a.</td>
<td>COUNSELING AND HELPING RELATIONS</td>
<td>Theories and models of counseling</td>
<td>Journal Entries</td>
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<td>Discussion Board</td>
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<td>Theory Paper</td>
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<td>Final Paper</td>
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<tr>
<td>2.F.5.f.</td>
<td>COUNSELING AND HELPING RELATIONS</td>
<td>Counselor characteristics and behaviors that influence the counseling process</td>
<td>Journal Entries</td>
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<td>12-step Reaction Paper</td>
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<td>Final Paper</td>
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<tr>
<td>2.F.6.a.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>Theoretical foundations of group counseling and group work</td>
<td>Journal Entries</td>
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<td>Theory Paper</td>
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<td>Group</td>
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<td>Facilitation/Group Experience</td>
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<td>2.F.6.b.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>Dynamics associated with group process and development</td>
<td>Journal Entries</td>
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<td>Discussion Board</td>
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<td>12-step Reaction Paper</td>
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<td>Final Paper</td>
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University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.
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<tbody>
<tr>
<td>2.F.6.e.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>Approaches to group formation, including recruiting, screening, and selecting members</td>
<td>Journal Entries Final Paper</td>
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<tr>
<td>2.F.6.f.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>Types of groups and other considerations that affect conducting groups in varied settings</td>
<td>Journal Entries Discussion Board 12-step Reaction Paper Final Paper</td>
</tr>
<tr>
<td>2.F.6.g.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>Ethical and culturally relevant strategies for designing and facilitating groups</td>
<td>Journal Entries 12-step Reaction Paper</td>
</tr>
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<td>2.F.6.h.</td>
<td>GROUP COUNSELING AND GROUP WORK</td>
<td>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</td>
<td>Group Facilitation/Group Experience</td>
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<td>5.C.2.c.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and after care, and the mental health counseling services networks</td>
<td>Journal Entries Theory Paper 12-step Reaction Paper Group Facilitation/Group Experience</td>
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*Note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

**Teaching Methodology**

This course utilizes, but is not limited to, the following instructional methods: online learning and discussions of readings, videos, didactic instruction, guided instruction, live demonstration, role playing, and experiential group work.

**Required Text and/or Materials**


All course textbooks can be purchased online through our Virtual Bookstore located at http://chaplink.LCU.edu. Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.

Other Required Resources


Required Readings


Course Policies
Class Attendance and Participation
Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or
Residency Attendance Mandatory
Your presence is mandatory at all residency portions of this class. Any absence or non-participation from the residency class is grounds for failure of the entire class.

Class Materials
All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e. publishing to a website, distribution to others, etc.) may constitute copyright infringement.

Late Assignments
All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor's note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

Incompletes
PR—In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

Tracking Grades
Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

Department of Psychology and Counseling Writing Expectations
Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. Unless indicated otherwise, papers should be typed, double-spaced, and are expected to be well-written, well thought out, and grammatically correct. All papers should use APA 6th edition formatting. If you have difficulty in this area, the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

Academic Integrity
LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.

Standards of Student Conduct
With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become
familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:

1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Library Resources
Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

Services for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

Concerning Violence, Harassment or Stalking
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state’s civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.
Pursuant to Title IX
Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading
The following course is divided into 9 weeks online and one residency week on campus. Please follow the schedule as demonstrated on your current syllabus and Moodle course schedule.

I. Discussion Forums (20% of grade), You are required to post one thread of at least 300 words by 11:59pm CST on Wednesday of the assigned module/week. You must post a MINIMUM of two replies to peers of at least 150 words each by 11:59pm CST on Sunday of the same module/week.

For each thread, you must attempt to support assertions with at least one citation in APA format. Each reply must also cite one source. Acceptable sources include the textbooks and peer-reviewed journal articles. You may cite the Bible, but you need to include at least one of the other types of sources.

II. Journal (20% of grade). Throughout the term you will be asked to keep a journal of your experiences working through the online portion of the class. You are expected to tie your experiences to the textbook readings whenever possible. You are also expected to share and introspect the topics presented in class.

You will submit your journals four times throughout the online portion of the term. See the grading rubric for more information. Each journal entry needs to be 3-5 pages in length (non including title page and reference page) and follow the instructions given with each journal assignment. All journals need to be in APA format and need to cite the literature when possible.

Journal entries are due at the ends of weeks 2, 4, 6, and 8. Each journal will have a different topic.


In Week 2’s readings the personality characteristics of group leaders are examined. Corey discusses eight qualities necessary to lead an effective group. Consider which of these characteristics you think you naturally possess (list at least 2)? Give an example of a time you demonstrated these qualities. Describe the characteristics you think you might struggle with and explain why.

Journal Entry 2: Trust

In this entry please discuss the notion of trust and how this may impact you as a leader and group member.

Journal Entry 3: Adlerian and Psychoanalytic Theories of Group Counseling

It is often useful for future group leaders to apply the critical tasks of the various stages of life to their own development. These questions are psychoanalytic and Adlerian in nature and help to identify where you might experience countertransference issues:
- What are some of the major turning points in your life?
- How do you see events in your past as influencing you today?
- What are some personal developmental struggles you have had that you think will affect your work with members of your groups?
- Do you think that you can help clients to explore their developmental concerns if you have not experienced similar problems?

**Journal 4 Entry: Cognitive Behavioral, Interactional and Contractual, and Gestalt Approaches**

Journal entry four should be divided into 3 sections, with approximately one page devoted to each section.

**Section 1: Cognitive Behavioral Approach**

With the cognitive behavioral approach, members (if they are members of an ongoing group) get practice in defining their own goals that they would like to pursue. It is sometimes difficult for members to translate broad goals into concrete goals. Small group work, with goal setting as a focus, gives them practice in making general/global goals as specific as possible. If you have practice in goal setting for yourself, hopefully you will be better able to assist the members in your groups in defining working goals. What might be some of your goals as a group member?

**Section 2: TA Interactional and Contractual Approach to Group Work.**

In many respects, TA is a cognitive behavioral approach. And the notion of parental messages or injunctions has relevance for group work. Groups provide a useful forum for members to explore messages they have incorporated from their family, parents, school, and community. What are some of the messages you received while growing up or as an adult that might be relevant for you in group work?

**Section 3. The Concept of Unfinished Business from the Gestalt Viewpoint.**

Discuss how a Gestalt group leader would attempt to work with unfinished business in a group? What are some techniques for dealing with unfinished business? Give an example of some unfinished you might see yourself working on it a group.

**III. Theory Paper (10% of grade).** Write an integrative paper based on at least 5 of the 11 theories of group counseling that articulates your personal theoretical orientation to group counseling. These theories include:

- Psychoanalytic
- Adlerian
- Psychodrama
- Existential
- Gestalt
- Person-centered therapy
- TA
- Cognitive behavior therapy
- Rational emotive behavior therapy
- Reality therapy
- Solution-focused brief therapy

Your paper should deal with aspects such as:

- Key concepts of your approach
- View of your role as a group counselor
- Role of group members
- Key developmental tasks and therapeutic goals
- Techniques and methods
- Stages in the evolution of a group

Address specific issues as outlined in the TPGC textbook and Student Manual, especially Chapter 17. In chapter 17 are some summary charts that will be useful. In the Student Manual,
there is a two-page summary chart of the initial, working, and final stage of a group—as applied to each theory.

Make sure you attempt to integrate as many concepts and techniques as you can based upon several of the models of group counseling. Do not give a summary of textbook content. Demonstrate that you understand the various models by looking for common denominators among several therapy approaches. For example, you might cluster some theories together and address common concepts and themes associated with a general category of theories:

- Psychodynamic approaches (psychoanalytic and Adlerian)
- Experiential and Relationship-Oriented approaches (existential, person-centered, Gestalt)
- Cognitive-Behavioral approaches (TA, behavior therapy, REBT, reality therapy, SFBT)

If you do this, you are really integrating no more than three general approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client populations in a group setting. It is important that you address the implications of your personalized approach to effective multicultural practice, so do incorporate the diversity perspective in your presentation.

What you want to accomplish is to demonstrate your own integration of several different approaches—or you could even take a single main theory as your basic theory as an anchor, and then demonstrate how you would draw techniques from the other approaches. You may also want to apply your integrative theory to a particular client population or a particular type of group. See Chapter 17 of TPGC text for ideas. DO NOT copy the personal integrative approach as your approach. Be original and show that you are able to synthesize, integrate, and conceptualize a model that will help you work more effectively as a group leader.

This particular essay needs to be about 8-10 pages (double-spaced, with standard font and margins). Be sure to include sub-headings under the broader headings so that your key points will stand out clearly. Also, see the two page charts (Stages in the Development) that are given in each of the different theory chapters in the student’s manual (about 12 pages).

IV. Residency Week (40% of grade). You will participate in a one-week residency portion for this course. By the end of the week, you need to be able to:

- Differentiate the different aspects of group counseling
- Demonstrate group leadership skills in a role-play or live group experience
- Conduct a structured exercise with the following components:
  - Encourage discussion of group members by inviting members to speak, sharing objective personal views on the topic
  - Call on members to speak and facilitate a group interaction between members
  - Handle silence without rescuing the group
  - Handle group hostility and confusion when it surfaces
  - Focus on the group process and help members stay in the ‘here and now’
  - Demonstrate the essential skills necessary to work with small groups
- Describe different types of groups and their specific goals and functions
- Describe the different stages through which groups progress
- Identify and demonstrate various leadership styles and roles
- Demonstrate an investment in your own personal growth by being fully engaged in an interpersonal growth group

V. Final Integrative Paper for Intensive Group Experience (10% of grade). You will write a final paper about your experience in your one-week residency. This paper will be due one week after the residency has been completed.

Instructions: Process your own group experience. Write about an 8-page essay on both your personal learning and on the group process aspects based on your participation in your small group in this course for this semester.
VERY IMPORTANT – Do NOT mention other group members by name (for confidentiality reasons). Instead, simply use the initial of the person’s name. Be sure and be specific and concrete in processing what you learned about yourself (and how this is likely to impact you as a group leader) and what you learned about group process. In addition to writing about what you learned, state how you learned this and what you might do about what you learned. Do not write in general and global terms.

1. What did you learn about yourself from participating in this group?
   Focus on the specific qualities about yourself that might either enhance or detract from your effectiveness as a group leader. State how your personal learning had an impact on you as a group leader in working with future groups.

2. What specific attitudes and behaviors could either help or hinder you as a group leader?
   Review your personal goals that you identified at the first session and assess the degree to which you have met these goals in the intensive group experience. Where might you want to go from here? Describe a brief action plan for working on the changes you wish to make.

3. What are some potential countertransference issues that may have surfaced?

4. What if any unresolved personal concerns that you still need to explore? What plans do you have regarding where you can go from here?

5. What are some specific skills that you acquired (or that you refined) that will be useful to you as a group leader? What about as a group member? How, specifically, might you go about continuing to work on those skills that most need work?

6. What did you learn about group process from participating in this intensive group counseling experience? Again, it is essential to be specific, clear, and concrete. Use subheadings in your paper to make the organization clear and easy to follow.

7. Group personality. How would you describe the "personality of your group?" How did you tend to interact with one another?

8. What makes groups work effectively? What did the experience of the intensive group experience teach you about how groups function and malfunction? What have you learned from this experience that you can apply to some future group you may lead?

9. Stages of your group. What stages did your group go through? What helped or hindered your group in moving through the various stages? Describe in clear terms your main learnings based on the exploration of various approaches in your labs. Discuss the characteristics that applied to your group and show how your group did or did not fit the characteristics described in the readings, especially in Chapters 4 and 5.

10. Specific Group Process Issues. In writing about this section, focus on issues such as:
   i. How did trust develop?
   ii. What about formulation goals?
   iii. How did the supervisors impact your group process?
   iv. How did the shifting of co-leaders each week impact the group?
   v. How did your group deal with conflict? What did you learn?
   vi. How did your group deal with resistance? What did you learn that you can apply to future groups?
   vii. What turning points characterized your group?
   viii. How did focusing on a different theory each week influence your group?
   ix. What did you learn about using group techniques?

Grading Criteria

Discussion Forums 20%

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Journals 20%
Theory Paper 10%
Residency Week 40%
Final Integrative Paper for Group Intensive Experience 10%

A 90% - 100%
B 80% - 89%
C 70% - 79%
F 69% and lower

Discussion Board Rubric

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<tr>
<th>Criteria</th>
<th>Unacceptable 0 pts.</th>
<th>Poor &lt;10 pts</th>
<th>Acceptable 10-13 pts</th>
<th>Good 13-16 pts.</th>
<th>Excellent 17-20pts.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>Posts no assignment. 0 pts.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. 5 pts.</td>
<td>Posts adequate assignment with superficial thought and preparation; addresses most aspects of the task. 6 pts.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts. 7 pts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task (300 words or more). 8 pts.</td>
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<tr>
<td><strong>Responses to Classmates postings</strong></td>
<td>Posts no follow-up responses to others. 0 pts.</td>
<td>Posts 1 response that is a shallow contribution to discussion (e.g., agrees or disagrees); Or does not enrich discussion with either response (minimum of 2). 5 pts.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Asks shallow questions that doesn’t further the discussion. And/or Posts 1 response (minimum is 2) considered good or excellent. 6 pts.</td>
<td>Elaborates on an existing posting with further comment. Asks thoughtful questions to further the discussion. 7 pts.</td>
<td>Demonstrates analysis of others’ posts; Extends meaningful discussion by building on previous posts (150 words or more). Asks thoughtful questions requiring critical thinking to further the discussion. 8 pts.</td>
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<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion. 0 pts.</td>
<td>Repeats but does not add substantive information to the discussion. 1.5 pts.</td>
<td>Repeats and adds minimal substantive information to the discussion. 2 pt.</td>
<td>Posts information that is factually correct; Lacks full development of concept or thought. 2.5 pts.</td>
<td>Posts factually correct, reflective and substantive contribution; Advances discussion and/or asks questions that require critical thinking. 3 pts.</td>
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<tr>
<td><strong>References &amp; Support</strong></td>
<td>Includes no supporting references or experiences. APA style is not used. Writer recognizes research but does not cite in text or reference source (Unintentional Plagiarism). 0 pts.</td>
<td>Uses personal experience to support comments, but does not include references to readings or research. Research, literature, readings and/or media is incorrectly cited within the text and reference section (3-4 mistakes across citations). 1.5 pts.</td>
<td>Incorporates some references from required sources, popular websites and personal experience to support comments. All references are cited using APA style including in-text citations and references at the end. 3 pts.</td>
<td>Incorporates references from required sources, textbook, required media or peer-reviewed research used as well as some references to personal experience to support comments. All references are cited correctly.</td>
<td>Uses reliable references to literature, readings, textbook, personal experiences and/or resources required as well as additional outside sources including peer-reviewed research to support comments. All references are cited correctly.</td>
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References

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## Integrative Paper Rubric

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<thead>
<tr>
<th>Clarity &amp; Mechanics</th>
<th>End of the text with minimal mistakes (1-2 mistakes across citations). 2 pts.</th>
<th>Cited correctly using APA style but is missing either in-text citations or references at the end of the text. 2.5 pts.</th>
<th>Using APA style including in-text citations and references at the end of the text. 3 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate. 0 pts.</td>
<td>Communicates in friendly, courteous and helpful manner with many errors in clarity or mechanics. 1.5 pts.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics. 2 pts.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 pts.</td>
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### Follows instructions of Paper/reflect on group experience (25 points can be earned)

| No submission. | Paper is less than 5 pages in length (not including title page and reference list). Assignment is more than 3 days late. Assignment not submitted in correct location. 5 points | Paper is 5-7 pages in length (not including title page and reference list). Assignment 1-3 days late. Assignment not submitted in correct location. 15 points | Paper is 8-10 pages in length. (not including title page and reference list) Paper covers at least 5 theories in detail. Assignment was submitted on or before established deadline in correct location. The correct subtitles were used 25 points |

### Content analysis and knowledge (40 points)

| No submission. | Paper shows no insight nor analysis of the group’s impact either positive or negative on self. No analysis or introspection on the group experience evident. 20 points | Writing does not demonstrate full understanding and reflection on the group experience and the impact it had on self as a person nor leader. general and global terms Very little analysis of the process of group 30 points | Was specific and concrete in processing what was learned about both self (and how this is likely to impact you as a group leader) and what was learned about group process. Included information on how you learned this information and what you will do with the information. 40 points |

### Knowledge of group counseling

| No submission. | Includes information indicating a very | Includes information indicating a weak | Includes information indicating a strong |

COU 5363 Syllabus_Spring 2018, revised 7-30-2012, BRB
<table>
<thead>
<tr>
<th>(20 points can be earned)</th>
<th>weak or nonexistent base of knowledge about the group process as evident by a lack of ties of group experience to the literature. No mention of the therapeutic factors or stages of group. No ties to the literature.</th>
<th>base of knowledge about the group process. Very few ties of group experience to the literature, little or no mentioning of the therapeutic factors, and stages of group. Three or fewer ties to the literature.</th>
<th>base of knowledge about the group process as evident by ties of group experience to the literature, mentioning of the therapeutic factors, and stages of group. At least 4 ties to the literature in paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/APA format/Sources (15 points can be earned)</td>
<td>No submission.</td>
<td>Several grammatical errors and/or APA mistakes. NO subtitles. No title page. No reference list.</td>
<td>Few grammatical and/or APA mistakes. No subtitles. 2-4 sources used for the paper.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>5 points</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>Few if any grammatical and APA errors. Subtitles are used through the paper. Title page is used. Double spacing and reference list at the end. Proper sources used and cited throughout the paper At least 5 sources used-these can include textbooks.</td>
<td>15 points</td>
<td></td>
</tr>
</tbody>
</table>

**Journal Entry Rubric**

<table>
<thead>
<tr>
<th>Follows instructions of journal/reflect on topic (20 points can be earned)</th>
<th>No submission.</th>
<th>Instructions are not followed. Writing is off-topic with no sharing of thoughts on the topic.</th>
<th>Instructions are not fully followed and very little introspection is apparent in the journal.</th>
<th>Journal follows the instructions given. Journal reflects continuous, thoughtful, personally-applied introspection. Journal includes honest reflection on the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>5 points</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Ties to the text (10 points can be earned)</td>
<td>No submission.</td>
<td>Journal has 1-2 ties to the text.</td>
<td>Journal has 3-4 ties to the text.</td>
<td>Journal has at least 4-5 ties to the text.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>3 points</td>
<td>6 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Length of entry (10 points can be earned)</td>
<td>No submission.</td>
<td>Journal is less than 1 page long NOT including title page and reference list.</td>
<td>Journal is 1-2 pages long NOT including title page and reference list.</td>
<td>Journal is at least 3-5 pages long NOT including title page and reference list.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>3 points</td>
<td>6 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Grammar/APA format (10 points can be earned)</td>
<td>No submission.</td>
<td>Several grammatical errors and/or APA mistakes. NO subtitles. NO title page. No reference list.</td>
<td>Few grammatical and/or APA mistakes. No subtitles.</td>
<td>Few if any grammatical and APA errors. Subtitles are used through the paper. Title page is used. Double spacing and reference list at the end.</td>
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</tr>
<tr>
<td>0 points</td>
<td>3 points</td>
<td>6 points</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

**Theory Paper Rubric**

<table>
<thead>
<tr>
<th>Follows instructions of Paper/reflect on topic (Total of 15 points can be earned)</th>
<th>No submission.</th>
<th>Paper is less than 5 pages in length (not including title page and reference list). Assignments covers 2 or fewer theories. Assignment is more than 3 days late. Assignment not submitted in correct location.</th>
<th>Paper is 5-7 pages in length (not including title page and reference list). Assignments covers 3-4 theories. Assignment 1-3 days late. Assignment not submitted in correct location.</th>
<th>Paper is 8-10 pages in length. (not including title page and reference list). Paper covers at least 5 theories in detail. Assignment was submitted on or before established deadline in correct location.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>5 points</td>
<td>10 points</td>
<td>15 points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content analysis and knowledge (40 points)</th>
<th>No submission.</th>
<th>Paper shows very poor understanding of theories. Paper does not address multicultural aspects of each theory. No analysis of information, merely reporting the information from the text.</th>
<th>Writing does not demonstrate full understanding and reflection on the theories. Minimal address of multicultural concepts related to theories. Very little analysis of the theories.</th>
<th>Demonstrate that you understand the various models by looking for common denominators and differences among several therapy approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client populations in a group setting. Analysis of the theories beyond what is presented in the textbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>20 points</td>
<td>30 points</td>
<td>40 points</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adequate information given on each theory (30 points can be earned)</th>
<th>No submission.</th>
<th>Includes at least 1 or none of the following for each theory- (1) key concepts of your approach, (2) view</th>
<th>Includes at least 2-3 of the following for each theory- (1) key concepts of your approach, (2) view of your</th>
<th>Includes at least 4 of the following for each theory- (1) key concepts of your approach, (2) view of your</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td></td>
<td></td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td>Grammar/APA format/Sources (15 points can be earned)</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>No submission.</td>
<td>0 points</td>
<td>Several grammatical errors and/or APA mistakes. NO subtitles. No title page. No reference list.</td>
<td>Few grammatical and/or APA mistakes. No subtitles. 2 - 4 sources used for the paper.</td>
<td>Few if any grammatical and APA errors. Subtitles are used through the paper. Title page is used. Double spacing and reference list at the end. Proper sources used and cited throughout the paper (at least 5 sources used—these can include textbooks).</td>
</tr>
</tbody>
</table>

**Residency Week Rubric**

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is often late for class and leaves early without prior arrangement.</td>
<td>Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.</td>
</tr>
</tbody>
</table>

| LARGE GROUP PARTICIPATION | Does not ask questions or make comments that indicate familiarity with class topics. | Rarely asks questions or makes comments that indicate familiarity with the class topics. | Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics. | Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics. |
| GROUP EXPERIENCE | Misses two or more Group sessions and/or does not participate. | Misses on group session, and/or does not adequately engage in sessions. | Completes all group sessions and engages adequately with group. | Completes all group sessions, engages exceptionally with group. |
### Instructional and Outside Work Estimate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
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</thead>
<tbody>
<tr>
<td>Residency Week</td>
<td>20 hrs</td>
</tr>
<tr>
<td>Residency Week Preparation</td>
<td>10 hrs</td>
</tr>
<tr>
<td>Total Assigned Reading – 3 Textbooks, Assignments, Supplemental Reading</td>
<td>48 hrs</td>
</tr>
<tr>
<td>Journaling Assignments</td>
<td>12 hrs</td>
</tr>
<tr>
<td>Discussion Forum Participation - Reading, Research, Posts, Responses</td>
<td>18 hrs</td>
</tr>
<tr>
<td>Theory Paper - Research and Writing</td>
<td>22 hrs</td>
</tr>
<tr>
<td>Integrative Paper – Research and Writing</td>
<td>16 hrs</td>
</tr>
<tr>
<td><strong>Total time spent</strong></td>
<td><strong>146 hrs</strong></td>
</tr>
</tbody>
</table>

### Tentative Schedule and/or Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
<th>CACREP Standard</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to Group Work | Corey text Ch. 1  
Yalom & Leszcz Ch. 2  
Corey Student manual Ch. 1  
Powerpoint Ch. 1  
Video Ch.1  
ACA (2015) *Code of Ethics*  
**Assignments:**  
DQ # 1: Class Introductions  
DQ #2 | | 2.F.5.f.  
2.F.6.b.  
2.F.6.d.  
2.F.6.f.  
2.F.6.h. |
| Week 2 | Group Leadership  
Introduction to Group Work  
Ethical Practice | Corey text Ch. 2  
Yalom & Leszcz Ch. 1 & 5  
Corey Student manual Ch. 1  
Powerpoint Ch. 2  
Video Ch.2  
ASGW(2012) websites (Best practices and multicultural)  
Clark (2002)  
**Assignments:**  
Journal. Entry 1  
DQ #3 | | 2.F.5.a.  
2.F.5.f.  
2.F.6.a.  
2.F.6.b.  
2.F.6.c.  
2.F.6.d.  
2.F.6.e.  
2.F.6.f.  
2.F.6.g.  
2.F.6.h.  
5.C.2.c. |
| Week 3 | Ethical and Professional Issues in Group Counseling  
Culturally Relevant Strategies | Corey text Ch. 3  
Yalom & Leszcz Ch. 14  
Corey Student manual Ch. 3  
Powerpoint Ch. 3  
Video Ch.3  
Day-vines, et.al.  
Bemak & Chung (2014)  
**Assignments:**  
DQ #4 | | 2.F.5.a.  
2.F.5.f.  
2.F.6.a.  
2.F.6.b.  
2.F.6.c.  
2.F.6.d.  
2.F.6.e.  
2.F.6.f.  
2.F.6.g.  
2.F.6.h.  
5.C.2.c. |
| Week 4 | Stages of Group Counseling  
Group Stages | Corey text Ch. 4  
Yalom & Leszcz Ch. 8-10  
Corey Student manual Ch. 4  
Powerpoint Ch. 4 | | 2.F.5.a.  
2.F.5.f.  
2.F.6.a.  
2.F.6.b. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Materials</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Later Stages</td>
<td>Corey text Ch. 5, Yalom &amp; Leszcz Ch. 3, 11-13, Corey Student manual Ch. 5, Powerpoint Ch. 5, Video Ch. 5, Riordan &amp; Beggs (1987)</td>
<td>Assignments: DQ #5, Journal Entry 3</td>
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<td></td>
<td>Initial Stage of Group</td>
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<tr>
<td>6</td>
<td>Overview of the Psychoanalytic and Adlerian Group Facilitation</td>
<td>Corey text Ch. 6-7, Yalom &amp; Leszcz Ch. 6 &amp; 7, Corey Student manual Ch. 6-7, Powerpoint Ch. 6-7, Video Ch. 6-7, Froeschle &amp; Riney (2008)</td>
<td>Assignments: DQ #6, Journal Entry 3</td>
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<td>7</td>
<td>Overview of Psychodrama and Existentialism</td>
<td>Corey text Ch. 8-10, Corey Student manual Ch. 8-10, Powerpoint Ch. 8-10, Video Ch. 8-10</td>
<td>Assignments: DQ #7, Journal Entry 3</td>
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<tr>
<td></td>
<td>Transition Stage of Group</td>
<td></td>
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<td>8</td>
<td>Overview of Gestalt, TA, CBT, and 12 Steps Groups</td>
<td>Corey text Ch. 11-13, Corey Student manual Ch. 11-13, Powerpoint Ch. 11-13, Video Ch. 11-13</td>
<td>Assignments: Journal Entry 4</td>
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<tr>
<td>9</td>
<td>REBT, Reality, and Solution-Focused Brief Therapy and the Working Stage of Group</td>
<td>Corey text Ch. 14-16, Corey Student manual Ch. 14-16, Powerpoint Ch. 14-16, Video Ch. 14-16</td>
<td>Assignments: DQ #8</td>
<td></td>
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</table>