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Syllabus

SUL ROSS STATE UNIVERSITY
ED 7315: GROUP PROCESSES IN GUIDANCE AND COUNSELING
Spring 2017

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Virtual Office Hours: Daily, email for appointment

PREREQUISITES
ED 5314: Personality and Counseling Theories; ED 7303: Techniques of Counseling

REQUIRED MATERIALS
Gladding, Samuel T. (2016). *Groups: A counseling specialty* (7th ed.). New York: Merrill/Prentice-Hall.

Suggested Textbooks

All written assignments *must follow the APA writing style*. If you are unfamiliar with the APA writing style, it is strongly suggested that you purchase an APA 6th edition manual.

COURSE DESCRIPTION
A course which explores numerous theoretical models, exposes students to various techniques and principles, and includes class presentations, role play and opportunity for "hands on," experiential involvement in a group.

Successful completion of this course does not imply ability to run groups, but rather is a foundation of information and skills upon which to build. Students should always supplement this course with supervised group experience during internships.

No tape recording will be allowed of any portion of this class!

PROGRAM LEARNING OUTCOMES
This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students /clients' ability to achieve their potential.

2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.

3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COURSE OBJECTIVES
Student will be able to:
1. Define and distinguish among group guidance, group counseling, group psychotherapy, and support groups, and advantages and disadvantages of group approaches versus individual counseling.

2. Discuss theories of group counseling including methods, techniques, and research findings, including group work with substance abuse and addiction.

3. Identify major persons and factors in the historical development of group counseling.

4. Discuss legal and ethical issues with group counseling, including how to make referrals.

5. Describe the various stages of the group process and roles of leaders and members at each stage.

6. Explain group dynamics in terms of cause and effect.

7. Describe different styles of leadership and leadership skills and techniques appropriate for each stage of the group process.

8. Explain characteristics of group leaders that affect group process; demonstrate personal awareness of his/her own strengths, weaknesses, values, prejudices, etc. and the effects on others.

9. Describe the implications of sociocultural, demographic, and lifestyle diversity on groups.

10. Discuss methods of evaluating the effectiveness of groups.

11. Describe how he/she would implement groups in his/her work.

12. Demonstrate knowledge of methods to continue learning about group process and group leadership.

TExES STANDARDS
TExES standards addressed in this course are:
Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES COMPETENCIES
TExES competencies addressed in this course are:
Competency 001, Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002, Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003, Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 005, Developmental Guidance Program: The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006, Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 009, Collaboration with Others in the School and Community: The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010, Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

REQUIREMENTS
Students will:
- complete reading assignments and **study** the material **prior** to class meetings.
- attend all classes and participate constructively in discussions and activities.

- complete out-of-class assignments.
- take four "sets" of chapter quizzes.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION
Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** in the following areas:

Proposal for a Group/Paper	35%
Group Exercise Presentation	25%
Participation/Discussion	10%
Chapter Quizzes	30%

NOTE: *NO LATE ASSIGNMENTS WILL BE ACCEPTED*.

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

PARTICIPATION
You are expected to participate in the class activities and discussions. Your final course grade may be affected by both the quality and quantity of your in-class participation and attendance. Your class participation should give evidence that you are keeping up with the assigned readings. Come to class prepared to share your thoughts on the topics under discussion for each of the class meetings.

Please provide your classmates and instructor the professional courtesy of arriving on time for the beginning of class **and** after breaks, and staying for the full duration of every class.

NOTE: Please place cell phones on "silent" and/or quiet "vibrate". I appreciate your remembering this throughout the course—it is disruptive to have the interruption of a cellular phone.

ATTENDANCE POLICY
You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session whenever possible, or as soon afterward as possible. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as non-attendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." **Missing an entire two-day-format class will cause you to be dropped from the course.**

ASSIGNMENT DESCRIPTIONS *(NOTE: NO LATE ASSIGNMENTS WILL BE ACCEPTED.)*

All work should be ***double spaced and in APA style, Times New Roman 12 pt. font.***

Proposal for a Group. This assignment requires you to develop a proposal for a group. Guidelines for the proposal are attached to this syllabus.
NOTE: This assignment must be written using APA guidelines using appropriate documentation. (Times New Roman 12 pt. font, double-spaced). The paper is usually 15+ pages because of activity descriptions. *You must use the textbook and other supporting information to support your proposal. A minimum of 25 points will be deducted from a paper with no supporting documentation. References must be cited within the body of your paper.*

Group Exercise Presentation. This assignment requires you to present to the rest of the class one exercise from your proposal for a group. Limit your presentation to **20 to 30 minutes.** You will be graded on the relevance of the topic and activity for the age group, and on your organization, time management, and professionalism. Guidelines for the proposal are attached to this syllabus.

Testing. Four "sets" of chapter quizzes will be given. You are responsible for **all** material in class lectures **and** reading assignments.

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SCHEDULE (NOTE: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be informed of any changes during regular class meetings, on the Blackboard course site, or via Sul Ross email.) Students should check their Sul Ross email daily for possible announcements.

Session 1

Saturday, Jan. 28   **Lecture will consist of both chapter points, additional materials and experiential group processing.**
                                  Students will take part in "experiential" counseling group, functioning as a group member facilitated by Mr. Short - Debrief and Lecture

Sunday, Jan. 29   **Online:** Complete Test set 1: Chapters 1, 2, 3, and 4

Session 2

Saturday, Feb. 18   Lecture face to face chapters 6, 7, 8, 9, 14,15,16

Sunday, Feb. 19   **Online:** Complete Test set 2: Chapters 5, 6, 7, 8, and 9

Session 3

Saturday, Mar.25th   **Online** - Chapters 10, 11, 12, 13 Powerpoints for study and discussion boards open March 20th and should be completed by March 25th at midnight .

Sunday, Mar. 26th   **Online:** Complete Test set 3: Chapters 10, 11, 12, and 13

Session 4

Saturday, Apr. 15   **Sul Ross campus:** Take part in "experiential" counseling groups, functioning
                         as leader and group member.
                         *DUE: Saturday, April 15 presentations (NOTE: SHOULD WE NOT BE
                         ABLE COMPLETE ALL PRESENTATIONS, SUNDAY CLASS MAY BE
                         HELD TO COMPLETE THESE)

Sunday, Apr. 16   **Online:** Complete Test #4: Chapters 14, 15, 16,
                         *DUE: Sunday, April 16 -Group Proposal (PRESENTATIONS CONTINUED
                         IF NEEDED)

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

GROUP COUNSELING PROPOSAL GUIDELINES

I. Introduction
A. Purpose and Rationale   *10 points*
Clearly define the purpose of your group. Why is it important? Cite at least three references from
the literature to support your group or techniques. What type of group is it? For whom is it offered?
What are your qualifications for leading this group? (An interest is sufficient for this proposal).

B. Goals and Objectives   *10 points*
Clearly define three general goals for your group. For each goal, define at least two objectives.
Objectives must be behaviorally defined (observable and measurable) to aid in evaluating your
program.

 II. Method
A. Logistics   *5 points*
List the steps you will take in setting up the group. These may include securing permission,
arranging venue, and advertising. Describe how many members you will include, when and where
you will meet, for how long, and for how many sessions.

B. Selecting Group Members   *10 points*
Describe how you will recruit and select group members. Include any screening procedures, pre-
group interviews, pretesting, and selection criteria. Describe applicants who would not be
acceptable for your group. Discuss any ethical issues with recruitment and selection.

III. Description of Group Activities   *40 points*
Describe, in outline form, what you plan to do during each session of your group. Each description
should include: Session #, Objectives for the session, a list of topics, and a brief description of any
activities or techniques you will use. You may borrow activities from other sources as long as you
properly cite them. Estimate the approximate time for each activity. You may wish to attach
materials for your group activities, such as games, handouts, overheads, and so forth.

IV. Evaluation of the Group   *10 points*
Describe how you will evaluate the effectiveness of your group in achieving the goals and
objectives you defined in the Introduction. If you will use tests, rating forms, or questionnaires,
attach copies. You should have a formal or informal evaluation for each objective listed in the
Introduction. Evaluation activities will probably take place during some or all group sessions and
at the conclusion of the group. You may wish to consider a follow-up evaluation as well.

V. References   *5 points*
List all references cited in your proposal using APA style.

Additional Criteria for Grading   *10 points*

The proposal should be complete, neat, and grammatically correct. **Your writing reflects your
professionalism. Papers with multiple errors will receive a reduction in grade.**

Group Presentation Guidelines

Rubric for the group presentation... I do require that you conduct an actual group activity. For example, if you are developing a psychoeducational group for children that have experienced peer abuse and/or bullying, you could have "us" (we will be the group members) complete a self-esteem building activity. I hope this gives you a clear picture of what I will be looking for and grading during your presentation. I have also included the point distribution for each area.

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Group Exercise Presentation:

Grading Rubric:

Time limit: 20 to 30 minutes:

Relevance of your topic: (20 points)

-Purpose

-Rationale

Activity for the age group: (40 points)

-Selecting group members

-Description of the group activity

-Leadership during group activity

-Familiarity with group activity and information

Organization: (20 points)

-All parts fit together to create a meaningful representation of your work

-Clear focus throughout the presentation

Time Management: (10 points)

-Staying within time frame

-Smooth transitioning

Professionalism: (10 points)

-Appearance

-Easily understood