

Sul Ross State University
Counseling Program

Department of Education

2623 Garner Field Road

Uvalde, Texas 78801

RGCCounselors@sulross.edu

Group Counseling

EDUC 7315

3 semester credit hours

Fall Semester 2019

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Student Availability and Office Hours:

Available to meet with students by appointment in Uvalde on Mondays and Wednesdays 4:00 – 6:00 pm and 8:45 – 10:00 pm

Available for virtual assistance via Collaborate, email, text or voice 9:00 am – 12:00 pm Wednesdays and Thursdays

Available at other times and locations by appointment

Graduate Mentor: Mrs. Lynette Salazar

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Course Purpose

This course will provide students with an experiential and interactive opportunity to develop awareness and competence in counseling diverse groups of individuals through exploration of group dynamics, processes, and therapeutic interventions.

Prerequisite: *Student must have earned a grade of B or higher in EDUC 5314 and have permission of the instructor. This course is taken concurrently with Techniques of Counseling I (EDUC 6321).*

Student Learning Objectives

Upon successfully completing this course, students will be able to:

1. Identify and explain small group dynamics and stages of group development.
Assessment of this objective will be conducted by the Group Observation Blog, Instructor Observation of Classroom Group Participation, the Group Experience Curriculum, the Objective Final Examination, and the Take-Home Final Examination.
2. State and describe the major ethical issues in group counseling and psychotherapy.
Assessment of this objective will be conducted by the Group Observation Blog, Instructor Observation of Classroom Group Participation, the Group Experience Curriculum, the Objective Final Examination, and the Take-Home Final Examination.
3. Demonstrate and discuss the essential group leadership skills and facilitation styles.
Assessment of this objective will be conducted by the Group Observation Blog, Instructor Observation of Classroom Group Participation, the Group Experience Curriculum, the Content Quizzes or Encounter Group Marathon Participation, the Objective Final Examination, and the Take-Home Final Examination.
4. Recognize and apply theoretically specific techniques for group counseling and psychotherapy.
Assessment of this objective will be conducted by Instructor Observation of Classroom Group Participation, the Group Experience Curriculum, the Content Quizzes or Encounter Group Marathon Participation, the Objective Final Examination, and the Take-Home Final Examination.
5. Recognize and define the concept of mindfulness as it relates to the group counseling processes and implement and maintain a personal mindfulness practice.
Assessment of this objective will be conducted by the Group Observation Blog, Instructor Observation of Classroom Group Participation, the Group Experience Curriculum, the Content Quizzes or Encounter Group Marathon Participation, the Objective Final Examination, and the Take-Home Final Examination.
6. Demonstrate personal growth, increased self-awareness, and heightened insight as the result of authentic and genuine group participation.
Assessment of this objective will be conducted by the Group Observation Blog, Instructor Observation of Classroom Group Participation, the Content Quizzes or Encounter Group Marathon Participation, and the Take-Home Final Examination.

Counseling Program Objectives: Student Learning Outcomes

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ☉ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ☉ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ☉ Comprehend the role and function of the counselor in a variety of work settings.
- ☉ Know and apply the professional standards of practice and the relevant code of ethics.
- ☉ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ☉ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ☉ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ☉ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ☉ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Class Sessions

This class will meet on Wednesday evenings, from 6:00 p.m. to 9:00 p.m., in Uvalde in B109. Class sessions are entirely experiential, with skill demonstration, modeling, discussion, and interpersonal group experiences. All students are group members and the instructors are co-facilitators.

In the second week of the fall semester, the group will be charged with choosing one of two different course formats. The **Traditional Format** consists of an integration of experiential and academic requirements with regular sessions every week through December 11, 2019. The **Encounter Marathon Format** consists of a total experiential emphasis chosen through group consensus. It will consist of a day-long (10:00 a.m. - 6:00 p.m.) Encounter Group Marathon on either a Saturday or a Sunday. The Encounter Group Marathon will be held in San Antonio. This alternative format would devote the remaining four weeks of the semester to the academic endeavors, class tasks and tests occurring online with no quizzes (replaced with marathon investment and participation).

The **Traditional Format** would require the group to meet each Wednesday until the termination session on December 11, 2019 with all academic requirements (readings, quizzes, assignments, tests) interwoven throughout the semester. The **Encounter Marathon Format** would focus solely on the experiential elements through the termination session on November 13, 2019 with one full-day of Encounter Group Marathon scheduled on a Saturday in San Antonio. Then the course focus would shift to a web-based format for the remainder of the semester. All academic endeavors (readings, assignments and exams) would take place in the virtual world on Blackboard during the remaining four weeks of the semester, through the completion of the final examinations on December 11, 2019. Selection of the format structure is the responsibility of the group with minor input from the co-facilitators. Additionally, if the group unanimously chooses the encounter marathon format, then the group must select the date of the Encounter Group Marathon in San Antonio from the following Saturdays and their corresponding Sundays:

September 14th (or September 15th)
September 21st (or September 22nd)
September 28th (or September 29th)

Readings

The instructors are conscientious of the outrageous costs of graduate studies and the rapidly escalating costs of counseling textbooks. Therefore, we do not use any required textbooks in this course. Instead, all required readings are posted on our class Blackboard site. After the first night of class you will be granted access to the Blackboard site for *Group Counseling*. You are expected to remain current with the posted readings, articles, handout materials, videos and presentations available on Blackboard if the traditional course format is selected. On the other hand, if the encounter marathon option is chosen, students have the flexibility to schedule their reading and study time in a style and pace most conducive to individual learning styles. Although there are no textbooks for this course, there is an abundance of required reading that will be posted and available to students on Blackboard.

Course Requirements and Grading

*Regular attendance and participation	50 points
*Group experience curriculum	50 points
*Group observation blog	50 points
*Traditional quizzes or marathon investment/participation	50 points
*Objective final examination	100 points
*Take-home essay final examination	100 points

According to this scale, there are 400 total points possible on which your final course grade will be based. A final point total of 360 or greater will earn you a final grade of A, a total of 320-359 will be a final grade of B, and a total of 280-319 will be a C grade (*does not meet the prerequisite for Practicum*). **Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

Proposed Course Outline

Traditional Course Format

DATE	TOPICS, TASKS & ASSIGNMENTS DUE
August 28	<ul style="list-style-type: none">*Introductions*Course overview and expectations*Group counseling and psychotherapy**Due by 08/30/19: Creation of Group Observation Blog***Blackboard: Readings and Blog
September 4	<ul style="list-style-type: none">*Grouping and ice breakers*Observation skills: Debriefing and feedback*Self-monitoring*Consensus and task groups*Group processes*Group stages of development***Blackboard: Readings and Blog
September 11	<ul style="list-style-type: none">*Purposes of groups*Planning groups*Ethical issues in group counseling***Blackboard: Readings and Blog
September 18	<ul style="list-style-type: none">*Initial stage of group development*Trust and safety*Beginning stage**Due 09/20/19 11:00 pm: Quiz #1 Online***Blackboard: Readings and Blog
September 25	<ul style="list-style-type: none">*Transition stage of group development*Basic skills of group leaders*Dealing with conflict in groups*Roles of group members***Blackboard: Readings and Blog

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- October 2
- *Working stage of group development
 - *Leadership
 - *Group norms and behavior
 - *Decision-making
 - *Self-disclosure
 - **Due 10/4/19 11:00 pm: Quiz #2 Online**
 - ***Blackboard: Readings and Blog
-
- October 9
- *Group cohesion
 - *Power
 - *Humor in groups
 - *Using group exercises and experiences
 - **Saturday, October 12th: Mindfulness Meditation Retreat**
 - ***Blackboard: Readings and Blog
-
- October 16
- *Final stage of group development
 - *Application of counseling theory to group counseling
 - ***Blackboard: Readings and Blog
-
- October 23
- *Process of therapy in groups
 - *Emotional intensity
 - *Common pitfalls of beginning group counselors
 - **Due 10/25/19 11:00 pm: Quiz #3 Online**
 - ***Blackboard: Readings and Blog
-
- October 30
- *Dealing with problem situations
 - *Counseling children in groups
 - *Groups for adolescents in groups
 - ***Blackboard: Readings and Blog
-
- November 6
- *Groups for adults
 - *Groups for the elderly
 - *Special issues in group counseling
 - *Group counseling in the 21st century
 - *Group guidance activities
 - **Due 11/8/19 11:00 pm: Quiz #4 Online**
 - ***Blackboard: Readings and Blog
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- November 13 *Working with groups of parents
*Groups for special populations
****TCA Professional Growth Conference-Fort Worth November 14-16**
***Blackboard: Readings and Blog
-
- November 20 *Multicultural issues in group counseling
*Group counseling in school settings
*Identifying and sharing group counseling resources
****Due 11/22/19 11:00 pm: Quiz #5 Online**
***Blackboard: Readings and Blog
-
- November 27 ****Thanksgiving Holiday: No Group Session**
-
- December 4 *Review of group processes and dynamics
*Review of stages of group development
*Review of theoretically specific group interventions
*Facilitating a group: From promotion/screening to termination/referral
****Due 12/4 11:00 pm: Group Experience Curriculum**
****Available 12/6: Objective Final Exam Online**
****Disseminated 12/7: Take-Home Final Exam**
***Blackboard: Readings and Blog
-
- December 11 *Terminating the group experience
*Rituals for termination
****Due 12/11 11:00 pm: Objective Final Exam Online**
****Due 12/12 11:00 pm: Take-Home Final Examination**
****Due 12/12 11:00 pm: Group Observation Blog**
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Proposed Course Outline

Encounter Marathon Course Format

DATE	TOPICS, TASKS & ASSIGNMENTS DUE
August 28	<ul style="list-style-type: none">*Introductions*Course overview and expectations*Group counseling and psychotherapy**Due by 08/30/19: Creation of Group Observation Blog
September 4	<ul style="list-style-type: none">*Grouping and ice breakers*Observation skills: Debriefing and feedback*Self-monitoring*Consensus and task groups*Group processes*Group stages of development
September 11	<ul style="list-style-type: none">*Purposes of groups*Planning groups*Ethical issues in group counseling
September 18	<ul style="list-style-type: none">*Initial stage of group development*Trust and safety*Beginning stage
September 25	<ul style="list-style-type: none">*Transition stage of group development*Basic skills of group leaders*Dealing with conflict in groups*Roles of group members
October 2	<ul style="list-style-type: none">*Working stage of group development*Leadership*Group norms and behavior*Decision-making*Self-disclosure

November 27 (Blackboard)	**Thanksgiving Holiday *Multicultural issues in group counseling *Group counseling in school settings *Review of group processes and dynamics *Review of stages of group development ***Blackboard: Readings and Blog
December 4 (Blackboard)	*Review of theoretically specific group interventions *Facilitating a group: From promotion/screening to termination/referral **Due 12/4 11:00 pm: Group Experience Curriculum **Available 12/6: Objective Final Exam Online **Disseminated 12/7: Take-Home Final Exam ***Blackboard: Readings and Blog
December 11 (Blackboard)	*Review of theoretically specific group interventions *Facilitating a group: From promotion/screening to termination/referral **Due 12/11 11:00 pm: Objective Final Exam Online **Due 12/12 11:00 pm: Take-Home Final Examination **Due 12/12 11:00 pm: Group Observation Blog ***Blackboard: Readings and Blog

Remember these important dates:

August 26	Classes begin and last day to add EDUC 6321 or EDUC 7315
August 28	First group session
August 29	Last day for late registration and schedule changes
September 2	Labor Day Holiday: No Class
September 11	Last day to drop the Experiential Block without an academic record
October 12	Mindfulness Meditation Retreat in San Antonio
November 14-16	Texas Counseling Association (TCA) 2019 Conference in Ft. Worth
November 15	Last day to drop a course or withdraw from the University
November 27-29	Thanksgiving Day Holidays
December 4	Group Experience Curriculum due by 11:00 pm
December 6 – 11	Objective Final Examination available online
December 12	Take-Home Final Exam is due by 11:00 pm
December 12	Group Observation Blog completed by 11:00 pm
December 14	Fall Commencement in Uvalde at 7:30 pm

Course Format Decision

The Encounter Marathon Format centers around a day-long (10:00 am – 6:00 pm) group retreat experience in San Antonio on a selected Saturday (or Sunday). The group will be charged with choosing one of two different course formats. The traditional format (refer to first Proposed Course Outline for the Traditional Course Format) consists of an integration of experiential and academic requirements with regular sessions every week through termination on December 11, 2019. The encounter marathon format (refer to the Proposed Course Outline for the Encounter Marathon Format) consists of a total experiential emphasis through the termination session on November 13, 2019, with one Saturday chosen through group consensus (unanimous decision), for the day-long Encounter Group Marathon in San Antonio. This alternative format would devote the remaining four weeks of the semester to the academic endeavors, class tasks and tests occurring online with no quizzes (replaced with marathon investment and participation).

This class will meet on Wednesday evenings, from 6:00 p.m. to 9:00 p.m., in Uvalde in B109. Class sessions are entirely experiential, with skill demonstration, modeling, discussion, and interpersonal group experiences. All students are group members and the instructors are co-facilitators.

In the second week of the fall semester, the group will be charged with choosing one of two different course formats. The traditional format consists of an integration of experiential and academic requirements with regular sessions every week through December 11, 2019. The encounter marathon format consists of a total experiential emphasis through the final session on November 13, 2019, with one Saturday, chosen through group consensus, for the day-long (10:00 a.m. – 6:00 p.m.) Encounter Group Marathon in San Antonio.

The traditional format would require the group to meet each Wednesday until the termination session on December 13, 2019 with all academic requirements (readings, resources, quizzes, assignments, and tests) interwoven throughout the semester. The encounter marathon format would focus solely on the experiential elements through the termination session on November 13, 2019 with one full-day of Encounter Group Marathon scheduled on a Saturday in San Antonio. Then the course focus would shift to a web-based format for the remainder of the semester. All academic endeavors (readings, assignments and exams) would take place in the virtual world on Blackboard during the remaining four weeks of the semester, through the completion of the Objective Final Examination deadline of December 13, 2019. Selection of the format structure is the responsibility of the group with minor input from the co-facilitators. Additionally, if the group unanimously chooses the encounter marathon format, then the group must select the date of the Encounter Group Marathon in San Antonio from the following Saturdays and their corresponding Sundays:

September 14th (or September 15th)
September 21st (or September 22nd)
September 28th (or September 29th)

ASSIGNMENTS AND ACTIVITIES

Attendance and Participation

All students are expected to attend all group sessions regularly and on time. Tardiness and absenteeism have extreme detrimental effects on small group processes. Missing a group session (class meeting) for any reason will result in the deduction of **20 points** from the attendance and participation score, regardless of the excuse. Showing up late (after the three co-facilitators have convened the group) will result in the deduction of **10 points** from the attendance and participation score, regardless of the excuse. All group members are expected to fully participate in all group experiences and activities. Participation is evaluated by the instructors on a subjective basis. Attendance and participation are worth a total of **50 points** toward your final grade in this course. The instructors will not judge the merits of a student's reasons for missing class – all absences and tardies will be treated the same. There will be no opportunities for making up missed group time. Participation in the group experience is measured by one's willingness and courage to take risks.

All students are required to turn off electronic devices such as cell phones, iPhones, and laptop computers. Any student who uses such electronic devices in class, or allows such instruments to make any sound during the class time frame, will be asked to leave class for that evening and will lose 20 points from the attendance and participation score. If a student's job requires him/her to be "on call for emergencies" then such arrangements should be discussed and planned in advance with the instructors.

Traditional Quizzes or Marathon Investment

The group will be charged with choosing, through unanimous consensus, the course format: Traditional or Encounter. If the group unanimously selects the traditional course format, then there will be five quizzes scheduled throughout the semester based on the corresponding readings. These quizzes will focus on the required readings in integration with your group experiences, and will be worth a total (all quizzes combined) of **50 points** toward your final grade in this course. If the group unanimously selects the encounter marathon format, then there will be no quizzes but rather a score that reflects the student's level of investment and participation in the Encounter Group Marathon experience. The investment/participation score will also be based on **50 points** possible toward your final grade in this course.

Objective Final Examination

All students are expected to satisfactorily complete a 100-point objective final examination that is based on the readings (two texts and posted articles/handouts). The examination items will expect you to integrate course content with the readings, and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available on Blackboard, **December 6-11, 2019**, and is worth a total of **100 points** toward your final grade in the course.

Take-Home Final Examination

All students are expected to satisfactorily complete an essay style take-home final examination that will be based on the discussions, readings and experiences during the semester. The examination items will expect you to integrate course content and experiences with the readings, and will consist of ten essay items chosen by you from a list of options. The take-home final examination, worth a total of **100 points**, will be disseminated on **December 7, 2019** and will be due via email to the instructors no later than **December 12, 2019**.

Mindfulness and Counseling

Mindful counselors are able to interact more effectively with their personal and professional environments; they are able to respond rather than react to life's unexpected happenings; they are more effective communicators professionally and personally; and they are more creative and effective agents of client-desired change. A routine personal mindfulness practices provides the counseling graduate student with the knowledge and skills to:

- Slow down or stop the cascade of automatic and habitual reactions.
- See oneself and others more clearly.
- Listen deeply and understand situations just as they are.
- Be open to creativity beyond conditioning.
- Respond effectively to complex and/or emotionally charged situations.
- Act competently and ethically.
- Achieve balance and resilience in personal and professional lives.

Group Experience Curriculum

One of the most important qualities of an effective group counselor is spontaneous creativity (referred to as “*therapeutic spontaneity*”). Group counselors are continuously required to “*invent*” therapeutic experiences in the moment. All students are expected to create a ten-session (or ten-hour) curriculum for group counseling. This curriculum should consist of ten therapeutic experiences for a specific group. Each of the ten experiences should be prepared much like a standard lesson plan, each reflecting the therapeutic goals of the counseling group and developmentally appropriate for the specific target population. You will determine both the focus of the group (common counseling concern) and the target population. Each “lesson” (experience or activity) must include the following information:

GOALS

Concise statements of the specific goals of this activity as related to the overall therapeutic goals of the group.

OBJECTIVES

Action-oriented statements of the specific behavioral objectives of this activity as related to the overall therapeutic goals of the group.

MATERIALS

Clear listing of all materials required for this experience or activity.

DIRECTIONS

Step by step procedures for effectively implementing this activity or experience. Instructions should be clear and specific so that the experience can be easily and accurately replicated by another professional.

EVALUATION

Suggested procedures for evaluating the effectiveness of the specific lesson or experience with the group members.

The Group Experience Curriculum must be in PowerPoint format to facilitate immediate posting on the Blackboard in order to be available to all students. The PowerPoint must be self-contained (i.e., “*stand alone*”) and include all required information accompanied by audio and/or video narration. The projects are due, to all three instructors, on or before **December 4, 2019** and are worth a total of **50 points** toward your final grade. The Group Experience Curriculum will be graded on originality, creativity, cohesiveness, potential effectiveness, and overall presentation. All Group Experience projects will be shared with the entire group on Blackboard after instructor evaluation.

Group Observation Blog

All students are required to maintain a **Group Observation Blog** on the class Blackboard platform. The journal-like task will be located in a specified blog folder on Blackboard. You must title your blog space with your first and last name followed by the designated assignment title. For example, *Todd Russell Group Observation Blog* would be the title of my blog space under that particular function. The Group Observation Blog includes documentations and demonstrations of one's reactions to the group sessions, information, discussions, readings, and interactions. Blog entries should be made at least two times per week. The Blog must document the student's observations of the group processes and dynamics and their own personal reactions to the group evolution and experiences. Students will observe and record in their blogs the interpersonal communication systems, leadership roles, member roles, stages of group growth, decision-making processes, the purpose of conflict, and power as they have witnessed and experienced in the processes of the group experience. Additionally, students should record their own cognitive and affective responses to group events and interpersonal interactions with other group members. Blog entries (250-500 words) must be of substantial quantity and graduate level quality.

Blog space is located within the content area entitled, **Group Counseling Blog**. Keep the same thread (i.e., blog space) for your blog throughout the entire semester since you can edit and modify your own postings. Do not create new blogs for additional entries. Do not use the "Comment" button to post additional entries to your own blog. Only use the "Comment" button when you are responding to someone else's blog entry. Always start your blog entry with the date and time of the journal entry. Post your most recent entries first before your older entries. Therefore, when we open your blog we will always see your latest and most recent entry first followed by everything else you have written. Continuously throughout the semester, the instructors will provide feedback to individuals regarding the content and depth of the blog entries.

All students are **required** to read and comment on other students' blogs. In your **initial blog entry**, please share some information about yourself so that we can get better acquainted with one another. Please tell us your name, and then something about your various roles in life (family, work, social, leisure). Also, please tell us why you are in the Counseling Program and what you would like to do with your degree and/or training in this field. Finally, please share with us what you expect to get from this course in group counseling.

Posts and entries in your Group Observation Blog can include:

- ✂ Personal thoughts, feelings, insights, and reflections.
- ✂ Questions or concerns that arise as a result of various group experiences or course readings.
- ✂ Primary lessons learned.
- ✂ Applications of concepts and strategies to future group experiences.

- ⌘ Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.
- ⌘ Keep in mind, that the ideas mentioned above must be relevant to your growth throughout the duration of this class.

All blog entries and posts should be thorough, insightful and dynamic. All students are expected to follow the blog postings of fellow classmates. In so doing, observations, insights, feedback and questions can be posed for the blog author simply by using the “Comment” button at the end of blog journal. If someone has made a comment on your recent blog entry, you should respond to the comment in the regular body of your blog. Do not use the “Comment” button to respond to someone’s comment of your blog. Simply address the issue raised right in the body of your journal/blog. At various points throughout the semester the instructors will provide feedback to you regarding the content and depth of your Group Observation Blog entries. Your blog must be created and your first entry posted on or before **Friday, August 30, 2019**. There will be a minimum of **two blog postings per week**. Your final blog entries must be completed by **December 12, 2019**. The Group Observation Blog is worth a total of **50 points** toward your final grade in this course.

The Group Observation Blogs will be posted on Blackboard. Blog space is located within the content area entitled, **Group Counseling Blog**. Keep the same thread (i.e., blog space) for your blog throughout the entire semester since you can edit and modify your own postings. Do not create new blogs for additional entries. Do not use the “Comment” button to post additional entries to your own blog. Only use the “Comment” button when you are responding to someone else’s blog entry. Always start your blog entry with the date and time of the journal entry. Post your most recent entries first before your older entries. Therefore, when we open your blog we will always see your latest and most recent entry first followed by everything else you have written. Continuously throughout the semester, the instructors will provide feedback to individuals regarding the content and depth of the blog entries.

All students are required to read and comment on other students’ blogs. Posts and entries in your Group Observation Blog can include:

- ⊗ Personal thoughts, feelings, insights, and reflections.
- ⊗ Questions or concerns that arise as a result of various group experiences or course readings.
- ⊗ Primary lessons learned.
- ⊗ Applications of concepts and strategies to future group experiences.
- ⊗ Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.

When observing the group processes and recording your observations in your blog, use the following prompts to guide your reflections, contemplations and notations:

- ☉ How would you describe the patterns of participation in the group? Did all have opportunities to participate? Were some excluded? Did a few dominate? Was an effort

made to draw people out? If some members did not participate, how might you account for this? What needs to happen in the group in order for everyone to participate?

- ☉ How would you describe the patterns and styles of leadership behavior that emerged during the group? Did a leader, as such, emerge? Was a leader designated? Was leadership shared? Was there any structuring of the group? Were facilitation skills demonstrated? If so, by whom? If not, why not?
- ☉ How would you describe the structures that emerged to govern the behavior of the group members? What were the rules on which the group functioned? Did you notice any new or emerging rules or norms? Which rules seem to be present but unspoken? How was power manifested? Where and how did power flow during the group experience? Did group seem to be avoiding something? If so, what? How did the group deal with member anxiety? Where is your group developmentally? What needs to happen for your group to develop further?
- ☉ How would you describe the individual roles and responsibilities that developed and emerged in the group? Who initiated ideas? Who supported them? Did anyone block? Who helped push for decisions? Was there any attempt to summarize and pull together ideas? Do some members tend to assume “care-taking” roles and responsibilities? Does someone seem to be the protagonist? Does someone seem to be the antagonist?
- ☉ How would you describe the decision-making processes employed by the group? Did the group get a lot of ideas suggested before beginning to decide, or did it begin deciding on only a single idea? Did everyone agree to the decisions made? Who helped influence the decisions of others? What issues did the group seem to (not) resolve? Did the group experience conflict? If so, why? If not, why not?
- ☉ How would you describe the patterns of communication utilized in the group? Did people feel free to talk? Were there any interrupting or cutting people off? Did people really listen to others? Was there clarification of points made? Who did people look at when they talked?
- ☉ How would you describe the affective qualities of trust and safety in the group? Were members sensitive to the needs and concerns of each other? What feelings did you see being expressed either verbally or nonverbally? What level of trust do you currently feel for the group? In which situations would you still not feel safe with your group? What needs to happen for group members to feel greater levels of trust and safety within the group?

The Group Observation Blog is worth a total of **50 points** toward your final grade in this course. Your initial blog entries must be posted by **Friday, August 30, 2019**. Students are graded on both the content and caliber of their own entries as well as the comments and interactions with other students' entries. Your Group Observation Blog must be finalized by **December 11, 2019**.

Professional Counseling Identity and Behavior

In registering for classes in the Counseling Program at Sul Ross State University, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. By the time a student is admitted to the **Experiential Block**, it is expected that she or he has thoroughly read and comprehended the complete policies, procedures and recommendations of the most recent issue of the **Counseling Program Handbook**. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in counseling, some students discover (or faculty may advise) that they are not appropriate for the counseling field and/or the field of counseling is not appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

Unethical behavior (as defined by the *Code of Ethics* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Sul Ross State University, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all counseling courses. Failure to maintain professionalism is considered unethical behavior.

The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically, but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the "fight-flight-freeze" hijacking of the primitive limbic

system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one's own life experiences while creating space and understanding for one's inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- ⌘ Openness to new ideas
- ⌘ Flexibility
- ⌘ Cooperativeness with others
- ⌘ Willingness to accept and use feedback
- ⌘ Awareness of own impact on others
- ⌘ Ability to deal with conflict
- ⌘ Ability to accept personal responsibility
- ⌘ Ability to express feelings effectively and appropriately
- ⌘ Attention to ethical and legal considerations
- ⌘ Initiative and motivation
- ⌘ Development of professional skills and competencies
- ⌘ Psychological functioning and mindful self-management

Accessibility and Safe Learning Environment

The Counseling Program of Sul Ross State University is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law. The Counseling Program of Sul Ross State University supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability. The Counseling Program 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. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. The Coordinator of Student Services (830-279-3003), Ms. Kathy Biddick (kbiddick@sulross.edu), serves as the Disability Services Coordinator and she is located in Uvalde. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator (Coordinator of Student Services). The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnoses.

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Distance Education Statement

Although *Group Counseling* (EDUC 7315) is an experiential in-person course, and a sizable portion of the full experience of this course will take place on Blackboard. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course.

The policy on Distance Education at Sul Ross State University is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GROUP PROCESS: Debriefing Guidelines

Participation

Did all have opportunities to participate? Were some excluded? Did a few dominate? Was an effort made to draw people out? If some members did not participate, how might you account for this? What needs to happen in the group in order for everyone to participate?

Leadership

Did a leader, as such, emerge? Was a leader designated? Was leadership shared? Was there any structuring of the group? Were facilitation skills demonstrated? If so, by whom? If not, why not?

Structures

What were the rules on which the group functioned? Did you notice any new or emerging rules or norms? Which rules seem to be present but unspoken? How was power manifested? Where and how did power flow during the group experience? Did group seem to be avoiding something? If so, what? How did the group deal with member anxiety? Where is your group developmentally? What needs to happen for your group to develop further?

Roles

Who initiated ideas? Who supported them? Did anyone block? Who helped push for decisions? Was there any attempt to summarize and pull together ideas? Do some members tend to assume “care-taking” roles and responsibilities? Does someone seem to be the protagonist? Does someone seem to be the antagonist?

Decision-Making

Did group get a lot of ideas suggested before beginning to decide, or did it begin deciding on only a single idea? Did everyone agree to the decisions made? Who helped influence the decisions of others? What issues did the group seem to (not) resolve? Did the group experience conflict? If so, why? If not, why not?

Communication

Did people feel free to talk? Were there any interrupting or cutting people off? Did people really listen to others? Was there clarification of points made? Who did people look at when they talked?

Trust and Safety

Were members sensitive to the needs and concerns of each other? What feelings did you see being expressed either verbally or nonverbally? What level of trust do you currently feel for the group? In which situations would you still not feel safe with your group? What needs to happen for group members to feel greater levels of trust and safety within the group?

Group Counseling FAQs

What is Group Counseling?

In group therapy, six to twelve people meet face-to-face with one or more trained group counselors and talk about what is troubling them. Members also give feedback to each other by expressing their own feelings about what someone says or does. This interaction gives group members an opportunity to try out new ways of behaving and to learn more about the way they interact with others. What makes the situation unique is that it is a closed and safe system. The content of the group sessions is confidential; what members talk about or disclose is not discussed outside the group.

The first few sessions of a group usually focus on the establishment of trust. During this time, members work to establish a level of trust that allows them to talk personally and honestly. Group trust is achieved when all members make a commitment to the group.

Why does Group Counseling work?

When people come into a group and interact freely with other group members, they usually recreate those difficulties that brought them to group counseling in the first place. Under the skilled direction of a group counselor, the group is able to give support, offer alternatives, or gently confront the person. In this way the difficulty becomes resolved, alternative behaviors are learned, and the person develops new social techniques or ways of relating to people. During group counseling, people begin to see that they are not alone. Many people feel they are unique because of their problems, and it is encouraging to hear that other people have similar difficulties. In the climate of trust provided by the group, people feel free to care about and help each other.

What are the goals of Group Counseling?

- Exploring issues in an interpersonal context more accurately reflects real life.
- Group counseling provides an opportunity to observe and reflect on your own and others' interpersonal skills.
- Group counseling provides an opportunity to benefit both through active participation and through observation.
- Group counseling offers an opportunity to give and get immediate feedback about concerns, issues and problems affecting one's life.
- Group counseling members benefit by working through personal issues in a supportive, confidential atmosphere and by helping others to work through theirs.

What are the benefits of Group Counseling?

- ✓ An increased sense of support and connectedness
- ✓ A decrease in self-criticism and negativity
- ✓ Renewed hope in one's own abilities
- ✓ Increased resourcefulness in finding solutions
- ✓ Greater ease in identifying feelings and self-disclosure
- ✓ A deepened trust for oneself and one's instincts
- ✓ More confidence in trying out possible solutions

What can I talk about in Group Counseling?

Talk about what brought you to the session in the first place. Tell the group members what is bothering you. If you need support, let the group know. If you think you need confrontation, let them know this also. It is important to tell people what you expect of them. Unexpressed feelings are a major reason why people experience difficulties. Revealing your feelings (self-disclosure) is an important part of group counseling and affects how much you will be helped. The appropriate disclosures will be those that relate directly to your present difficulty. How much you talk about yourself depends upon what you are comfortable with. If you have any questions about what might or might not be helpful, you can always ask the group.

What are the common misperceptions about Group Counseling?

- ★ *"I will be forced to tell all of my deepest thoughts, feelings and secrets to the group."*
You control what, how much, and when you share with the group. Most people find that when they feel safe enough to share what is troubling them, a group can be very helpful and affirming. You are encouraged to not share what you are not ready to disclose. You can also be helped by listening to others and thinking about how what they are saying might apply to you.
- ★ *"Group counseling will take longer than individual counseling because I will have to share the time with others."*
Actually, group therapy is often more efficient than individual counseling for two reasons. First, you can benefit from the group even during sessions when you say very little but listen carefully to others. You will find that you have much in common with other group members, and as they work on a concern, you can learn more about yourself. Secondly, group members will often bring up issues that strike a chord with you, but that you might not have been aware of or brought up yourself.
- ★ *"I will be verbally attacked by the leaders and by other group members."*
It is very important that group members feel safe. Group leaders are there to help develop a safe environment. Feedback is often difficult to hear. As group members come to trust and accept one another, they generally experience feedback and even confrontation as positive, as if it were coming from their best

friend. One of the benefits of group counseling is the opportunity to receive feedback from others in a supportive environment. It is rare to find friends who will gently point out how you might be behaving in ways that hurt yourself or others, but this is precisely what the group can offer. This will be done in a respectful, gentle way, so that you can hear it and make use of it.

- ★ *“Group counseling is second-best to individual counseling and psychotherapy.”*
If group counseling is being recommended for a client it is because a counseling professional believes that it is the best way to address your concerns. Group counseling is recommended when it is the most effective method to help clients.
- ★ *“I have so much trouble talking with people; I’ll never be able to share in a group.”*
Most people are anxious about being able to talk in group. Almost without exception, within a few sessions people find that they do begin to talk in the group. Group members remember what it is like to be new to the group, so you will most likely get a lot of support for beginning to talk in the group.

How to Recognize and Effective Group

1. Members do not ignore seriously intended contributions.

Each member needs to know the effect of his/her remarks if s/he is to improve the way s/he participates in the group. When other members do not respond, the speaker cannot know whether:

- a. They did not understand his/her remark
- b. They understood it and agreed with it
- c. They understood it but disagreed with it
- d. They understood it but thought it was irrelevant

When this principle is followed, the discussion is cumulative and the group moves together. When it is not followed, the discussion becomes scattered, the same points are made over and over, and members feel no progress occurring.

2. Members check to make sure they know what a speaker means before they agree or disagree with his or her contribution.

The question, "What is it?" should precede the question, "How do we feel about it?" For example, understanding is prior to evaluation. Thus, group members frequently use paraphrase, perception checks, and provisional summaries to clarify their assumptions of what others are saying and feeling.

3. Each member speaks only for "self" and lets others speak for themselves.

Each member states his/her reactions as his/her own. He or she does not attribute them to others or give the impression s/he is speaking for others. Each member reports his or her own reactions honestly. She or he recognizes that unless s/he is true to self, the group cannot take his/her feelings into account.

4. All contributions are viewed as belonging to the group, to be used or not as the group decides.

A member who makes a suggestion does not have to defend it as "his" or "hers" against the others. Instead, all accept responsibility for evaluating it as the joint property of the group.

5. All members participate but in different and complementary ways.

When some members fulfill task functions, others carry out interpersonal functions. While some members are providing information, others are making sure it is understood and organized, or identifying points of agreement and disagreement. Each member does not participate always in the same way. Instead, s/he fulfills whatever function is appropriate to his/her interest in the task, his/her information and the behavior of other group members.

6. Whenever the group senses it is having trouble getting work done, it tries to find the reason.

Some symptoms of difficulty are excessive hair-splitting, points repeated over and over, suggestions that “plop” and are not considered, private conversations in subgroups, two or three people dominating the discussion, members taking sides and refusing to compromise, ideas being attacked before they are completely expressed and apathetic participation. When such symptoms occur, the group shifts easily from working on the task to discussing its own interpersonal process. Discussing interpersonal process prevents pluralistic ignorance. For example, each member of the group is confused but thinks she or he is the only one.

7. The group recognizes what it does is what it has chosen to do. No group can avoid making decisions; it cannot choose whether to decide, only how to decide. Thus, an effective group makes decisions openly rather than by default.

When a group faces an issue, it must make a decision. It may agree openly to take action. It may agree openly to take no action. It may decide by default to take no action. Deciding by default not to act has the same impact on the problem as openly agreeing not to act. However, decisions by default are felt as failures by group members and create tensions among them. A group grows more by openly agreeing not to act than by not acting because they could not agree.

The group views each decision as a provisional trial that can be carried out, evaluated and revised in light of experience. The group is aware each decision need not be everything or nothing and need not last forever. When the group makes a decision that it does not carry out, it recognizes the real decision was one not to act, although the apparent decision was to act. The group openly discussed why the apparent and real decisions were not the same. They try to learn why some members agreed with the decision although they felt no personal commitment to carry it out. The group makes decisions in different ways depending upon the kind of issue and the importance of the outcome. The group may vote, delegate the decision to a special subgroup, flip a coin or require complete consensus. The crucial factor is the group has agreement on the way it makes decisions.

8. The group brings conflict into the open and deals with it.

The members recognize conflict as inevitable. They know the choice is theirs as to whether the conflict will be open (subject to group control) or disguised (out of control).

9. The group looks upon behavior that hinders its work as happening because the group allows or even wants it; not just as the result of a “problem member.”

A person who continually introduces irrelevancies can change the topic only if other members follow his or her lead. Instead of labeling “him” or “her” as the problem, the group considers this tactic a group problem. They determine why they all let it happen. Perhaps the other members welcome his digressions as a way of avoiding the open conflict that would occur if they stayed on the topic. Likewise, the person who talks too much...jokes too much...continually attacks others...or never participates, is a sign of a problem shared by the total group. The group needs to discuss it openly as “our problem” to eliminate the disruption. The group gives helpful information to individuals about the impact of their actions on the group. It does not, however analyze, dissect and “work them over.”