SR | SUL ROSS
The **FRONTIER** University of Texas

Syllabus

EDUA 7315: GROUP PROCESSING IN GUIDANCE AND COUNSELING

CMH

Sul Ross State University

Spring 2026

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Off Campus: virtual by appointment

COURSE PREREQUISITES:

You <u>must</u> have successfully completed **ED 5314 – Personality and Counseling Theory and ED 7303 – Techniques of Counseling,** prior to enrolling in this course.

CATALOG 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!

REQUIRED materials Available through Cengage Mindtap:

MindTap Counseling with Groups in Action Video, 1 term (6 months) Instant Access for Corey/Corey/Corey's Groups: Process and Practice, 10th Edition

Marianne Schneider Corey; Gerald Corey; Cindy Corey
ISBN-10: 0-357-04145-3
ISBN-13: 978-0-357-04145-1

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

SUPPLEMENTARY MATERIAL:

Please note that you will need to have some type of video recording device for class and the capability to upload your video to you tube. There are several instructional videos on you tube that will show you how to upload videos. Become familiar with this as soon as you can.

In Acccordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted as CACREP aligned in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
1. History and philosophy of the counseling profession (IIF1a);	Assigned Textbook Reading Chapter 1, Test Appendix A	1,3
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);	Assigned Reading Chapters 1-14 Tests, Lecture Group Proposal Assignment, Group Facilitation presentation Discussion Board	1,2,3
3. Self-care strategies appropriate to the counselor role (IIG1l);	Assigned Reading Chapters 1 and 3. Test, Lecture	1,2
4. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Assigned Reading Chapter 1, 2,3,4; Lecture; Testing; Proposal Development Assignment, Group Facilitation Presentation	1,2,3
5. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Chapter 2 Lecture	3

6. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	Assigned Reading Chapter 8, Lecture Test	2,3
7. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Assigned Reading Chapters 8,9,10 Test, Lecture	1,2,3
8. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Assigned Reading Chapters 8,9,10 Lecture & Test	2,3
9. the impact of heritage, attitudes, belies, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Assigned Reading Chapters 8,9,10 Lecture Test	1,2,3
10. multicultural counseling competencies (IIF2c);	Assigned Reading Chapters 8,9,10 Lecture Test	1,2,3
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Assigned Reading Chapters 1-4, Lecture, Test. Assigned Proposal, Group Facilitation Presentation	1,2,3
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)	Assigned Reading Chapters 1-7 Lecture, Proposal, Group Facilitation Presentation	1,2,3
3. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Assigned Reading Chapter 1-4 Lecture, Appendix C	1,2,3
4. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	Assigned Reading Chapters 8-9; Lecture, Proposal, Group Facilitation Presentation	2,3
5. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Assigned Reading Part 2 Chapters 8, 9, 10	1,2,3
6. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Assigned Reading Chapter 1-14, Lecture Assigned Discussion Board	3

Group Counseling and Group Work (Section 5 Core 6)		
a. theoretical foundations of group counseling and group work	Assigned Reading Chapters 1-4, Lecture, Test. Assigned Proposal, Group Facilitation Presentation	1,2,3
b. dynamics associated with group process and development	Assigned Reading Chapters 1-7 Lecture, Proposal, Group Facilitation Presentation	1,2,3
c. therapeutic factors and how they contribute to group effectiveness	Assigned Reading Chapter 1-4 Lecture, Appendix C	1,2,3
d. characteristics and functions of effective group leaders	Assigned Reading Chapters 8-9; Lecture, Proposal, Group Facilitation Presentation	2,3
e. approaches to group formation, including recruiting, screening, and selecting members	Assigned Reading Part 2 Chapters 8, 9, 10	1,2,3
f. types of groups and other considerations that affect conducting groups in varied settings	Assigned Reading Chapter 1-14, Lecture Assigned Discussion Board	3
g. ethical and culturally relevant strategies for designing and facilitating groups	Assigned Reading Chapter 1-14, Lecture	1,2.3
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Lecture 1 - Experiential Group process facilitated by instructor (6 hours); Testing; Proposal Development Assignment, Group Facilitation Presentation –Students acts as both facilitator and member, (6-8 hours)	1,2,3

COURSE OBJECTIVES:

Student will be able to:

1. Define and distinguish among group guidance, group counseling, group psychotherapy, 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.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential

2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.

2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some

of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Mr. Ronnie Harris, LPC or Mary Schwartz Grisham, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

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. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance 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 weekend format class will cause you to be dropped from the course.

PARTICIPATION POLICY:

Since EDUA 7315 is a hybrid course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email *DAILY* for the duration of the course. In order for you to remain enrolled in ED 7315, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Students will:

- Complete reading and scheduled assignments on a weekly basis through Cengage MindTap. Weeks run Monday to Monday (with an exception for week one) There are a total of 10 weeks of reading and assignments.
- Complete Helper Studio videos through the Mindtap forum. Instructions available through MindTap.
- The final requires each student to develop a group Proposal.

All work should be double spaced and in APA style, Ariel 12 pt. font.

Proposal for a Group.   to develop a proposal for a group that you could facilitate to an identified population of your interest.   Guidelines for the proposal are attached to this syllabus. NOTE: This assignment must be written using APA guidelines using appropriate documentation. (Ariel 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 Facilitation and Leadership Exercises- HELPER STUDIO .

This assignment requires you to submit short videos through the MindTap platform demonstrating your facilitation ability. Students will watch a short video, answer reflective questions about the video and then you are given an opportunity to demonstrate in your own style how you would have responded to the client.

Individual Teleconferences

During April 24 through May 5 each student will engage in teleconferences to discuss their group proposal. This is an opportunity to review elements of the group to improve understanding, effectiveness, and appropriate facilitation.

EVALUATION/GRADING POLICY:

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	25%
Helper Studio Facilitation Videos	10%
Participation / Debriefing	10%
Chapter Quizzes	25%
MindTap Assignments	30%

NOTE: For every assignment missed or incomplete 2 points will be deducted from the participation grade at the end of the semester.

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.

Students who get a C will have to retake the class.

Calendar of Activities - All Activities are assigned weekly and run from Monday to Monday.

Final Group Proposal will be uploaded on Blackboard.

Week	Chapter	Assignments	Date open - Monday	Due date midnight - Sunday
Week 1	1	Mind Tap	Jan 14	Jan 19
Week 2	2	Mind Tap	Jan 19	Jan 26
Week 3	3	Mind Tap	Jan 26	Feb 2
Week 4	4	Mind Tap	Feb 2	Feb 9
Week 5	5	Mind Tap	Feb 9	Feb 16
Week 6	6	Mind Tap	Feb 16	Feb 23
Week 7	7	Mind Tap	Feb 23	Mar 2
Week 8	8	Mind Tap	Mar 2	Mar 9
Spring Break		Spring Break	March 9 -13	
Week 9	9	Mind Tap	Mar 16	Mar 23
Week 10	10	Mind Tap	Mar 23	Mar 30
Week 11	11	Mind Tap	Mar 30	Apr 6
Week 12 /13	Helper Studio	Group Facilitation and Leadership – Helper Studio	Apr 6	Apr 20
Final Proposal		Group Proposal due		Apr 22
Week 14 / 15		Teleconferences	April 22	May 4

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 venues, 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, pregroup 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 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. See Writing Rubric

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and	The paper somewhat incorporated knowledge from the literature in relevant and	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	meaningful ways	meaningful ways			meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content	The paper included content from a few peer	The paper included content from peer	The paper effectively included content from	The paper very effectively included	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites.	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments:_____
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Student Name:_____ A# _____

Assignment:_____ Date:_____