Instructor: Rochelle Cade, PhD, LPC
Office: Human Services 233
Office Phone: 936-468-2602
E-mail: Rochelle.Cade@sfasu.edu
Office Hours: Tuesdays 1:30 to 4:00
W ednesdays 1:30 to 4:00
Office hours to occur through the following link:
Zoom link https://sfasu.zoom.us/j/6713181924

Course Info

Course Name: PCOU 5328 Group Counseling

Course Description: This course is a study of application of group techniques and processes in counseling.

Term: Fall 2020

Time/Location Course Meets: Tuesday from 4:30 to 7:00 in Telecom Room 101

This course requires an outside of class meeting. The outside meeting time is scheduled for Tuesdays from 7:00 to 8:30.

Course Resources


Required Technology: Students will need to set-up and regularly check their university email account and BrightSpace. In addition to announcements in class, the instructor will use university email accounts and BrightSpace to communicate information regarding the
syllabus, scheduling changes, handouts etc. Students will need consistent internet and computer/laptop access for the duration of the course. Students will need access to Zoom. Students will need to make a one-time purchase of LiveText. Once purchased, the account will be used throughout your undergraduate, graduate, or doctoral program of study. LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. Required program assignments, designated by instructors and program. LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments. Failure to complete LiveText assignments will result in a grade of WH in the course.

**Students with Disabilities:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 936-468-3004 or 936-4681004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For more information, please go to http:www.sfasu.edu/disabilityservices/.

### Course Outcomes

#### Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1) Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2) Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population. Human Growth and Development (CACREP 2.F.3) Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4) Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions. Counseling and Helping Relationships (CACREP 2.F.5) Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6) Students demonstrate competency in preparing and facilitation of group counseling.
Assessment and Treatment Planning (CACREP 2.F.7) Students identify effective assessment strategies in order to facilitate treatment planning. Research and Program Evaluation (CACREP 2.F.8) Students evaluate research methods to inform evidence-based practice.

**INTENDED LEARNING OUTCOMES:** Through the activities in and objectives of PCOU 528 students will become competent, successful, caring and enthusiastic counseling professionals dedicated to responsible service, leadership, social justice and continued, life-long professional and intellectual development in an interconnected global society. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also be given the opportunity for collaboration and shared decision making. By means of classroom interactions and course content, students will develop an openness to new ideas, to culturally diverse people, and to innovation and change. As described in this syllabus, PCOU 528 follows the mission, vision and core values of the Perkins College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments.

**COURSE OBJECTIVES:** Student will demonstrate: 1. Evaluate and demonstrate group dynamics, including group process components, developmental stages of a group, and group members’ roles and behaviors as well as individual and group goal setting 2. Critique group leadership styles and approaches including characteristics of various group leaders and leadership styles and the relationship of leadership style to group functioning 3. Demonstrate ability to use different group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring, group facilitation skills and methods for evaluation of group growth and effectiveness Compare and contrast different types of groups including task groups, psychoeducational groups, support groups, group counseling, and therapy groups 5. Adapting methods of groups with diverse and specific populations and addressing specific problem situations that arise in groups 6. Apply knowledge of the ethical and legal principles unique to group work 7. MCP Students - Develop a group proposal influencing the organization of a group in several settings

<table>
<thead>
<tr>
<th>CACREP Standards and Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.6.a Understands the theoretical foundations of group counseling and group work PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Readings, lectures, research for assignment</td>
<td>Class presentation, exam</td>
</tr>
<tr>
<td>2.F.6.b</td>
<td>Comprehends the dynamics associated with group process and development PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Readings, lectures, videos, experiential group</td>
</tr>
<tr>
<td>2.F.6.c</td>
<td>Recognizes therapeutic factors and how they contribute to group effectiveness PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Readings, lectures, videos, experiential group</td>
</tr>
<tr>
<td>2.F.6.d</td>
<td>Understands characteristics and functions of effective group leaders PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Readings, lectures, videos, experiential group</td>
</tr>
<tr>
<td>2.F.6.e</td>
<td>Grasps approaches to group formation, including recruiting, screening, and selecting members PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Readings, lectures, research for assignment</td>
</tr>
<tr>
<td>2.F.6.f</td>
<td>Distinguishes types of groups and other considerations that affect conducting groups in varied setting Reading, lectures Reflection papers, group proposal, exam</td>
<td>Reading, lectures</td>
</tr>
<tr>
<td>2.F.6.g</td>
<td>Uses ethical and culturally relevant strategies for designing and facilitating groups PLO - Professional Orientation and Ethical Practice (CACREP F.1) PLO - Social and Cultural Diversity (CACREP F.2) PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>Reading, lectures, research for assignment</td>
</tr>
<tr>
<td>2.F.6.h</td>
<td>Participates in direct experiences in which students are 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 PLO - Helping Relationships (CACREP F.5, F.6)</td>
<td>In vivo experience</td>
</tr>
</tbody>
</table>

**State Licensure/Certification**

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history.
evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/. 2.

Students will need one of the following forms of identification: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEExES exams. Identifications must be provided to state exams that are necessary for licensure or certification. Additional information can be founds at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html.

Students who have a criminal history may not be allowed to complete field or clinical experiences on public school campuses or other internship sites. Students with a criminal history or who are arrested while in the program will want to consider if or how this may have implications for their ability to obtain licensure or certification in the counseling profession. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

| Course Requirements |
**Course Assignments**: The course includes the following assignments and how they are weighted in the final course grade. Full descriptions of course assignments will be distributed in class and/or posted in BrightSpace.

- 25% Experiential Group Attendance
- 15% Journal Reflection Papers
- 15% Group Facilitation Plan and Reflection
- 20% Group Proposal Presentation and Reflection
- 25% Cumulative Final Exam

**Experiential Group**: Students will participate in a 7-week group counseling experience through the Counseling Center on Campus. Students will be assigned a group and will begin attending the group on Tuesday, September 8 through Tuesday, October 20. On the second night of class, representatives from the counseling center will explain the process and answer questions. Students will be graded on their attendance in the group counseling.

**Journal Reflection Papers**: Students will complete reflection papers of their own experiences of the experiential groups. Papers are not a description of group content and instead are to focus on the students experience of being a member of a group. Instructor will provide the prompts for the reflection papers.

**Group Facilitation Plan and Reflection**: Students will lead one in-class group session. Students will create a plan, goals, and rationale for the group session. Group Facilitation Plan is due the class day the student facilitates the group. Group Reflection is due the class day after you facilitate the group. The instructor will provide prompts for the reflection.

**Group Proposal Presentation and Reflection**: Students will create a proposal that describes a group counseling program for a client population (e.g. retired veterans), client issue (e.g. divorce), or for clients with a particular diagnosis (e.g. clients diagnosed with anorexia nervosa). Students may work alone, in dyads, or triads on the presentation. All students will submit their own reflection paper. The instructor will provide instructions and a rubric for the presentation as well as prompts for the reflection. All presentations will be recorded and uploaded to BrightSpace.

**Final Exam**: Students will complete an online comprehensive final exam derived from the concepts covered throughout the semester. Students should review their own notes, textbook chapters, and materials distributed by the course instructor to prepare for the exam.
Grading: All course requirements will be measured using either an examination, quiz, or a grading rubric designed for that specific area of the class. All rubrics will be distributed in class and/or posted in BrightSpace.

A=100-90  
B=89-80  
C=79-70  
D=69-60  
F=59 and below

Late Work Policy: All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Late assignments or submissions will not be accepted.

Extra Credit: Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.

Withheld Grades: A grade of WH will only be given under extreme or exceptional circumstances at the discretion of the course instructor and with approval of the chair/director. A grade of WH represents that a student was able to complete almost all of the course requirements but was not able to finish the remaining requirements due to exigent circumstances. The course instructor will create a plan for the remaining course requirement and due dates for those items. Students who do not complete the assignments by the due dates outlined will receive an F in the course.

Dropping the Course: Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official arrangements to drop the course. Students should meet with their faculty advisor in the to discuss how dropping the course affects their degree plan.

Course Expectations

Academic Decorum: Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students and a certain level of decorum facilitates this process.

Examples of appropriate behaviors include but are not limited to:
(1) Coming to class prepared.
(2) Being attentive and responsive in class.
(3) Respecting the course instructor and fellow students (opinions and ideas).
(4) Contributing to the class by making topic-specific comments.
(5) Offering alternative ideas in a non-condescending or antagonistic manner.
(6) Providing a fair share of work to group projects and team activities.

Examples of disruptive behaviors to avoid include but are not limited to:
(1) Talking, sleeping, or otherwise distracting members of the class.
(2) Using electronic devices (iWatch, laptop, cellphones) for personal use.
(3) Exhibiting argumentative or attention-seeking behavior.
(4) Failing to show respect or act with civility.
(5) Late arrivals or early departures.

**Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) Helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) Incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university.

**Ethical Behavior:** All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences. [https://www.counseling.org/resources/aca-code-of-ethics.pdf](https://www.counseling.org/resources/aca-code-of-ethics.pdf)

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment
to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with KIRBY COU 528 Page 10 parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

Candidacy: Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.

Class Recordings: If you intend to record class lectures, you will need to meet with the instructor of the course prior to any recordings. You may not record any part of the course without prior approval from the instructor and the instructor informing the class that the recording will take place.

Course Evaluations: Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and making decision on faculty tenure, promotion, pay and retention. These evaluations are anonymous and are not made available to instructors until after final course grades have been posted.

| Course Attendance |

COVID-19 Mask Policy: Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-facecover-guidance.html https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

Attendance Policy: Students are expected to arrive on time and stay for the duration of each scheduled course session. Consistent class attendance is required due the nature of how counseling skills are learned. A substantial portion of class occurs through
meaningful in-person experiences such as role-plays, processing, observation, and discussion. These experiences cannot be replaced or made-up.

Attendance is recorded from the first university scheduled class session. For attendance purposes, either late arrivals or early departures results in a ½ absence. Absences are not categorized as excused or unexcused and are simply recorded as an absence. Students are allowed one class session absence. Subsequent absences will result in a letter grade reduction in the overall course grade for each absence. Upon three absences, students should consider dropping or withdrawing from the course.

Students who miss a portion of class or miss an entire class are responsible for obtaining class notes, handouts, rubrics, or other distributed material. Absences do not absolve or adjust course assignments or due dates/times.

Attendance will be recorded for the experiential group portion of class that occurs from 7:00 to 8:30 pm. Attendance is recorded from the first experiential group session. For attendance purposes, either late arrivals or early departures results in a ½ absence. Absences are not categorized as excused or unexcused and are simply recorded as an absence. Students are allowed one experiential group session absence. The absence can be an entire group session missed or the addition of late arrivals or early departures. Subsequent absences will result in a letter grade reduction in the overall course grade for each absence. Upon three absences, students should consider dropping or withdrawing from the course.

**Course Changes:** COVID-19 can necessitate the course shifting from a face-to-face format to remote instruction. In the event this shift occurs, the course instructor will consider what, if any, course changes are necessary. Any changes made will be shared with students in writing and an updated syllabus will be provided.

**Schedule of Course Activities:** The schedule of course activities are included in a calendar below. The topics and dates are tentative and subject to possible revision/change, should the need arise.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Topics</th>
<th>Assignments Due</th>
<th>Student Facilitators</th>
<th>External Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One August 25</td>
<td>Course Syllabus</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
| Week Two September 1 | T&P Chapter One: Introduction to Group Work  
T&P Chapter Two: Group Leadership | None            | None                 | None           |
| Week Three September 8 | T&P Chapter Three: Ethical and Professional Issues  
GT Chapter Two: Ethical Issues in Group Techniques | Journal Reflection | None                 | Group 1        |
| Week Four September 15 | T&P Chapter Four: Theories and Techniques  
GT Chapter One: The Role of Techniques | Journal Reflection | None                 | Group 2        |
| Week Five September 22 | T&P Chapter Five: Forming a Group  
GT Chapter Three: Techniques for Forming Groups | Journal Reflection | None                 | Group 3        |
| Week Six September 29 | T&P Chapter 6: Initial Stage of a Group  
GT Chapter Four: Techniques for the Initial Stage | Journal Reflection | TBD                 | Group 4        |
| Week Seven October 6 | T&P Chapter Seven: Transition of a Group  
GP Chapter Five: Techniques for the Transition Stage | Journal Reflection | TBD                 | Group 5        |
| Week Eight October 13 | Chapter Eight: Working Stage of Group  
GT Chapter Six: Techniques for the Working Stage | Journal Reflection | TBD                 | Group 6        |
| Week Nine October 20 | Chapter Nine: Final Stage of Group  
GT Chapter 7: Techniques for the Final Stage | Journal Reflection | TBD                 | Group 7        |
| Week Ten October 27 | T&P Chapter 10 Groups in School Settings | Journal Reflection | TBD                 | None           |
| Week Eleven November 3 | T&P Chapter 11 Groups in Community Settings | None            | None                 | None           |
| Week Twelve November 10 | APA style  
Group Work  
Peer Review | 1st Draft Proposal | None                 | None           |
| Week Thirteen November 17 | Group Work  
Peer Review  
Instructor Commentary | 2nd Draft Proposal | None                 | None           |
| Week Fourteen November 24 | Thanksgiving Holiday | None            | None                 | None           |
| Week Fifteen December 1 | Group Proposal Presentations | Group Proposal & Presentation | None                 | None           |
| Week Sixteen December 8 | Final Exam | Final Exam | None                 | None           |

T&P = Theory & Practice        GT=Groups Techniques
*Group Facilitation Plan and Reflection does not appear with a specific due date on the calendar as it is connected to the day you lead the group. Group Facilitation Plan is due the class day you facilitate the group. Group Reflection is due the class day after you facilitate the group.