The College of Education's Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5170, Course Title Group Counseling
4 Credits
Building Room Loyola 302
Days Tuesday 4:15

INSTRUCTOR
Name Dr. Mary Amanda Graham
Office Loyola
Office Hours (by appointment)
Phone 253-820-9709 Loyola 217

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
   Required Text Groups: A counseling specialty 7th edition-Gladding
   0-13-390520-9
   Additional Articles To Be Assigned

CONTENT AREAS

COURSE DESCRIPTION
Course Description:

Graduate Bulletin Description: Emphasizes group counseling theory and provides an experiential component to integrate theory and practice. The course will examine application of group dynamics in school, post secondary, mental health and addiction treatment settings; and discuss ethical considerations. Processes and techniques relevant to the recovery model will be included. Clinical Mental Health and School Counseling majors only.

Program Organizing Theme: This course is about the skills and knowledge fundamental and necessary to being a professional group counselor. Ethics and counseling diverse populations are emphasized. Reflection on students' experience in the class and in the lab is constant through class discussion, reflection papers, and the small group interactions.

COURSE RATIONALE
1. CACREP Standards
   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.
2. **SOCIAL AND CULTURAL DIVERSITY**
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

6. **GROUP COUNSELING AND GROUP WORK**
   a. theoretical foundations of group counseling and group work
   b. dynamics associated with group process and development
   c. therapeutic factors and how they contribute to group effectiveness
   d. characteristics and functions of effective group leaders
   e. approaches to group formation, including recruiting, screening, and selecting members
   f. types of groups and other considerations that affect conducting groups in varied settings
   g. ethical and culturally relevant strategies for designing and facilitating groups
   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

2. Washington Administrative Code WAC 246-811-030
   Chemical Dependency Professional
   - 2 (l) Group Counseling

**KNOWLEDGE AND SKILLS OUTCOMES**
**Course Objectives:**

By the end of quarter student will:

- *Students will apply knowledge of group counseling theories and techniques in culturally appropriate ways to facilitate groups.*
- Students will be knowledgeable of current counseling research in group counseling.
- Describe stages of group development, and leadership interventions at various stages
- Overview, benefits, and history of group types.
- Goals and functions of professional group counseling.
- Ethics and practical considerations in running groups: selection criteria, evaluation, norms.
- Stages of group development and leadership interventions at various stages.
Tenets and leadership styles of major theoretical approaches to counseling groups.
Familiarity with special considerations for groups of special populations.
Understanding of diverse cultural variables affecting group counseling.
A plan for forming and conducting a counseling group in a setting of one's choice.
An experiential understanding and reflective communication of the students' membership in a group.

COURSE INSTRUCTIONAL METHODS

There will be two major components to this course: didactic and experiential. The didactic component will be presented during the first half of class and will focus on information regarding counseling groups, stages of group development theories, practical tips, ethics, working with specific populations, multicultural variables, and other related topics. Attendance is expected and required at all class meetings and group sessions.

The experiential component will consist of being a member of an on-going group held during the Lab portion of the class (Tuesday evenings 7-9 p.m.). The groups will remain intact all quarter and be led by experienced professional group counselors. The direction and depth of these group experiences will be left largely to the participants. Individual limits are to be respected. Confidentiality is also required for all group experiences. Attendance is important, and the group leaders have been asked to report absences to the instructor. Failure to attend group could lead to failure in the class.

Exceptions to the confidentiality limits: Group leaders are required to inform the instructor should any student appear to be a danger to self or others.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignments: 20% deduction for each day late. Late work will not be accepted on the third day late.

1. Participation: Because of the experiential nature of this course, participation is especially important. Students are expected to be engaged in their own learning and be an active participant in the classroom and in group. This class and group experience is designed an activity/discussion focus and attendance and participation are paramount to making this a successful learning experience for everyone. Lack of participation will impact your grade in this course. Students are expected to arrive on-time and prepared to fully participate in the class and group. Missing more than one course/group may result in an automatic failure.
Points 150 (100 Class 50 Group)
2. **Reflection Papers:** Describe the developmental stages of the group, the leadership roles and skills in these stages, other appropriate dynamics of the group process (but not specific content related to individual members), and some of your personal reflections and insights as you understand them on a weekly basis. **Please use these headings as guides in your weekly reflections in on CANVAS on or before 4:15pm the following class LIMIT 2 pages!!! Points 50 (total of 5 reflections submitted-10 points per submission).**

3. **Final Reflection:** A two-page overview of your group experience, personal and professional growth. **Points 10**

4. **Celebrations of Learning:** there will be a weekly reading quiz. **Students are not permitted to make-up missed quizzes.** Points 25

5. **Final Celebration of Learning**
   Point 20

6. **Online Assignments:** Movie Reflection, Discussion Board, On-line assignment etc… Points 55

7. **Group Proposal Paper Summative Assignment:** The Group Proposal summative assignment is used to determine student knowledge and skills in the Group Work CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

   **Directions:** Write a paper describing a group you might run at your current or desired work setting. This assignment will require you to do research and outside reading to expand your knowledge. The average number of pages for this paper is 9-12 not including Abstract, Title Page, References, Appendices. A detailed description of this assignment will be handed out in class and posted on the class. APA 6th Edition.

   **Points 55**

**Evaluation Process**

The University Supervisor will complete the following rubric to assess student group knowledge and skills. Points correspond to the rating scale.
### Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Rating</th>
<th>Rating Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>50-55</td>
<td>Mastery</td>
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<td>Able to perform at a high level without supervision on a consistent basis</td>
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<td>44-49</td>
<td>Proficient</td>
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<td>32 and below</td>
<td>Inadequate</td>
<td>0</td>
<td>Unable to perform with supervision</td>
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### Directions:

- APA 6th edition Required
- Formatting: There should be no grammatical errors, no spelling errors, in APA (including title page numbers, abstract, etc…)

### 3pts

**Group Proposal**

I. **Rationale** (Write a 3-4 page literature review briefly describing the scope of the topic.) Why is this important?

10pts

II. **Group Participants** (a description of the target population describing the characteristics and identified needs of the participants, what do you need to be aware of…).

3pts

III. **Group Goals and Objectives**: A goal is an overarching idea and the objective is the steps you take to reach the goal…provide an overall goal for the group and overall objectives. Each session will have a goal that is aligned with the overall group goal and applicable objectives.

10 points
IV. Type of Membership (closed, open, number and composition of members, screening/selection procedures, etc.) WHY

2pts

V. Role of the Leader/Co-leaders—WHAT TYPE OF LEADERSHIP (Democratic…etc…WHY)

2pts

VI. Format (length of group, weekly/daily meetings)

2pts

VII. Group Rules (those established by leader/s, and/or by members and leaders)

2pts

VIII. Group Session Plan (plan for a 6 sessions; group may be longer. A MINIMUM of 4 sessions plans need to be provided…provide bridging sentences of goal for groups not shown so I can see the whole group) (School Counselors Link To ASCA Benchmarks) (can be an appendix)

a. Theme or Focus

b. Goal and Objective-BE SPECIFIC (these should link to your overall goals and objectives-see note above)

c. Description of the Activity (include techniques to be used)

10pts

IX. Appropriate Forms and Materials (describe or include any forms used and materials needed) (discuss and attach in appendix)

5 points

X. Practical Considerations (Discuss how and why decisions in these areas were made, using research to support your arguments when possible.)

2 points

XI. Evaluation of Group (method for determining the outcome of the group). In order to Evaluate you must have some sort of pre/post measure

4 points

Total Points 55 pts
COURSE REQUIREMENTS

- Assignments and Activities

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<tr>
<th>Assignment</th>
<th>CACREP Standard K</th>
<th>Points Possible</th>
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<td>Reflection Papers</td>
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- Grading Scale:

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Note: Attach all applicable materials per section in appendices.
SCHEDULE OF COURSE ACTIVITIES: Tentative depending on the needs and pace of the students: Online classes subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard (Topics)</th>
<th>Readings and Assignments</th>
<th>CACREP Standard (Readings and Assignments)</th>
<th>Evaluation Method</th>
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<td>Class #1</td>
<td>Introductions Syllabus History and Trends Types of Group Group Leadership</td>
<td>II.6.a C.7 C.2a</td>
<td>Ch 1, 3, Appendix A/B</td>
<td>II.6.a C.7 C.2a</td>
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<td>Group Dynamics Effective Group Leadership Beginning and Group Transition</td>
<td>II.6.a II.6.d II.6.f II.6.g</td>
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<td>II.6.a II.6.d II.6.f II.6.g</td>
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<td>Transition Working Stage of Group Closure</td>
<td>II.6.a II.6.b C.7 C.2a</td>
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<td>II.6.b C.7 C.2a</td>
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<td>Group Ethics Diversity and Social Justice Creativity</td>
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<td>Ch. 11-12 Reflection paper #3 Reading Quiz 4 Practice</td>
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<td>II.6.a II.6.d II.6.f II.6.g</td>
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NOTICE to STUDENTS concerning TWO Important Student Academic Resources:

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

[http://www.seattleu.edu/learningcommons](http://www.seattleu.edu/learningcommons)

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity) which contains the URL:

[<https://www.seattleu.edu/academicintegrity>](https://www.seattleu.edu/academicintegrity)

**DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:


**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:
Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

Supplemental Readings


