



**University of North Carolina at Pembroke**  
**College of Health Sciences**  
**Department of Counseling**

Accredited by:

*Council for Accreditation of Counseling and Related Educational Programs (CACREP)*  
*National Council for Accreditation of Teacher Education (NCATE)*  
*North Carolina Department of Public Instruction (NCDPI)*

**CNS 5100: Groups in Counseling**

Stephanie Robinson, PhD, LCMHCS, LCAS, CCS, AADC,  
NCC

Wednesday: 5:30- 8:30 (Hybrid Format)

Location: CFCC, McKeithan (NA), Room 229

Office Hours: Tuesday from 10:00-12:00 (via Zoom),

Wednesday from 10:00-1:00 at CFCC Library, and by  
appointment.

**Spring 2024**

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**Course Description:**

This 3-credit hybrid course addresses the principles of group dynamics, group leadership skills, theories of group counseling, and group counseling methods. Current trends in group work, including professional, ethical, and legal issues relevant to working with groups in a multicultural society are explored. Students will learn the fundamental skills and techniques for designing and implementing group counseling activities during experiential learning activities in which students participate as group members.

*Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

**Textbook & Supplies**

Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.).  
Basic Books.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.

**Selected Articles & Web Resources**

Additional material will be posted on Canvas throughout the semester. Students are responsible for reading all material posted on Canvas throughout the semester.

## Course Process

You will be divided into training groups during this course. The training group is NOT a counseling group. It is a small group activity. Students participate in this activity as group members and group leaders. Most on campus class sessions consist of didactic discussion and training group meetings. No student is required to disclose personal problems or personal/historical information in the training groups. Unlike a counseling or therapy group, the focus of the training group is not on solving anyone's problems (that would be the focus of a counseling group) nor is the focus on supervision of students' clinical work (that would be the focus of a supervision group). The focus of the training group is training.

Because of the nature of the training group, students are instructed NOT to bring up issues related to abuse or persistent, significant needs- these will be beyond the ability of the time-limited training group to handle. Students use the training groups to demonstrate skills that will make them effective counselors in group settings including honest self-disclosure of feelings, thoughts, judgments, and expectations arising out of occurrences in the group. Students will have the opportunity to co-lead their training groups.

## Course Objectives and Learning Outcomes

In accordance with the 2016 CACREP standards, these studies are intended to provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including:

### Learning Outcomes and Assessment:

Learning Outcomes Students will be able to:	CACREP Standard	Tasks and Activities	Assessment Method
<b>GROUP WORK</b>			
1. Apply principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work	<b>F6.a.</b> <b>F6.b.</b> <b>F6.c.</b>	Participate in online and in class lecture and discussion. Participate in training group. Observe training group fishbowls.	Modules Curative Factors Article Review Group Project
2. Describe group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles	<b>F6.d.</b> <b>F6.e.</b>	Participate in online and in class lecture and discussion. Participate in training group. Observe training group fishbowls.	Modules Article Review
3. Describe theories of group counseling and types of groups, including commonalities, distinguishing characteristics, and pertinent research literature	<b>F6.e.</b> <b>F6.f.</b>	Participate in online and in class lecture and discussion. Discuss literature in class.	Modules Curative Factors Article Review

4. Know group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	<b>F6.e.</b> <b>F6.g.</b>	Participate in online and in class lecture and discussion. Participate in training group. Observe training group fishbowls.	Modules Article Review Group Project
5. Engage in 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	<b>F6.g.</b> <b>F6.h.</b>	Participate in weekly training groups. Written self-reflection about small group experience.	Fishbowl observation feedback from instructors and peers. Journal feedback. Counseling Programs Student Progress Meeting Review for Interpersonal Growth and Skills.
<b>CLINICAL MENTAL HEALTH COUNSELING</b>			
<b>Standards</b>		<b>Assessment Methods</b>	
<b><i>Counseling, Prevention, and Intervention</i></b>			
<b>1. FOUNDATIONS</b> C1.b. roles and settings of clinical mental health counselors		Group Project, Article Review, Modules	
<b>2. CONTEXTUAL DIMENSIONS</b> C2.j. cultural factors relevant to clinical mental health counseling		Training Groups and Journals, Group Project, Article Review, Modules	
<b>3. PRACTICE</b> C3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues		Training Groups and Journals, Group Project, Article Review, Modules	
<b>PROFESSIONAL SCHOOL COUNSELING</b>			
<b>Standards</b>		<b>Assessment Methods</b>	
<b><i>Counseling, Prevention, and Intervention</i></b>			
<b>1. FOUNDATIONS</b> G1.b. models of school counseling programs		Article Review, Modules	
<b>2. CONTEXTUAL DIMENSIONS</b> G2.j. qualities and styles of effective leadership in schools		Training Groups and Journals, Article Review, Group Project, Modules	
<b>3. PRACTICE</b> G3.f. techniques of personal/social counseling in school settings G3.l. techniques to foster collaboration and teamwork within schools		Training Groups and Journals, Article Review, Group Project	

### **Relationship of Course to the Conceptual Framework**

This core course aims to prepare students for group work as a professional counselor in schools and mental health settings. Through assigned readings and class discussion, students learn how to utilize group work tools and skills of a professional counselor in schools and mental health settings to serve all clients/students, demonstrating a commitment to serving a diverse community. Additionally, thorough participation in training groups, students have the opportunity to participate as group members, as well as practice their roles as group facilitators. Students also become competent group practitioners knowledgeable of various types of groups and are willing to conduct groups in an effort to promote client/student wellness. The course prepares students by providing foundational knowledge as it relates to a variety of group

counseling techniques and theoretical approaches and encourages students to practice group counseling techniques to develop awareness of group dynamics and enhance competency in serving groups in school and community settings.

### **UNCP Teacher Education Conceptual Framework**

*Theme:* Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

### **Teacher Education Standards Addressed in this Course**

#### **North Carolina Professional School Counseling Standards**

##### **Standard 1:** School Counselors Demonstrate Leadership, Advocacy, and Collaboration

- School Counselors demonstrate leadership in the school
- School Counselors enhance the counseling profession
- School Counselors advocate for schools and students.
- School Counselors demonstrate high ethical standards.

##### **Standard 2:** School Counselors Promote a Respectful Environment for a Diverse Population of Students

- School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.
- School Counselors work collaboratively with the families and significant adults in the lives of students.

##### **Standard 3:** School Counselors Understand and Facilitate the Implementation of a Comprehensive School Counseling Program

- School Counselors align their programs to support student success in the North Carolina Standard Course of Study
- School Counselors understand how their professional knowledge and skills support and enhance student success.
- School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.
- School Counselors develop comprehensive school counseling programs that are relevant to students.

##### **Standard 4:** School Counselors Promote Learning for All Students

- School Counselors know how students learn.
- School Counselors plan their programs for the academic, career, and personal/social development of all students.
- School Counselors use a variety of delivery methods.
- School Counselors help students develop critical thinking and problem-solving skills.
- School Counselors use and promote effective listening and communication skills.

##### **Standard 5:** School Counselors Actively Reflect on Their Practice

- School Counselors analyze the impact of the school counseling program.
- School Counselors function effectively in a complex dynamic environment.

### **Student-Instructor Communication:**

All pertinent information will be communicated via Canvas and email. Students are expected to log in to Canvas and to check your UNCP email accounts regularly. Please make sure your email account and Canvas are working properly.

### **Instructional Strategies and Course Administration**

This 3- credit course will be delivered in a hybrid format. Some web-enhanced instruction is offered including supplemental online class tools, assignments, and participation out of class for some assignments. It is important that students connect through UNCP tools, like checking their Bravemail account regularly and the course Canvas site for announcements and information pertaining to class.

This course employs a variety of teaching and learning strategies to create significant learning experiences including diverse techniques and methods that can be applicable in education

- Discussion through whole-class, table groups, pairs, triads, and Canvas.
- Small-group and whole-class collaborative learning activities
- Classroom scenarios
- Professional readings and research
- Technology and media presentations
- Hands on activities related to instruction

Students should expect to spend approximately three hours outside of class in preparation for every hour spent in class. This time should be spent completing assignments, completing required readings, and preparing for class meetings. Asynchronous weeks equate to three hours of in-class learning

Please ensure you meet the following minimum technical requirements for the course:

- Adobe Acrobat Reader for viewing PDF documents
- Microsoft Word for creating/opening word-processed documents
- Microsoft PowerPoint for creating a presentation
- Access to the Internet, ideally with high-speed connection (not dial-up)
- Ability to access your UNCP student Bravemail (e-mail) account and course Canvas site

I recommend that before you type any work directly into a Canvas page you first create a draft document that you save to a hard drive and email to yourself. This creates at least two back-up copies of your work in the event that Canvas crashes. Technical support for Canvas is available 24/7 at 1.910.521.6260.

### **Writing Expectations**

Written assignments will be graded for completion, quality, and relevance. Proper spelling, grammar, and standard English should be used for all assignments. Students are to follow APA formatting guidelines for all written assignments. Please double space and use 12-point Times New Roman font. Assignments submitted that do not follow APA formatting guidelines will receive a reduction in points as outlined in the assignment's rubric and at my discretion for discussions posts.

If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the D.F. Lowry Building room 308 or by submitting your assignment for review to [tutor.com](mailto:tutor.com) through Canvas. You may also call 910.521.6546, or email [writing@uncp.edu](mailto:writing@uncp.edu).

Again, all writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format will result in a reduction points.

To recap, all writing assignments for this class should follow these guidelines:

- Use the APA reference and citation format unless otherwise specified. Purchase a copy of the APA manual and use some of the many web guides such as: <http://www.uncp.edu/writing/resources/>. Failure to follow APA format will negatively impact your grade on writing assignments.
- It is not necessary to include abstracts with your writing assignments.
- Include your name and page numbers as a header on each page of your work in accordance with APA guidelines.
- Use only 12-point Times New Roman font.
- Use double-spacing in the body. Double space between paragraphs or sub-headings.
- All assignments must be submitted through Canvas.
- Proof read your work before submitting.
- All written work will include an evaluation of the clarity of thoughts expressed, grammar, spelling, word usage, punctuation, subject-verb agreement, typographical errors, and other writing mechanics.

### **Student-Created Materials on the Online System**

As students of a hybrid course, you will be required to post your own work on the Canvas site. Student work will not be retained in the course site, and no others will have access to it beyond the duration of the term. Please retain a copy of your original work if you would like to access it after the course ends.

I may post a student's work on the Canvas site with that student's written permission. No evaluative commentary or grade information may be included with student work if the work includes information identifying its creator. The UNC Pembroke Copyright Policy shall govern students' copyrights in their work. This policy also applies to student-posted messages in a Discussion Forum.

### **Student Support Available through the University Writing Center & Tutor.com**

The University Writing Center (UWC) staff works with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing. UNCP students from any course or department are welcome. Tutors work with students on all types of writing assignments. Students are welcome to use UWC computers to draft and revise their writing. Also, the UWC staff will assist students with word processing, Internet searching, research formatting, and other writing and research skills. Writing reference texts are also available. The

UWC is located in the D. F. Lowry Building, Room 308 and can be reached via telephone at 910-521-6546.

Additional writing assistance and resources are available through Canvas and the Tutor.com:24/7 Online Tutoring link that is available on the home page of each course.

### **Course Attendance Policy**

Students cannot miss more than one (1) class without prior approval from instructor in order to receive full credit in the course. Missing more than class will result in a reduction in your final grade by one full letter grade for each day missed beyond the one allowable absence (i.e., two days missed= reduction in your final grade by one letter grade; three days missed= reduction in your final grade by two letter grades, etc.). Please inform me if you will be more than 10 minutes late to a class session. Recurrent tardiness will affect your grade in the course as this causes students to miss instructional time and serves as a disruption for all. In addition to attending class and showing up on time, please remain engaged during in-person meetings and refrain from side conversations and inappropriate use of technologies, including laptops and cellular phones.

### ***UNCP Class Attendance Policy (UNCP Catalog)***

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. **Students are expected to attend every class beginning with the first session.** The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Center for Academic Excellence for appropriate follow-up.

Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

**For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure.** Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

## Confidentiality

Information shared in this class by students is expected to remain confidential indefinitely. If a student has concerns about any student's safety or conduct, contact the instructor immediately.

## Plagiarism

All assignments, (such as reflections, discussion board posts, essays, papers, and exam responses) should be students' original work and include proper use of documentation and citations. **All instances of verified plagiarism will be referred to The Office of Student Conduct for an Academic Honor Code violation without exception.** Possible penalties for plagiarism include failure on the assignment, failure for the course, and dismissal from the program. The academic catalog defines plagiarism as "intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number)."

The 7<sup>th</sup> edition of the APA Manual defines plagiarism as "the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (APA, 2020, pp. 254)."

**Your final paper will be run through TurnItIn software to check for plagiarism.** Once you submit your paper in Canvas, you will have access to the TurnItIn Similarity report. Please review this report to ensure that you are not intentionally or unintentionally plagiarizing someone else's work and edit/correct accordingly before your paper is graded. Improper citations could result in you plagiarizing so ensure that you are following APA 7<sup>th</sup> edition manual. Not knowing how to cite is not an excuse and could potentially still be considered plagiarism.

## Personal Counseling

If students request personal counseling at any time, contact the UNCP Counseling Center at 910.521.6202. The UNCP Counseling Center provides free individual counseling to all currently enrolled students. I recommend that all counseling trainees experience personal counseling with a licensed practitioner early in their professional development.

**Please visit website for the following policies:** <https://www.uncp.edu/resources/academic-affairs/faculty-information-syllabi/universal-syllabus-addendum>

- ADA Statement
- Absences for University-Sanctioned Events
- Religious Holiday Policy
- Academic Honor Code
- Alternative Format Statement

**Student Support Available through the UNCP Academic Support Center:**



The Academic Support Center (ASC) embodies UNCP's commitment to students' academic success. ASC programs, offices, and resources form a comprehensive academic support network that can assist students as they find their ideal path and pursue their degree. The Tutoring Program provides free tutoring services to all UNCP students who need further assistance in currently registered courses. The Resource Learning Lab provides students with an opportunity to improve their academic readiness by utilizing computer software that improves academic skills. The Resource Learning Lab offers computer-based, self-paced tutoring in basic writing skills, from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. The ASC is located in the D. F. Lowry Building, Room 324 and can be reached via telephone at 910-521-6625.

### **Student Support Available through the University Writing Center:**

The University Writing Center (UWC) staff works with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing. UNCP students from any course or department are welcome. Tutors work with students on all types of writing assignments. Students are welcome to use UWC computers to draft and revise their writing. Also, the UWC staff will assist students with word processing, Internet searching, research formatting, and other writing and research skills. Writing reference texts are also available. The UWC is located in the D. F. Lowry Building, Room 308 and can be reached via telephone at 910-521-6546.

### **Grading Policy of the UNCP Counseling Programs**

The Counseling Programs faculty considers course grades of "C" or below to be indicative of a problem. Students earning overall course grades of "C" or below will be subject to faculty review at the Student Progress Meeting held each semester (see Program Handbook for additional information).

### **Course Grading Scale**

This course will use a points system for grading. The total number of points for this course is 200. The points required for A's, B's, and C's are as follows:

<b>A= 180-200</b>	<b>B= 160-179</b>	<b>C= 140-159</b>
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### **Evaluation of Interpersonal Functioning**

Interpersonal functioning will be constantly monitored through live observation of student engagement in classroom experiential groups, in your discussions, and interactions in Canvas throughout this semester. Any student about whom faculty raise a significant concern will also be discussed and a plan for remediation action or no action will be developed and documented at the Student Progress Meeting, held among faculty each semester. Professional disposition and interpersonal functioning will be assessed using the nine criteria identified as being necessary characteristics for effective professional counseling practice. Those nine criteria are: 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, and attention to ethical and legal considerations (Frame & Stevens-Smith, 1995). Students should demonstrate self-awareness and sensitivity to others during both in-person and online classes.

### ***UNCP Graduate School Grading Procedures and Regulations***

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

- A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.
- A grade of “B” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.
- A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see “Dismissal” section). \*Excepted from this policy are students readmitted by the Graduate Appeals Committee.
- A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see “Dismissal” section). \*Excepted from this policy are students readmitted by the Graduate Appeals Committee.
- A grade of “I” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements. The “P” grade is earned in designated courses and carries semester-hours credit. Credits earned are not counted in quality hours for quality point averages.
- A grade of “T” indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration. A grade of “W” indicates that a student officially withdrew from a course.
- A grade of “W” may be received only once for a specified course

### **Late Assignment Policy**

As a graduate student, it is expected that you will always submit your work on time.

Assignments are to be submitted online on the date and time indicated in Canvas or the syllabus.

If you have an emergency that interferes with your ability to submit your assignment on time,

please contact me as soon as possible. **Modules are not accepted after the due date. There are no exceptions to this policy.** For major assignments (not modules), late assignments will be accepted late, but may not receive instructor feedback and comments. Assignments that are late for any reason will receive five (5) points off for each day that it is late, up to five days. **No work will be accepted later than May 1, 2024- No exceptions.** Work that is emailed or submitted otherwise, after class on the day that it is due will be considered late and subject to a deduction in the points received.

All assignments should be submitted through Canvas as Microsoft Word files. Do not upload your assignments as a PDF file. **If your file is not saved and uploaded as a word document, or in any other way does not conform to the assignment's instructions, the assignment will be considered late until it is submitted in the indicated format** (This include mistakenly uploading the incorrect draft of an assignment or the wrong document, etc.). I recommend that before you type any work directly into a Canvas page that you first create a draft document that you save to your hard drive and email to yourself. This creates at least two back-up copies of your work in the event that Canvas crashes. Technical support for Canvas is available 24/7 at 1-844-864-5302.

### **Course Requirements**

Students should make themselves aware of calendar deadlines to complete assignments in a timely manner.

1. **Module Participation (70 points):** Each weekly module will have discussion boards, quizzes, case conceptualizations, and other activities to facilitate learning for that week's objectives. Modules are worth 10 points each and are **due by 11:59 pm on the due date listed in the course schedule.** Be sure to read and view all class resources for each week. **No late modules will be accepted.** See Appendix B.
2. **Group Experience:** The purpose of your group experience is personal awareness. You will have the opportunity to learn more about yourself as a person and a group member by sharing and exploring issues relevant to you and providing support, caring, and appropriate challenge to other group members. You will gain the most benefit from this group experience by putting aside your friendships during group time and making a commitment to the group experience. Each student will participate as a member as well as a group leader. Your interpersonal skills- your ability to express yourself with others, your ability to self-disclose appropriately, your ability to experience confrontation and feedback appropriately- will be evaluated during this time. This activity is intended to promote self-awareness and self-understanding. See Appendix A for group meeting dates and the dates each student will lead a group.

**Group Experience Journal (40 points):** You are required to maintain a personal journal about your group experience. Please submit entries as soon as possible after our in-person class meetings, **but no later than Sunday night at 11:59 pm following our in-person**

**class.** Submitting journals early will allow you to retain memory of and information regarding the group experience and process. This assignment cannot be turned in late and cannot be made up. If you miss a group experience, you cannot submit your group experience journal assignment for that week. You will receive 0 points for that week's journal entry. Each group experience journal is worth 5 points each. To receive the full 5 points, each journal should include the following two sections and address the associated prompts listed below.

- Section 1: Your personal reaction to the group experience (i.e., your personal feelings about what happened in your group).
- Section 2: A “fly on the wall” perspective (i.e., a description of what you observed the leader and group members doing and how you observed the group functioning from an objective viewpoint. Use your comprehension of the text readings and class discussions to help you formulate this section.

3. **Article Review (30 points):** Each student will review one peer-reviewed article from the *Journal for Specialists in Group Work* that describes a group process or format geared toward a specific client population, therapeutic issue, or psychoeducational topic. For Professional School Counseling students, the group should be a group appropriate for a school setting (i.e., classroom guidance), and for Clinical Mental Health Counseling students, the group should center around relevant clinical mental health issues. The group you report on should be one that could conceivably be led by a LCMHC and/or SC. Do not report on a group led by a sports therapist, music therapist, etc. Each student will then write a **two (2)-page paper** that summarizes the group and post it to Canvas. You do not need a title page and your reference should be at the bottom of your paper. Your paper should conform to all other grammatical and structural aspects of APA 7<sup>th</sup> edition. See Canvas for rubric. The article review should describe:

- theoretical concepts
- goals and stages of the treatment approach,
- the therapeutic approach/techniques/methods associated with the group,
- the role of the group leader, including leadership styles and characteristics,
- issues related to group dynamics,
- strengths and limitations, and
- how the group was assessed/evaluated.

4. **Final Paper: Group Development and Theory Project (60 points):** In groups of 3, students will create a proposal for an 8-session counseling group for a school, community agency, clinical setting, private practice, or university setting. The group proposal should be original (e.g., not currently being conducted), target a specific population, address a specific therapeutic issue, and utilize a specific psychological theory (e.g. Psychodynamic, Interpersonal, CBT, Adlerian, etc.). Each group will write a paper that describes their proposed group. Each paper should be no longer than ten (10) pages in length, including the title page (page 1) and reference page (page 10). Please strictly follow the Student Paper Submission guidelines in the APA 7<sup>th</sup> edition manual. Your paper should address the items listed in bullet points below. A minimum of five (5)

references, to include your textbook, should be used to support the need for your proposed group. See Canvas for rubric. Format your sections in accordance with the following bullet points:

- the population or ideal participants,
- the therapeutic issue the group is attempting to address,
- a description of theoretical approach and techniques to be used,
- the setting where the group is best conducted,
- rationale for using group over other approaches,
- special recommendations for screening group members,
- cultural and ethical issues related to the population or topic,
- a statement of group counseling goals, and
- references in accordance with APA 7<sup>th</sup> edition guidelines

Please reach out to me if you have any questions about this paper. Papers submitted prior to the due date are considered to be the students final submission. You will not have the opportunity to redo this paper or make edits to increase your grade once it has been graded.

*\*Work outside of class statement: Expect approximately 2-4 hours of work outside of class a week for readings and assignments. Make sure you have checked Canvas for the week.*

Assignment	Points
Module Participation (7x10)	70
Group Experience Journal (8x5)	40
Article Review	30
Final Paper	60
<b>Total Points</b>	<b>200</b>

### Tentative Course Schedule

Class Number, Class Date & Class Format, Group Meeting Number	Topic	Chapter, Module (Module Due Date), & Assignment (Assignment Due Date) <i>*Readings should be done prior to in-person class meeting.</i>
Class 1 1/10/24 <b>In-person</b> Group Meeting # 1	Class Orientation & Syllabus Review APA 7 <sup>th</sup> Edition Training Video The Therapeutic Factors	Preface APA 7 <sup>th</sup> Edition Training Video Attestation Ch. 1 Module Group Journal (due by 1/14)
Class 2 1/17/24 <b>In-person</b> Group Meeting # 2	Interpersonal Learning	Ch. 2 Group Journal (due by 1/21)
Class 3 1/24/24	Group Cohesiveness The Therapeutic Factors: An Integration	Ch. 3 & 4 Ch. 3 & 4 Module (due by 1/28)

Online		
Class 4 1/31/23 In-person Group Meeting # 3	The Therapist: Basic Tasks	Ch. 5 Group Journal (due by 2/4)
Class 5 2/7/24 Online	The Therapist: Working in the Here-and-Now	Ch. 6 Ch. 6 Module (due by 2/11)
Class 6 2/14/24 In-person Group Meeting # 4	The Therapist: Transference and Transparency	Ch. 7 Group Journal (due by 2/18)
Class 7 2/21/24 Online	Selecting Clients and Composing Groups	Ch. 8 Ch. 8 Module (due by 2/26)
Class 8 2/28/24 Online	Creating the Group	Ch. 9 Module (due by 3/3)
<b>3/4/24 - 3/8/24</b>	<b>No Class</b>	<b>Spring Break</b>
Class 9 3/13/24 In-person Group Meeting # 5	In the Beginning  <b>*Last day to withdraw is (3/15/2024)</b>	Ch. 10 Group Journal (due by 3/17)
Class 10 3/20/24 Online	The Advanced Group	Ch. 11 Ch. 11 Module (due by 3/24) <b>Article Review Due by 3/24</b>
Class 11 3/27/24 In-person Group Meeting # 6	The Challenging Group Member	Ch. 12 Group Journal (due by 3/31)
Class 12 4/3/24 Online	Specialized Formats and Procedural Aids	Ch. 13 Ch. 13 Module (due by 4/7)
Class 13 4/10/24 In-person Group Meeting # 7	Online Psychotherapy Groups	Ch. 14 Group Journal (due by 4/14)
Class 14 4/17/24 Online	Specialized Therapy Groups	Ch. 15 Ch. 15 Module (due by 4/21)
Class 15 4/24/24 In-person Group Meeting # 8	Training the Group Therapist	Ch. 16 Group Journal (due by 4/28) <b>Signature Assignment Paper Due by 4/30</b>
<b>4/29/24 - 5/3/24</b>	<b>FINALS WEEK</b>	<b>NO CLASS</b>

**\*This syllabus is subject to change as needed to meet course objectives. Student will be informed of any changes in writing through Canvas.**

**Appendix A**  
Groups and Group Leader Dates

Group 1	Group Leader
Danielle Bryson	1/10
Hailey Carter	1/17
Kristy Fowler	1/31
Elisabeth Miller	2/14
Danielle George	3/13
Julia Mague	3/27*
Kellie Fulcher	3/27*
Madeline Muret	4/10
Sharon Weeks	4/24

Group 2	Group Leader
Alexander Linde	1/10
Kylie Citty	1/17
Pamela Dixon	1/31
Marybeth Gaiani	2/14
Ashley Hawkes	3/13
Megan Heacock	3/27*
Hailee Meeker	3/27*
Kaeley Pollock	4/10
William Wilson	4/24

**Appendix B**  
Discussion Post Rubric

	Levels of Achievements		
Criteria	Novice (1-4 points)	Competent (5-7 points)	Proficient (8-10 points)
Quality	Responds, but with minimum effort; does not demonstrate that the student understands the key concepts; There are several incomplete sentences and cases of poor grammar.	Appropriate comments and responds respectfully to other student's posting; somewhat demonstrates that the student understands the key concepts; most of the posting is written in complete sentences and with proper grammar	Appropriate comments; thoughtful, reflective, and demonstrates student understands key concepts; uses examples when appropriate and is free of grammatical errors; concretely connects with original posting.
Relevance	Posting is attached to the right discussion board but does not clearly reflect the assignment; response does not add to the original posting.	Some reference but taken out of context, the reader would not understand; response adds somewhat to the original posting.	Clear reference to assignment or prior posting being discussed; response adds significantly to the original posting.
Contribution	Less than required length/number of postings. Does not further any discussions; does not contribute good suggestions to expand or improve the original posting.	Participates; contributes fair suggestions to expand or improve the original posting.	Furtheres the discussion with questions or statements that encourage others to respond; contributes good suggestions to expand or improve the original posting.