



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Instructor	
Course Number	COUN 550
Course Title	Group Counseling
Call Number/Section	
Class Times	
Class Location	
Textbook	<i>Groups: A Counseling Specialty</i> Samuel Gladding
Office and Office Hours	
E-mail address	
Telephone number	

COURSE DESCRIPTION

A comprehensive study of the major approaches techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

COURSE GOALS AND OBJECTIVES

This course is designed to increase one's understanding of group dynamics, group development, and group facilitation. There is an academic component of group counseling as well as an experiential component. The experiential component allows each student an opportunity to develop skills in intrapersonal exploration and interpersonal interaction. This course operates on the rationale that a counselor who expects to facilitate interpersonal interaction, intrapersonal exploration, and behavioral change in clients must develop these skills himself or herself. Therefore, this course emphasizes experiential involvement in the class. Each student will have an opportunity to develop his/her own facilitative style of group behavior and group leadership.

Specific objectives are:

1. Demonstrate an understanding of group dynamics including group process components from a developmental stage theoretical perspective
2. Identify group leadership styles and problem-solving strategies
3. Identify major theoretical approaches of group work including commonalities, distinguishing characteristics, pertinent research, and literature

4. Identify different types of groups and group counseling methods, group counselor orientations and behaviors, conditions for growth, and stages of group process
5. Demonstrate an understanding of and adhere to ethical guidelines in working with groups
6. Demonstrate various group leadership skills including facilitative nonverbal behaviors, responding skills, and confrontation skills
7. Be able to plan and implement groups utilizing criteria for member selection, needs assessment, goal setting, termination, and methods of evaluating effectiveness
8. Demonstrate leadership interventions which emphasize responsibility for facilitating the group process
9. Demonstrate a knowledge of various types of small group work, prevention groups, support groups, and therapy groups
10. Demonstrate a knowledge of group strategies for working with diverse populations

2016 CACREP Standards Addressed in COUN 550

Standards	Evaluation
2.F.6. Group Counseling and Group Work	
2.F.6.a: theoretical foundations of group work and group counseling	Group Summary Group Plan + Presentation, Group Leader Activities
2.F.6.b: dynamics associated with group process and development	Group Plan + Presentation Group Leader Activities
2.F. 6.c: therapeutic factors and how they contribute to group effectiveness	Group Plan + Presentation
2.F. 6.d: characteristics and functions of effective group leaders	Group Plan + Presentation, Group Leader Activities
2.F.6.e: approaches to group formation, including recruiting, screening, and selecting members	Group Summary, Group Plan + Presentation
2.F.6.f: types of groups and other considerations that affect conducting groups in varied settings	Group Summary Group Plan + Presentation
2.F.6.g.: ethical and culturally relevant strategies for designing and facilitating groups	Group Summary Group Plan + Presentation
2.F.6.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	Participation in Growth Groups

Assignments

A. Class participation

Students are expected to assume a major portion of responsibility for the activity and direction of the course (see Appendix A).

B. Participation in growth groups

Students are expected to participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of the academic term. If a student misses a session, they must submit proof of attendance **AND** participation in another group therapy setting. This serves as an opportunity for students to be members of a group therapy setting. (See Appendix B).
CACREP Standard F.6.h.

C. Group Summary- Each group will prepare a summary of their group, including a group member persona (see Appendix C).

CACREP Standards F.6.a, F.6.e, F.6.f, F.6.g.

D. Group Plan + Presentation

Students will create a group plan for the group identified in their Group Summary assignment (see Appendix D).

The paper should be approximately 10-12 pages long and have at least 12-15 references (**not** taken from websites only).

During the semester, these designs will be presented to the entire class via Blackboard.

Evaluation will be based on the following: 1) clarity, 2) accuracy of information, and 3) practical application. Students should follow the Guidelines for Designing and Writing a Proposal for a Group. Papers should be typed, double-spaced according to APA guidelines.

Each group will present their proposal to the class. These presentations should last 20 minutes and include a PowerPoint.

CACREP Standards F.6.a, F.6.b, F.6.c, F.6.d, F.6.e, F.6.f, F.6.g.

E. Group Leader Activities

Each student will function as the group leader of their group for 4 separate sessions (see Appendix E). The time for each leader will increase as the semester progresses. For example, first session you will lead for 10 minutes, second session for 20 minutes, third session 40 minutes, and finally an entire 50 minutes for the fourth session. You will write a one-page reflection after **each** leadership experience and group notes for each participating group member.

CACREP Standards F.6.a, F.6.b, F.6.d.

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

Grading Scale

Assignment	Points
A. Attendance and Participation	70

B. Growth Group	100
C. Group Summary	100
D. Group Plan + Presentation	180
E. Group Leadership Activities (50 pts each)	200
F. Total	600

Points range	Grade	Percentage
538-600	A	90%-100%
478-537	B	80%- 89%
417-477	C	70%- 79%
357-416	D	60%- 69%
0- 356	F	0%- 59%

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

PROFESSIONAL ETHICAL CODES

[CRC Code of Ethics](#)
[ACA Code of Ethics](#)

Grading Turnaround Time

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as the Group Plan, then Instructors are given longer to return all submitted work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: Each assignment will be due Saturday (night) by 11:59 p.m CST.

Late Work: LATE WORK IS NOT ACCEPTED UNLESS ACCOMPANIED BY A UNIVERSITY EXCUSE, NO ACCEPTIONS. If there are unforeseen circumstances, you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

<i>CACREP STANDARD</i>	<i>WEEK/DATES</i>	<i>CHAPTERS/TOPICS</i>	<i>ASSIGNMENTS</i>
	August 23	Introduction and Overview	Read Chapter 1 GROUP ASSIGNMENT:

			Begin working on group summary
2.F.6.a 2.F.6.b 2.F.6.d 2.F.6.h	August 30	Group Dynamics Effective Group Leadership	Read Chapters 2 & 3 GROUP SUMMARY DUE 1/29 @ 11:59PM GROWTH GROUP BEGINS
2.F.6.c 2.F.6.e 2.F.6.h	Sept 6	Beginning a Group	Read Chapter 4 GROUP LEADERSHIP ACTIVITIES IN CLASS GROWTH GROUP
2.F.6.a 2.F.6.h	Sept 13	The Transitional Period of a Group: Norming and Storming	Read Chapter 5 GROUP LEADERSHIP ACTIVITIES IN CLASS GROWTH GROUP
2.F.6.a 2.F.6.h	Sept 20	The Working Stage in a Group: Performing	Read Chapter 6 GROUP LEADERSHIP ACTIVITIES IN CLASS GROWTH GROUP
2.F.6.g 2.F.6.h	Sept 27	Closing a Group Ethical & Legal Aspects	Read Chapters 7 & 8 GROUP LEADERSHIP ACTIVITIES IN CLASS GROWTH GROUP

<p>2.F.6.c 2.F.6.h</p>	<p>Oct 4</p>	<p>Specialty Group Counseling and Creativity in Groups</p>	<p>Read Chapter 9 GROUP PRESENTATION IN CLASS</p> <p>GROUP PLAN + PRESENTATIONS DUE 3/5 @ 11:59PM.</p> <p>GROWTH GROUP</p>
<p>2.F.6.g 2.F.6.h</p>	<p>Oct 11</p>	<p>Diversity and Social Justice in Group Work</p>	<p>Read Chapter 10</p> <p>GROUP LEADERSHIP ACTIVITIES IN CLASS</p> <p>GROWTH GROUP</p>
<p>2.F.6.f 2.F.6.h</p>	<p>Oct 18</p>	<p>Groups for Children</p>	<p>Read Chapter 11</p> <p>GROUP LEADERSHIP ACTIVITIES IN CLASS</p> <p>GROWTH GROUP</p>
<p>2.F.6.f 2.F.6.h</p>	<p>Oct 25</p>	<p>Groups for Adolescents</p>	<p>Read Chapter 12</p> <p>GROUP LEADERSHIP ACTIVITIES IN CLASS</p> <p>GROWTH GROUP</p>
<p>2.F.6.a 2.F.6.f</p>	<p>Nov 1</p>	<p>Groups for Adults</p>	<p>Read Chapter 13</p> <p>GROUP LEADERSHIP ACTIVITIES IN CLASS</p> <p>GROWTH GROUP ENDS</p>

2.F.6.c 2.F.6.f	Nov 8	Theoretical Approaches to Groups	Read Chapters 14 & 15 GROUP LEADERSHIP ACTIVITIES IN CLASS
	Nov 15	Semester Wrap Up!	GROUP LEADERSHIP ACTIVITIES IN CLASS
	Nov 22	Thanksgiving- no class	
	Nov 29	Finals Week	Finals Week

Appendix A. Participation



It is important that participation, observation, and feedback in the course group be conducted in a way that provides psychological comfort and security for each member. Everybody who becomes a part of the course enters into the following basic agreement:

I will use the structured experiences in this course to learn from. This means I am willing to engage in specified behaviors, seek out feedback about the impact of my behavior on others, and analyze my interpersonal interactions with other class members in order to make the most of my learning.

1. I will make the most of my learning by a) engaging in specified behaviors and in being open about my feelings and reactions to what is taking place in order that others may have information to react to in giving me feedback and in building conclusions about the area of study, b) setting personal learning goals that I will actively seek to accomplish— which means that I will take responsibility for my own learning and not wait around for someone else to “make me grow,” c) being willing to experiment with new behavior and to practice new skills, d) seeking out and being receptive to feedback, and e) building conclusions about the experiences highlighted in the exercises.
2. I will help others make the most of their learning by: a) providing feedback in constructive ways, b) helping to build the conditions (such as openness, trust, acceptance, and support) under which others can experiment and take risks with their behavior and c) contributing to the formulation of conclusions about the experiences highlighted in the exercises.
3. I will use professional judgment in keeping what happens among group members in the exercises appropriately confidential and not transmit any identifiable personal information about any member to anybody outside the course. I acknowledge my right and agree that each member has the right to control whatever information he or she may provide about self.

Most members probably feel some mild anxiety occasionally, in participating, or observing, or making receiving feedback reports, but in the experience of the instructor, there has almost never been any real problem. However, you may meet with the instructor at any time if you do feel a problem and other ways can be found for meeting the requirements of the course, if you wish.

(Signature)

(Date)

*Adapted in part from: Bales, R. F., & Cohen, S. P. (1979). SYMLOG. New York: The Free Press, 510-511; Johnson, D. W. and Johnson, F. P. (1975). Joining Together. Englewood Cliffs, NJ; Prentice-Hall, 15.

Rubric for Participation

GRADE	CRITERIA
0	Absent
1	<ul style="list-style-type: none"> • Present, but distracted (e.g., on Zoom- camera off, not in camera focus; in person- using cell phone during class or laptop for purposes other than note taking) • Contributes little to discussion • Demonstrates no comprehension/retention of assigned reading
2	<ul style="list-style-type: none"> • Present, not disruptive • Tries to respond when called on but does not offer much • Demonstrates very infrequent involvement in discussion

3	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
4	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.³
5	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Appendix B. Growth Group Participation

Growth Group Facilitator: _____

Date of session: _____

Length of time: _____

Topic: _____

Attendees:

Appendix C. Group Plan Summary

Step 1:

Think of a group you would eventually like to organize (i.e., nontraditional college students, parents who want to learn better parenting skills, adolescents with drug problems, children of alcoholics, divorced parents, veterans, victims of domestic violence, etc.).

Step 2: Identify the following

1. Group population (e.g., demographics)
2. Setting of the group (e.g., inpatient, outpatient, school-based)
3. Examples of screening questions & criteria to become a member
4. Type of group (e.g., open/closed, growth group)
5. Three goals of the group each with 2-3 objectives
6. Ethical and multicultural considerations

Step 3: Create a Group Member Persona

Each group member will create a persona answering the following questions:

1. Age (make sure this fits within your group's parameters).
2. Sex & Gender
3. Race/Ethnicity (e.g., Korean-American, Haitian-American)
4. Hobbies (e.g., plays on basketball team, class president)
5. Home life (e.g., divorced parents, only child, married, single)
6. Personality characteristics (e.g., withdrawn, outgoing)
7. Reason for attending group
8. Select **one** of the following behaviors to display off & on during group:
 - Outright disruptiveness
 - Hesitancy to engage with others
 - Polarization
 - Monopolizing
 - Inappropriate risk taking
 - Questioning
 - Overactivity or giddiness
 - Advice giving
 - Band-aiding

Appendix D. Group Plan Proposal & Presentation

In your group, you will answer the following questions. Your group should create a **MINIMUM** of 6 sessions. These sessions should be linear and consider how you are ordering your session. For example, what types of activities should be included in the first session versus the last session? This also includes if you are teaching your clients specific skills- make sure they cohesively build upon one another.

1. Rationale for group (Need)/Review of Literature
2. Goals & objectives of the group
3. Name of the group
4. Type of group (psychoeducation, counseling, psychotherapy, mixed, remedial, growth, long-term, short-term, open, or closed)
5. Group population
6. Size of group
7. Recruitment process (i.e., announcements/advertising, screening procedure, inclusion/exclusion criteria)
8. Group screening procedure

9. Meeting times & length
10. Length of group
11. Leadership style
12. Therapeutic factors that could impact the effectiveness of the group
13. Group rules
14. Agenda for each session:
 - Objective(s) for the session
 - Activities
 - Rationale for activities
 - Expected observable, behavioral outcomes for the session.
15. Ethical considerations
16. Evaluation of group (How and how often will you evaluate the effectiveness of the group)
17. References

NOTES:

- Any additional information to successfully implement your group plan (i.e., theoretical framework)
- Specific details in planning so that it is clear, how, when, who, and in what manner the group process will occur (to include group rules). Your choice of activities, handouts, creative visual props must be identified, and examples included within the group plan (example – sentence completion exercise).

Appendix E. Group Leader Activities

GROUP MEMBERS WILL NOT BE PRESSURED OR REQUIRED TO SELF DISCLOSE ANY INFORMATION THEY DO NOT WANT TO SHARE, BUT PLEASE BE OPEN MINDED TO THE PROCESS. These are mock groups. Students acting as group members will be given roles, as well, to assist leaders and co-leaders in practicing counseling techniques.

After each group leadership experience, you will write a 1-page reflection about the experience and a group note for each participate. See template for group note on next page. Here are some questions to aid in your reflection paper: *What did you learn? How did this experience shape your feelings about group dynamics? Are there things you would have changed about your facilitation of the group in your role?*

Group Leadership Feedback Rubric

Group Name:

<i>Topic</i>	<i>Points Possible</i>	<i>Points</i>
<i>1. Was the leader engaged?</i>	10	
<i>2. Did the leader use counseling techniques/theory appropriately?</i>	10	
<i>3. Did the leader aid in the overall flow of the group?</i>	10	
<i>4. Opening/Activities/Closing</i>	10	
<i>5. Group note and reflection</i>	10	
<i>6. Total:</i>	50	

Comments & Recommendations:

Group Therapy Case Notes

Client: _____ Group: _____ Date: _____

AGENDA: GROUP TOPICS DISCUSSED

GROUP BEHAVIOR RATINGS

	Low		Medium		High
Seemed interested in the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiated positive interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused on group tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disclosed information about self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood group topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in group exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed listening skills/empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered opinions/suggestions/feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seemed to benefit from the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment considerations addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MONTHLY EVALUATION

(fill out last group of each month)

<u>Topic</u>	<u>Progress</u>		
	Low	Medium	High
Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discusses issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objectives being met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUGGESTIONS

____ Individual Counseling
 ____ Evaluation for meds
 ____ Other _____

INDIVIDUAL CONTRIBUTIONS THIS SESSION

 Therapist

 Cotherapist

Time Started: _____

Time Finished: _____

Duration: _____