



**MISSISSIPPI
COLLEGE**
A CHRISTIAN UNIVERSITY

TECHNIQUES OF GROUP COUNSELING

COU 6662

Total Credit Hours: 3 hours

INSTRUCTOR:

COURSE DESCRIPTION

This course is considered an introduction to the investigation of the most influential theories of group counseling and evidence-based practices in the planning and implementation of group counseling experiences in various settings. Additionally, critically issues in the practice of group counseling such as multicultural practices, ethical and professional issues, group leadership, formation of groups, and the evolution of therapeutic groups throughout the various phases and stages of group work will be a focus of the class. The course includes a combination of didactic and experiential components.

RATIONALE FOR COURSE

The content of this course is considered one of the eight primary knowledge and skill competency areas for professional counselors in all work settings. This course is designed to provide students with an overview of professional topics related to planning, implementing, leading, and evaluating various types and formats for therapeutic groups. Opportunities to practice the skills presented in the didactic portion of the classes will be an important component of the semester. The course provides students with experiences in which they may examine their personal views, the role of group facilitator and use of power within a therapeutic relationship, and the influence of the group process itself.

LEARNING OBJECTIVES / KNOWLEDGE AND SKILLS OUTCOMES

The course is structured to meet the CACREP standards for group counseling courses. At the conclusion of the course students will be able to demonstrate knowledge of:

1. the four major group work specializations (task groups, psychoeducational groups, counseling groups, psychotherapy groups) and the appropriate instances for use,
2. the therapeutic aspects of groups,
3. the personal characteristics of group workers that have an impact on members (knowledge of personal strengths, weaknesses, biases, values, and their effect on others,
4. specific ethical issues unique to group work/ group counseling,
5. the process components involved in the typical stages of a group's development,
6. major facilitative and debilitating roles that group members may take,
7. recruiting and screening prospective members,
8. group and member evaluation,
9. major theoretical approaches to group counseling and the distinguishing characteristics of each and the commonalities shared by all,
10. group counseling methods and techniques,
11. professional preparation and training standards, and

12. multicultural and diversity issues in group counseling

At the end of the course students will be able to demonstrate competency in group leadership skills by:

1. observing and identifying group process
2. encouraging participation of group members
3. attending to, acknowledging, confronting and/or responding empathically to group member behavior - actions/behaviors of the group members.
4. attending to, acknowledging, confronting and/or responding empathically to group member statements (paraphrase and reflection)
5. attending to, acknowledging, confronting and/or responding empathically to group themes (linking and summarizing)
6. eliciting information from and imparting information to group members
7. providing appropriate self-disclosure
8. demonstrating awareness and understanding of one's own cultural values
9. demonstrating sensitivity to diversity factors as they influence group process
10. demonstrating understanding of multicultural factors as they influence group membership and group participation
11. maintaining group focus; keeping a group on task
12. giving and receiving feedback in a group
13. using confrontation/ blocking appropriately
14. working cooperatively with a co-leader and/or group members
15. engaging in ethical practice

PREREQUISITES

Graduate Standing

INSTRUCTIONAL MATERIALS

The basic textbook for the course will be used to organize lectures, presentations, and other learning experiences.

Required Text:

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Boston, MA: Cengage Learning.

COURSE TOPICS

- A. major group work specializations (e.g., task groups, psychoeducational groups, counseling groups, psychotherapy groups) and the appropriate instances for use,
- B. the therapeutic aspects of groups,
- C. the personal characteristics of group workers that have an impact on members (knowledge of personal strengths, weaknesses, biases, values, and their effect on others,
- D. specific ethical issues unique to group work/ group counseling,
- E. the process components involved in the typical stages of a group's development,
- F. major facilitative and debilitating roles that group members may take,
- G. recruiting and screening prospective members,
- H. group and member evaluation,

- I. major theoretical approaches to group counseling and the distinguishing characteristics of each and the commonalities shared by all,
- J. general group counseling methods and techniques as well as specific group behaviors and interventions,
- K. professional preparation and training standards, and
- L. multicultural and diversity issues in group counseling
- M. issues to consider for specialized populations and/or settings

METHODS OF INSTRUCTION:

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion
- C. Case Study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group Work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignments
- L. In-class exercise
- M. Personal reflection

METHODS OF EVALUATION

Students will complete quizzes, exams, in class participation, & assignments. Evaluation of assignments will be based in part on: 1) The appropriateness of your assignment based on the assignment's instruction. 2) Indicated knowledge and extensiveness of material covered in the assignment. 3) Abiding by format requirements, if applicable (length, APA guidelines, font). 4) Evidence of scholarly research, if applicable. 5) The completeness of the assignment. 6) Evidence of scholarly work (i.e. syntax, grammar, punctuation, voice, etc.). 7) Your following instructions for the assignment.

Required Practices

Required practices in this course include reading, researching, writing, class discussion, class assignments, group assignments, and participation in the group counseling experiential portion of the course.

Key Performance Indicators (KPI's): Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. All students must earn a satisfactory score on any assignment labeled as a KPI. If you do not earn a satisfactory score, you are required to repeat the assignment per the Department of Counseling. If you do not earn a satisfactory score on the second attempt, you will be placed on a formal academic remediation plan.

Grades will be determined in the following manner:

Group Process Specific Content Papers:

1. Ethical Issue	50 points
2. Resistance	50 points
3. Group Membership Issues	50 points
4. Group Leadership Issue	50 points
5. Theory Paper	100 points
Group Logs (10 points each)	100 points
Group Proposal *KPI*	200 points
Exams (2 exams, 100 points each)	200 points
	Total
	800 points

Grading Scale

94-100%	=	A
89-93%	=	B+
80-88%	=	B
73-79%	=	C+
66-72%	=	C
59-65%	=	D
Below 59%	=	F

MC SYLLABUS STATEMENT

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/universitysyllabus>.

GRADING POLICY

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

ASSIGNMENTS

- CACREP (2016) Standards applicable to each assignment can be found in this syllabus in Appendix A

A. Class attendance and participation:

Because of the standard time expectations for graduate level courses and because there are experiential dimensions to this course, absences greatly affect potential student gains. Students are therefore expected to attend all class meetings. In case of illness or emergency, please notify the instructor prior to class.

Class participation is a significant part of the expectation for aspiring counselors and graduate students. Your contributions to class discussions are considered an important component of our shared pedagogical experience. Student active contributions to class discussion help the

instructor determine the effectiveness of instruction and the level of student learning (as well as making the class time more interactive and engaging for us all). The quality of your contributions is more important than the quantity. We have a limited time together and talking without positively contributing to the discussion not only distracts from the class focus. Positive contributions are not necessarily “right” answers. Incorrect responses can be instructive and often contributing to learning complex concepts. Students are encouraged to experiment and take risk during class discussions. Positive contributions to class discussions are those that advance the discussion by presenting new ideas or insights, build on others’ comments, present an alternative view, and/or provide ‘real life’ examples of concepts being discussed. Many people are uncomfortable speaking up to ask questions and/or presenting their point of view, but contributing to discussion is an important part of your professional development. Such contributions are expected of counselors in all work settings.

This course is an academic class and an experiential learning opportunity for students. Students are expected to become active members of a group that will experience the customary phases of a relatively normal group process. Students are expected to monitor their personal responses to class and group experiences, to share their personal professional insights with other class members as part of the collaborative learning process, and to practice appropriate behavioral and emotional regulation skills at all times. Self-exploration is an integral component of the course, however, you must determine for yourself what and how much to reveal about yourself. You will not be evaluated on the basis of how much or the nature of what you disclose about yourself; however, to get the most out of the class activities, you are encouraged to take interpersonal risks and challenge yourself personally and professionally. Confidentiality regarding disclosures in the group portion of the course is of utmost importance. No students (group participants) will experience the trust and safety critical to personal work and self-exploration unless you are convinced that the confidentiality of all members will be respected. The issue of confidentiality will be discussed more in class and during the experiential aspect of the course.

Unexcused or excessive absences and/or tardiness will result in a reduction in your course grade.

Late assignments will be penalized by five-point deduction per day. Some content specific papers have different late requirements.

B. Group Process Specific Content Papers:

The following papers are to be submitted at the beginning of the class during which it is due. A specific grading rubric will be used for each paper. If a paper is late, only 50% of the total possible points may be earned.

1. Ethical Issue: Select a particular ethical issue specific to group work/group counseling of interest to you as a group leader. After a review of relevant professional literature (including the textbook and other professional literature), develop your ideas on the topic or question. (approximately 2.5 pages)= 50 points
2. Resistance: All counselors at some time in their career will work with a client that is challenging or difficulty. Consider a form of resistance or a particular problem behavior you anticipate will be a significant challenge to you as a group leader. Write about the factors that make the particular behaviors and/or circumstances particularly troubling for you as an aspiring counselor. Include in the paper how you would expect

to therapeutically work with a client who engages in such behaviors. The focus of the paper should be on you as a professional. (approximately 2.5 pages) = 50 points

3. Group Membership Issues: Select a specific issue, question, topic, problem, or concern of interest to you (as it pertains to group membership) for this position paper. Build your paper around the topic, including information from the text and your professional opinion. Select the topic from those listed in the textbook. (approximately 2.5 pages) = 50 points
4. Group Leadership Issue: Based on information in the textbook and class discussions, complete a position paper similar to the one described above. This paper should focus on a group leadership topic. Be specific and take a stand. (approximately 2.5) = 50 points
5. Theory Paper: Select a counseling theory of interest to you and approved by the instructor. The content of the paper should include: a brief review of basic theoretical information, goals of group counseling from the theory's perspective, roles and functions of the group leader, theory specific techniques, areas of application and populations for which the theory is best suited, strengths and limitations of the theoretical perspective, and the your personal view of the theory. (approximately 10 pages) = 100 points

C. Group Process / Self Evaluation Logs :

When the group experience begins, weekly logs must be submitted. The weekly log must address the following questions and/or issues related to the group experience the preceding week.

- a) Theme of Group: deals with what you think the group was about.
- b) Your reactions to group: include your thoughts about group.
- c) Personal Feedback: Address each member of the group, including the instructor.
For example:
-Jane—I liked what you had to say today. But, I thought you gave in too easily when Joe confronted you. I felt a need to protect you.
-Joe—It was hard watching you confront Jane. I was surprised that I felt anger with you for confronting her. I wanted you to be more gentle with her; I thought you could have said what you said differently.
-John—You were really quiet today. I wondered if you were experiencing similar thoughts because I was quiet too. I hope you find the courage to share what is on your mind. I hope I do too.
-Dr. Smith (instructor)—I did not like it when you put Jane on the hot seat. I felt that you lacked support for her. I liked it when you encouraged me to say what I thought, but I was afraid you would be upset if I said I did not want to say anything.
- d) My behavior in Group This Week: include the identification of behavior you engaged in using the following topic titles: 1) What I shared/disclosed about myself; 2) How I showed support/interest in another member; 3) Feedback I gave; 4) Feedback I requested and 5) Feedback I received.

e) My Action Plan for the Next Group Session:

Additionally, in your last journal submission, summarize your life experience during the semester, your group experience, and your personal learning about yourself, others, and your relationship skills, and groups.

Note: The instructor will not make public the issues documented in your log; you are responsible for bringing to the group/class discussion any issue you feel is important. The instructor may give you feedback regarding your reactions, but will not breach your confidentiality. This is done to provide all students with an opportunity to build self-awareness, develop professional and personal courage, and practice expressing themselves in ways that may facilitate the group process. This journaling activity is intended to allow you to better understand your feelings, assist you in recognizing your personal values, attitudes and perceptions within a therapeutic context while also assisting you to recognize your interpersonal and psychological interactions with others.

The journal submissions are ungraded, except where required topics are not included or where the entries demonstrate over-brevity or under-personalization. Otherwise, if the directions are followed, the log entries are submitted timely, and genuine work on self-exploration and personal learning is demonstrated, 100% of the designated points will be earned. If a group session is missed, the student will be unable to complete the weekly log, not credit will be earned for the group session. If the log is submitted after the beginning of the class in which it is due only 50% of the maximum point available for the assignment can be attained.

Logs count for another 10 points each for a total of 100 points.

D. Proposal for a Group.

This assignment is a key performance indicator for CACREP evaluations. Policy requires that you make at least a B on this assignment or it will have to be revised or a better grade. An important goal of the course is that students learn to distinguish among the major approaches to group work (e.g., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to the various mental health/school work settings. A task to assist students to acquire these competencies involves preparing a proposal (14-15 slides) describing a group you might conduct in your desired work setting (e.g., communication skills for a adolescents in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents have recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, etc.).

Create a proposal PowerPoint for a time-limited group that you would like to implement when you have the opportunity. You may select the setting (e.g., mental health agency, residential or inpatient treatment setting, school). Include the information you would need to present the proposal to a supervisor for approval (rationale for the group; target population; logistical information - group format, length, duration of group sessions; purpose of the group; overall goals and objectives; screening processes; a brief explanation of the theories and techniques you would use; topics and sub-topics you would plan for each session; materials you may use during sessions; homework for clients; identify the expected treatment outcomes; strategies for measuring therapeutic progress, etc.). Please refer to

the Group Proposal Handout. Address any other relevant topics identified you the textbook and/or class discussion. = 200 points

E. Exams

Two in-class examinations covering all readings and class discussion = 100 points each for a total of 100 points

ADDITIONAL COURSE POLICIES

Mississippi College and the School of Education have policies that apply to the conduct of all courses.

Attendance. Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.

Additionally, there will be not option for make-up options for class assignments or quizzes/exams. If a student is absent due only to a medical cause, with documentation from a licensed healthcare provider, the instructor may offer an option to calculate the average of scores on the missed assignment category to add to the cumulative calculation for the final grade.

The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 25% of the class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin.

Cell Phones. The use of cell phones during class is strictly prohibited. If you must carry these items on your person, please turn them off or place them in silence mode.

Eating in Class. The School of Education Policy states that no food or drink is allowed in the classroom.

Ethical Standards.

All of the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for downloading at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association. At this time, the sixth edition of the manual is available.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The ethics of scientific publication are presented in the manual (American Psychological Association, 2010, pp.11-18). Additional information on professional writing may be obtained

from <http://apastyle.apa.org/> Codes, as well as updates and other resources are available for review or downloading at <http://www.apa.org/ethics/code/index.aspx>

Best Practices

Students should approach graduate level courses in the master's level counseling programs with professionalism and openness to learn including accepting feedback graciously. Students should complete all assigned reading, assignments, and exams outlined by the instructor of the course. Students must adhere to the ACA code of ethics while enrolled in the counseling programs at MC.

COURSE OUTLINE/SCHEDULE

Date	Topic	Activity Due
Week 1	Overview of Syllabus and Chapter 1	
Week 2	Chapter 2 - The Group Counselor Preparing students for group experience	
Week 3	Chapter 3 - Ethical and Legal Issues	
Week 4	Chapter 4 - Theories and Techniques of Group -Experiential Group	Ethical Issue Paper
Week 5	Chapter 5 - Forming a Group Student Led Experiential Group	Logs Group Theory Paper
Week 6	Chapter 6 - Initial Stage Student Led Experiential Group	Logs Resistance Paper
Week 7	Chapter 7 - Transition Stage of Group Student Led Experiential Group	Logs Group Membership Paper
Week 8	Chapter 8 - Working Stage of a Group Student Led Experiential Group	Logs Group Leadership Paper
Week 9	MID-TERM EXAM	
Week 10	Chapter 9 - Final Stage of Group Chapter 10 - Groups in School Settings Student Led Experiential Group	Logs
Week 11	Group Proposal Presentations Student Led Experiential Group	Logs Group Proposals
Week 12	Group Proposal Presentations Student Led Experiential Group	Logs Group Proposals
Week 13	Group Proposal Presentations Student Led Experiential Group	Logs Group Proposals
Week 14	Group Proposal Presentations Student Led Experiential Group	Logs Group Proposals
Week 15	Group Proposal Presentations Student Led Experiential Group	Logs Group Proposals
Week 16	FINAL EXAM	Logs

APPENDIX A ACADEMIC STANDARDS

CACREP STANDARDS 2016: including standards related to the core curricula area of Group Counseling and Group Work, as well as relevant specialty area standards and other general core standards that are integral to development of group counseling knowledge and skills.

Section 2. 6. Group counseling and group work

- 6. a. theoretical foundations of group counseling and group work
- 6. b. dynamics associated with group proves and development
- 6. c. therapeutic factors and how they contribute to group effectiveness
- 6. d. characteristics and functions of effective group leaders
- 6. e. approaches to group formation, including recruiting, screening, and selecting members
- 6. f. types of groups and other considerations that affect conducting groups in varied settings
- 6. g. ethical and culturally relevant strategies for designing and facilitating groups
- 6. h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of ten clock hours over the course of one academic term.

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

Professional Perspective: The practice of mental health counseling, school counseling and marriage and family counseling involves knowledge and skills related to group counseling and group work. A key component of completion of a counselor education training program includes the acquisition of knowledge and skills related to various theoretical foundations in group counseling; knowledge and skill competence in a variety of interventions, group process factors, and service planning and implementing activities; knowledge of cultural, ethical and legal issues related to planning and conducting group counseling interventions; knowledge and skills related to group dynamics within a variety of different types of groups; effective group counseling leadership, and other professional issues related to all aspects of group counseling work in a variety of settings.

Assessment: Student assessments will include demonstration of proficiency on written examinations and other assignments in addition to the instructor's formative evaluation of students' developmental process regarding knowledge and skill attainment throughout the semester. Grading rubrics will be used for various written assignments and the group process experiential component of the class. Written exams are also a part of the assessment process.

- 2.6.b dynamics associated with group process and development
- 5.C.2.c. mental health delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and mental health counselling service networks
- 2.F.5.b. a systems approach to conceptualizing client
- 5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- 5.G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differential instructional strategies (school counseling)
- 5.G.3.d. interventions to promote academic development (school counseling)
- 5.G.3.f. techniques of personal/social counseling in school settings (school counseling)

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- 2.6.c. therapeutic factors and how they contribute to group effectiveness
- 2.F.2.e. the effects of power and privilege for counselors and clients
- 2.F.5.f. counselor characteristics and behaviors that influence the counseling process
- 2.F.2.f. help-seeking behaviors in diverse clients

2.F.5.h. developmentally relevant counseling treatment or intervention plans

2.F.5.i . development of measurable outcomes for clients

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

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2.6.d. characteristics and functions of effective group leaders

2.F.1.k. strategies for personal and professional self-evaluation and implication for practice

2.F.5.n. processes for aiding students in developing a personal model of counseling

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

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group counseling; knowledge and skill competence in a variety of interventions, group process factors, and service planning and implementing activities; knowledge of cultural, ethical and legal issues related to planning and conducting group counseling interventions; knowledge and skills related to group dynamics within a variety of different types of groups; effective group counseling leadership, and other professional issues related to all aspects of group counseling work in a variety of settings.

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2.6.e. approaches to group formation, including recruiting, screening, and selecting members
2.F.5.g. essential interviewing, counseling, and case conceptualization skills

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

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2.6.f. types of groups and other considerations that affect conducting groups in varied settings

2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions

5.C.2.m record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

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2.6.g. ethical and culturally relevant strategies for designing and facilitating groups
 2.F.2.c . multicultural counseling competencies
 2.F.3.i . ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 5.C.2.j. cultural factors relevant to clinical mental health counseling
 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling
 5.G.2.n. legal and ethical considerations specific to school counseling (school counseling)
 2.6.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

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students

will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

Professional Perspective: The practice of mental health counseling, school counseling and marriage and family counseling involves knowledge and skills related to group counseling and group work. A key component of completion of a counselor education training program includes the acquisition of knowledge and skills related to various theoretical foundations in group counseling; knowledge and skill competence in a variety of interventions, group process factors, and service planning and implementing activities; knowledge of cultural, ethical and legal issues related to planning and conducting group counseling interventions; knowledge and skills related to group dynamics within a variety of different types of groups; effective group counseling leadership, and other professional issues related to all aspects of group counseling work in a variety of settings.

Assessment: Student assessments will include demonstration of proficiency on written examinations and other assignments in addition to the instructor's formative evaluation of students' developmental process regarding knowledge and skill attainment throughout the semester. Grading rubrics will be used for various written assignments and the group process experiential component of the class. Written exams are also a part of the assessment process.

2.E. Current counseling-related research is infused in the curriculum.

Task/Activity: Lectures focus on an assortment of clinical and professional topics related to group counseling and group processes. Students will be assigned text reading materials to prepare them for active participation in the class discussions and other activities. Students are expected to demonstrate knowledge of this information during class discussions. Students will demonstrate their knowledge of an array of group counseling concepts as they demonstrate effective use of group counseling and group process skills and interventions.

Assignments: Participation in class discussions and various class activities; participation in the experiential group process; completion of the group process specific content papers, completion of exams, and completion of the group proposal assignment.

Professional Perspective: The practice of mental health counseling, school counseling and marriage and family counseling involves knowledge and skills related to group counseling and group work. A key component of completion of a counselor education training program includes the acquisition of knowledge and skills related to various theoretical foundations in group counseling; knowledge and skill competence in a variety of interventions, group process factors, and service planning and implementing activities; knowledge of cultural, ethical and legal issues related to planning and conducting group counseling interventions; knowledge and skills related to group dynamics within a variety of different types of groups; effective group counseling leadership, and other professional issues related to all aspects of group counseling work in a variety of settings.

Assessment: Student assessments will include demonstration of proficiency on written examinations and other assignments in addition to the instructor's formative evaluation of students' developmental process regarding knowledge and skill attainment throughout the

semester. Grading rubrics will be used for various written assignments and the group process experiential component of the class. Written exams are also a part of the assessment process.

ADDITIONAL REFERENCES

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