



Course Information

Course Title, Number, Section Number: Group Counseling, COUN 740-1

Term & Year:

Number of Credits: 3 credits

Course Location: Online

Dates & Times:

Weekend 1: Friday, February 5th, 5pm-10pm & Saturday, February 6th, 8am-5pm

Weekend 2: Friday, March 5th 5-10pm & Saturday, March 6th 8am-5pm

Weekend 3: Friday, April 2nd 5-10pm & Saturday, April 3rd 8am-5pm

Instructor Information

Name of Instructor:

Instructor Contact Information:

Instructor Preferred Method/ Times for Student Contact: Wednesday 3-5pm, Thursday 1-3pm or by appointment.

Course Description

Provides an overview of the theories and research pertaining to group leadership, composition, selection, intervention, termination, evaluation, and follow-up. Students develop a written description of their group counseling approach and have concurrent supervised group counseling experiences. Prerequisite: 730.

Required Course Materials:

- Corey, G., (2015). Theory and Practice of Group Counseling, (9th ed.) Brooks and Cole: Belmont, CA. ISBN: 9780465092840
- Yalom, I.D. & Leszcz, M. (2005) The Theory and practice of group psychotherapy. (5th ed.) Basic Books: Cambridge, MA. ISBN: 9781305088016

Counseling Education and Supervision (CES) Learning Program Outcomes:

- Advanced Practice: Develop advanced professional competency with an emphasis on evidence-based practice in counseling theory and assessment practices.
- Supervision: Demonstrate the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Counselor Education: Demonstrate knowledge and skills of the processes of teaching and learning, as well as student assessment and program evaluation.
- Research: Develop high levels of competence in conceptualizing, planning, conducting, and interpreting research relevant to the profession of counseling.

- Leadership and Advocacy: Demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- Integrative Behavioral Health: Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care.
- Fieldwork: The application of theory within an apprenticeship model that provides relevant supervised experiences in counselor education, counseling supervision, and advanced professional counseling.

Course Student Learning Outcomes:

- Articulate the principles and key concepts relative to group theory
- Assess their ability to deliver effective group therapy with clients.
- Develop a foundation for teaching group principles to counselors in training
- Practice supervision skills emphasizing the delivery of feedback to counselors in training

Alignment Table of Learning Outcomes and Course Work:

This course is aligned to meet the requirements of the Council for Accreditation of Counseling and Related Educational program (2016). CACREP Standards and the Guidelines.

Student Learning Outcomes	CACREP 2016 Standards	Assignments & Activities
<ul style="list-style-type: none"> • Articulate the principles and key concepts relative to group theory • Assess their ability to deliver effective group therapy with clients. • Develop a foundation for teaching group principles to counselors in training 	6. B. 1.a. Scholarly examination of theories relevant to counseling 6.B.1.d. Evidence based counseling practices 6.B.1.e. Methods for evaluating counseling effectiveness	Group Counseling Skill Set
<ul style="list-style-type: none"> • Practice supervision skills emphasizing the delivery of feedback to counselors in training 	6. B. 1.b. Integration of theories relevant to counseling	Application Assignments 1 & 2

Methods of Instruction: Large and small group discussions, individual evaluation reviews, and experiential activities.

Outline of Course Content: **This schedule is subject to change at the instructor's discretion.*

Weeks	Classes & Assignments
Weekend 1 Friday 2/5	Review Group Concepts
Saturday 2/6	Group experience Planning for Process Observations Application Assignment 1
Weekend 2 Friday 3/5	Instruction/Small group work Application Assignment 1 <u>DUE</u>
Saturday 3/6	Process Observation 1
	<i>Process Observation 2</i>
	Instruction/Small group work Application Assignment 2 <u>DUE</u>
Weekend 3 Friday 4/2	Process Observation 3
	Process Observation 4
Saturday 4/3	Process Observation 5 <i>Review – drafts</i>
	Process Observation 6
	Signature Assignment: Group Counseling Skill Set <u>DUE</u>
	TBA
	Finals

Policies & Resources

Academic Integrity Policy: Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it. Please feel free to speak with me regarding concerns with academic honesty. Occurrences such as unintentional plagiarism can occur and are punishable.

Attendance Policy: Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development.

Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, missing more than one class for any reason may result in a *No Credit* evaluation.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from appropriate medical personnel.
 - Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Instructor specific: Additional homework will be assigned for missing more than 15 minutes of class. Failure to complete extra work could result in a no credit evaluation.

Conduct: I expect that we will treat each other respectfully. Thus, disruptive behaviors such as unsolicited talking, coming late, leaving early, and cell phone use during class will not be tolerated. Please also note that laptop computers are a privilege in this class, not a right. If I permit you to use a laptop in this class, it should only be used for note taking or to access your textbook chapters if your text is in electronic form. In addition, no audio recording or videotaping is allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- Viterbo Speaks Up: Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- Chosen First Name Policy
- Concerns or Complaints Regarding Instruction
- Moodle & Technology Guides
- Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy
- Student Disability Policies and Procedures
- Student Resources
- Technology Requirements and Technical Support

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services: It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services: Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to

assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website: You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Credit Hour Course Expectations: Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Services: The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

Electronic Submissions Policy: Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals:

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Instructor Late Work Policy: Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Reading Assignments: A schedule of readings is listed in the “course outline” and should be completed prior to the listed class date. It is expected that students will integrate their readings into class activities, written submissions, as well as a foundation to their developing theory of counseling and change. Since this course presumes prior understanding to relevant counseling theories, it is expected that students will review prior course materials as needed. Finally, readings will be posted periodically on Moodle (as well as other resource materials) and should be checked frequently for updates.

Skill Competence: Professional counselors need to demonstrate competence in reviewing appropriate counseling literature, designing program evaluation(s), and grant writings. At the conclusion of this course students will be able to suggest a number of research applications for integration into counseling settings.

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct: Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:

- <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit this web site:

- <http://www.viterbo.edu/sexual-misconduct/sexual-misconduct-policy-and-sanctions>

Tasks: A variety of individual and group tasks will be assigned to help students integrate lecture and reading material. These include library research, class presentations, classroom demonstrations, and written assignments.

Turnitin/Electronic Submission: You are required to submit assessment assignment 3 to Turnitin, prior to submitting it for grading (saved as a word document). This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

Written Assignments: Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or as an email attachment to the instructor. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Late submissions are subject to a grade reduction.