

EVANGEL

UNIVERSITY

ARTS, SCIENCES & PROFESSIONS

Graduate Counseling Program

COU/GAC 625: Group Counseling 3 credits

University Mission Statement:

Evangel University is a comprehensive Christian University committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse:

Colossians 3:23-24 "Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ."

Teaching Philosophy and Methods: I believe that students must be active participants in their learning, rather than passive recipients. Students need to take initiative to learn and I will take initiative to facilitate that learning. The goal is for that learning to generalize to real life. A variety of teaching methods may be used: lecture, PowerPoint presentations, videos, YouTube, discussion groups, homework assignments, quizzes, and exams.

Course Catalogue Description: Group Counseling is an advanced level study of the theory and practice of group counseling utilizing didactic and experiential methods. Students explore various theoretical approaches to group work including the basic principles of group dynamics, processes, developmental stages, member roles, and leadership tasks.

Required Text(s):

Cooley, L. (2009). *The power of groups: Solution-focused group counseling in schools*. Thousand Oaks, CA: Corwin SAGE Company.

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks/Cole.

Raiten-D'Antoni, T. (2004). *The velveteen principles: A guide to becoming real: Hidden wisdom from a children's classic*. Deerfield Beach, FL: Health Communications, Inc.

Recommended Text(s):

Carroll, M. R. (2007). *Elements of group counseling: Back to the basics* (4th ed.). Denver, CO: Love Publishing Company.

Jacobs, E. E., Masson R. L., & Harvill, R. L. (2006). *Group counseling: Strategies and skills* (6th ed.). Belmont, CA: Thomson Brooks/Cole.

Yalom, I. (1995). *The theory and practice of group psychotherapy* (4th ed.). New York: Basic Books.

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Course Objectives:				
STANDARD CACREP 2016	MoSPE Standard: Quality Indicator	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
2.F.6.a	1.1; 1.2	Theoretical foundations of group counseling and group work	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Leadership Plan; Evaluation of Leadership; Group Journals; Q & A over <i>The Power of Groups</i>
2.F.6.b	1.1; 1.3	Dynamics associated with group process and development	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Leadership Plan; Evaluation of Leadership; Q & A over <i>The Power of Groups</i>
2.F.6.c	1.1; 1.2; 1.3	Therapeutic factors and how they contribute to group effectiveness	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Leadership Plan
2.F.6.d	1.1; 1.5	Characteristics and functions	Class discussions/activities,	Quizzes and Exam;

		of effective group leaders	textbook readings, group participation, videos	Leadership Plan; Evaluation of Leadership; Q & A over <i>The Power of Groups</i>
2.F.6.e	1.1; 1.2	Approaches to group formation, including recruiting, screening, and selecting members	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Curriculum Project Development; Q & A over <i>The Power of Groups</i>
2.F.6.f	1.1; 1.4	Types of groups and other considerations that affect conducting groups in varied settings	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Curriculum Project Development; Q & A over <i>The Power of Groups</i>
2.F.6.g	1.1; 1.4; 5.1	Ethical and culturally relevant strategies for designing and facilitating groups	Class discussions/activities, textbook readings, group participation, videos	Quizzes and Exam; Curriculum Project Development; Leadership Plan; Evaluation of Leadership; Q & A over <i>The Power of Groups</i>
2.F.6.h	1.1;1.2;1.3;5.1	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock	Active participation as a member and as co-facilitator in a personal growth group; <i>The Velveteen Principles</i> may be used in the group	Personal Growth Group Participation; Leadership Plan; Evaluation of Leadership; Personal

		hours over the course of one academic term		Insights as Leader; Group Journals; Q & A over <i>The Power of Groups</i>
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Grading Scale

A	94 -100%	C+	77 – 79%
A-	90 – 92%	C	73 - 76%
B+	87 - 89%	C-	70 – 72%
B	83 – 86%	F	Less than 70%
B-	80 – 82%		

***An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

Grading:

Grades are based on number of points accumulated by completing course requirements. Points accumulated are divided by the total points available in the class. **The instructor retains the right to edit assignments or points to meet objectives of the course. If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the points of the missing assignment.** In other words, it is better to turn in a completed (late) assignment and receive no points than to not turn in an assignment and automatically negate the chance for an A. 10% of total points are deducted for each day overdue.

Additionally, an “A” for the course may be earned statistically, but the instructor retains the right to determine the final grade based upon demonstrated interpersonal relationships with academic peers and university staff members. Percentages are not rounded up.

Points assigned to each assignment are indicated in Course Commons Gradebook and in Assignment Table Below.

Course Assignments: The student must complete all of the course requirements in order to receive a passing grade. Failure to complete any of the following requirements will result in an incomplete or a failing grade. All assignments are subject to change in order to improve learning or to reflect the needs of the class. Points assigned to each assignment are indicated in Course Commons Gradebook and in chart below:

Assignments	Total Points
1. Written Q & A over <i>The Power of Groups: Solution-Focused Group Counseling in Schools</i>	50
2. Curriculum Project	100
3. Evaluation of Leadership of Group Session	25/group
4. Leadership Plan for Group Session	20/group
5. Personal Insights as Leader	15/group
6. Group Journals	10/group
7. <i>The Velveteen Principles</i> reading used in Group Lab	0
8. Chapter Quizzes	110
9. Final Exam	100
10. Participation Points	6/class 6/group lab

Spring 2017 Course Schedule

All syllabus items are subject to editing modifications in order to improve learning or to reflect the needs of the class; any changes will be announced in advance. Please check COURSE COMMONS for changes and announcements on a regular basis.

Wednesdays	Topics and Assignments (Separate Gradebooks for Lecture and Labs: COU/GAC 625 and GAC 625 Labs 52 and 53)
Week 1	<ul style="list-style-type: none"> • Ch. 1 Introduction to Group Work • Quiz 1
Week 2	<ul style="list-style-type: none"> • Yalom's Curative Factors of Group Treatment • Video
Week 3	<ul style="list-style-type: none"> • Ch. 3 (Corey) Ethical and Legal Issues in Group Counseling • Quiz 3 • Review of resources to complete course assignments and projects such as DESE Website https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/guidance-supplemental-materials

Week 4	<ul style="list-style-type: none"> • Ch. 2 The Group Counselor • Quiz 2
Week 5	<ul style="list-style-type: none"> • Ch. 5 Forming a Group • Quiz 5
Week 6	<ul style="list-style-type: none"> • Ch. 6 Initial Stage of a Group • Quiz 6 • Video over the Initial Stage of a Group
Week 7	<ul style="list-style-type: none"> • Ch. 7 Transition Stage of a Group • Quiz 7 • Video over the Transition Stage of a Group
Week 8	<ul style="list-style-type: none"> • Ch. 8 Working Stage of a Group • Quiz 8 • Video over the Working Stage of a Group
Week 9	Break
Week 10	<ul style="list-style-type: none"> • Ch. 9 Final Stage of a Group • Quiz 9 • Video over the Final Stage of a Group • Due: Chapters 1-3 Q & A of <i>The Power of Groups: Solution-Focused</i>
Week 11	<ul style="list-style-type: none"> • Ch. 10 Groups in School Settings • Quiz 10 • Video • Due: Chapters 4-6 of <i>The Power of Groups: Solution-Focused</i>
Week 12	<ul style="list-style-type: none"> • Ch. 11 Groups in Community Settings • Quiz 11 • Video • Due: Chapters 7, 9, and 10 of <i>The Power of Groups: Solution-Focused</i>; omit Chapter 8, which gives examples of group agendas or lesson plans, which can be used a resource for your curriculum project
Week 13	<ul style="list-style-type: none"> • Groups in Inpatient Settings (hospitals & residential treatment facilities) • Video

Week 14	Easter Break
Week 15	<ul style="list-style-type: none"> • Due: Curriculum Project • Discussion of Curriculum Projects
Week 16	<ul style="list-style-type: none"> • Comprehensive Final Exam

Grade Access:

Course grades are recorded and shown through Course Commons Gradebook.

Late Assignments/Missed Deadlines:

All assignments are due at the dates and times specified. If a student does not turn in an assignment, the student will be deducted points for that assignment; 10% of total points are deducted for each day overdue. Grades will be based on number of points accumulated by completing course requirements. If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the missing assignment points. In other words, it is better to turn in a completed (late) assignment and receive no points than to not turn in an assignment and automatically negate the chance to earn an A.

- Be proactive in assignment preparation and admission.
- Inform the professor immediately by e-mail if there are any technical difficulties in submitting an assignment.
- If the student does not understand an assignment, contact the professor at least 24 hours before the assignment is due.

Final Course Grade and Incompletes:

Throughout the course and at the end of the course, students will be able to review assignments recorded and a final grade will be tabulated in the Course Commons Gradebook. All other grade eventualities, not listed under incomplete grade provisions, will be considered at the discretion of the instructor. The final grade in Course Commons may be changed at a later time, again at the discretion of the instructor, if the student meets specific guidelines similar to those of an incomplete grade. A temporary grade of incomplete is granted only in cases of extreme hardship such as student hospitalization, family emergencies, or other such extenuating circumstances. Students do not have a right to a temporary grade of incomplete unless approved by the professor.

APA Style

Written assignments are graded on grammar, spelling, and APA format. Students are challenged to incorporate new information into subsequent assignments. All outside class assignments are to

be typed; any hand-written assignments must be approved by the instructor. Quick online APA: resource <http://www.apastyle.org/>

EU ACADEMIC AND COUNSELING PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal.

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

Code of Ethics

Compliance with the Code of Ethics for the profession and applicable state/federal laws is expected at all times. A Code of Ethics is a public statement that sets clear expectations and principles to guide professional behavior. A commonly agreed upon and followed set of principles and guidelines assist the counselor in the exercise of professional judgment and decision making.

Confidentiality regarding clients is expected to be a priority and is to be protected. Information about students and school situations is NOT to be discussed outside of the field experience site or individual and group supervision.

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time and group labs. Students missing more than three (3) classes or labs will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor.

Participation/Punctuality

Graduate students are expected to attend classes with punctuality on a regular basis as well as to participate in discussions and activities. Professional standards of behavior are expected, which emphasizes respect at all times. Independent thinking and open discussions are encouraged; a positive attitude is an asset.

Participation points (6 points per class session and per lab) can only be acquired through attendance, active engagement in class activities, and obvious preparation for class. If a student arrives more than fifteen minutes late to class or leaves more than fifteen minutes before the class dismisses, the student will receive half (3) of their attendance points. Weekly participation points cannot be made up (except for temporary disability as defined by Title IX); therefore, students are encouraged to maintain excellent attendance to offset chosen or unexpected absences.

Inclement Weather or Cancellations

Whether it is for ice storms, tornadoes, floods, or other unexpected circumstances, the student must decide personally as to whether to attend classes that are in session. **Above all, the student should prioritize personal or family safety.** School cancellations are available via the university website or telephone answering service. When professors decide to cancel classes when the university remains in session, the professor will contact students by e-mail or by phone. **All students** need to complete the contact form so that personal information is up-to-date.

Disability Accommodations

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, or if you are disabled or are attending college under extenuating circumstances and require special consideration, ***it is your obligation to notify me*** before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. You are required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208), who are ready to assist you.

Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Cellular phones and pagers are to be silenced during class unless extenuating circumstances are discussed with the professor and approval to have the phone activated is given prior to class. Be sensitive to this temptation to mentally leave the class using your device.

Course Commons (Canvas)

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content is located within modules at the course site.

Students who are academically registered have access to Course Commons seven (7) days before the official beginning of the semester. This does not mean all course content will be ready.

Release of course content will be the prerogative of the professor. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, Course Commons access is revoked and all submitted work is lost. When financial registration is completed, access is reinstated. Make-up work for items lost is at the discretion of the professor. Contact the Registrar's Office with questions about your registration status: (417) 865-2815 x7203.

At the end of a semester, students have access to Course Commons for seven (7) days after the last official day of class. After the seven (7) days, students do not have access to the course or Course Commons until next semester's financial registration is complete. If you have questions about work submitted after course access is withdrawn, please contact the instructor directly.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind. Students have the right to appeal any decision under the Student Handbook procedures.