



## Course Syllabus COUN 663G Group Counseling Fall 2023

### **CLASS INFORMATION**

**Instructor:** Jana Vanderslice, Ph.D., L.P.C.-S., N.C.C.

**Format:** Asynchronous online course work & weekly synchronous group meeting

**Time:** W 7:00 p.m. – 8:00 p.m. or 8:00 p.m. – 9:00 p.m.

**Location:** Asynchronous & Synchronous Online via Brightspace

**Office:** NA

**Office Hours:** by appointment

**Phone:** I will give this to you in the first class meeting. (Send a text when possible & sign your name.)

**Email:** [JVander@Truman.edu](mailto:JVander@Truman.edu) (Email is the best way to reach me.)

[Dr.JanaVanderslice@Gmail.com](mailto:Dr.JanaVanderslice@Gmail.com) (Personal Email)

**Website:** All course information may be accessed through [Brightspace](#).

### **SCHOOL OF HEALTH SCIENCES AND EDUCATION MISSION STATEMENT**

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professional and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

#### ***Five Pillars***

- Professional programs grounded in the liberal arts and sciences
- Leadership development
- Interdisciplinary collaboration
- Diverse learning and service opportunities
- Pursuit of continued scholarship and research

#### ***Graduate Program Objectives***

- To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
- *To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.*
- To graduate master's degree students able to perform in appropriate professional and academic positions.
- To graduate master's degree students who exhibit the attributes of a liberally educated person.

### **COURSE CATALOG DESCRIPTION**

***COUN 663G: Group Counseling (3 credit hours)***

This class examines research, theory, ethics, planning and practice in a group setting using a combination of learning approaches through reading, discussion, personal reflection, and practice. Lecture material includes information from the text and other sources. Participation is an important element of this class. An experiential group experience is required for this class. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

### **RATIONALE**

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. Though there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while learning the fundamentals of effective group counseling and applicability for client populations.

### **CREDIT HOUR STATEMENT**

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

### **PROFICIENCIES FOR COUNSELORS**

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). *Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website (<http://programalignment.website.truman.edu>) for their specific state.*

#### ***Standards addressed in this course include:***

#### **CACREP Section 2: Professional Counseling Identity Standards F.**

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
  - k. strategies for personal and professional self-evaluation and implications for practice
2. SOCIAL AND CULTURAL DIVERSITY
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views.
5. COUNSELING AND HELPING RELATIONSHIPS
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
6. GROUP COUNSELING AND GROUP WORK
  - a. theoretical foundations of group counseling and group work
  - b. dynamics associated with group process and development
  - c. therapeutic factors and how they contribute to group effectiveness
  - d. characteristics and functions of effective group leaders
  - e. approaches to group formation, including recruiting, screening, and selecting members

- f. types of groups and other considerations that affect conducting groups in varied settings
  - g. ethical and culturally relevant strategies for designing and facilitating groups
  - 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
7. ASSESSMENT AND TESTING
- j. use of environmental assessments and systematic behavioral observations
8. RESEARCH AND PROGRAM EVALUATION
- e. evaluation of counseling interventions and programs

### **CACREP Section 5: Entry-Level Specialty Areas**

#### *C. Clinical Mental Health Counseling Standards*

1. FOUNDATIONS
- b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
- a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
  - j. cultural factors relevant to clinical mental health counseling
  - l. legal and ethical considerations specific to clinical mental health counseling
3. PRACTICE
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues

### **School Counseling Standards**

2. CONTEXTUAL DIMENSIONS
- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
  - c. school counselor roles in relation to college and career readiness
  - n. legal and ethical considerations specific to school counseling
3. PRACTICE
- d. interventions to promote academic development
  - e. use of developmentally appropriate career counseling interventions and assessments
  - f. techniques of personal/social counseling in school settings
  - j. interventions to promote college and career readiness

### **STUDENT LEARNING OUTCOMES**

#### ***The programmatic student learning outcomes for this course are as follows:***

Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods

of group counseling.

### **INSTRUCTIONAL METHODS**

#### ***Instructional Methods for This Course Include:***

- Lecture and discussion
- Student presentations and role plays
- Case studies
- Individual activities
- Group activities
- Brightspace postings
- Reflection journals
- Group proposal
- Research examination
- Current literature reviews
- Other methods as deemed beneficial

### **MINIMUM TECHNICAL SKILLS**

#### ***Minimum Technical Skills Required for Students in a Fully Online Program Include:***

- Accessing and navigating truview (<https://truview.truman.edu>)
- Proficiency with university email (accessed through truview or <http://gmail.com>)
- Accessing material and submitting assignments via Brightspace (<http://https://learn.truman.edu/d2l/login>)
- Word processing abilities

### **REQUIRED TEXTS, RELATED READINGS, AND MATERIALS/SUPPLIES**

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Bookstore Website: <https://www.bkstr.com/trumanstatestore/home>

Truman Library Website: <http://library.truman.edu>

#### ***Required Textbooks***

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

Gladding, S. T. (2020). *Groups: A counseling specialty* (8<sup>th</sup> ed.). Boston, MA: Pearson.

Schroeder, W. (2021). *Counseling activities workbook*. Achieve Publishing.

#### ***Supplemental Textbooks***

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

#### ***Ethical Codes***

American Counseling Association. (2014, January 1). *Code of Ethics*. Retrieved from Counseling.org: [https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\\_2](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2)

American School Counselor Association. (2016, January 1). *ASCA Ethical Standards*. Retrieved from SchoolCounselor.org: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Forester-Miller, H. &. (1996). *A Practitioner's Guide to Ethical Decision Making*. Retrieved from Counseling.org:  
[https://www.counseling.org/docs/ethics/practitioners\\_guide.pdf?sfvrsn=2](https://www.counseling.org/docs/ethics/practitioners_guide.pdf?sfvrsn=2)

### ***Minimum Technology Requirements***

As this is an online course, the following is required:

- Regular weekly internet access
- Noise cancelling headset and microphone
- Webcam
- Brightspace is used in this course.
- Truman's information technology services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

### **COURSE REQUIREMENTS**

<b>Assignment</b>	<b>Points per Assignment</b>	<b>Due Date</b>	<b>CACREP Standards Addressed</b>
Discussion Board	50	Weekly as Posted	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l
Group Facilitation	100	As Scheduled	2F1k, 2F2d, 2F5f, 2F5g, 2F6b, 2F6c, 2F6d, 2F6g, 2F6h, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3e, 5G3f, 5G3l
Journal	50	Weekly during Group Counseling Sessions	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6c, 2F6d, 2F6g, 2F7j, 2F8e, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l
Group Proposal	100	Week 16	2F1e, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6e, 2F6f, 2F6g, 2F7j, 2F8e, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l
Exam	100	Week 17	2F1i, 2F1k, 2F2d, 2F5f, 2F5g, 2F6a, 2F6b, 2F6c, 2F6d, 2F6e, 2F6f, 2F6g, 2F7j, 5C1b, 5C1c, 5C2a, 5C2b, 5C2c, 5C2j, 5C2l, 5C3b, 5G2a, 5G2c, 5G2n, 5G3d, 5G3e, 5G3f, 5G3j, 5G3l

**DISCUSSION BOARD 50 pts**

This is a participation grade given at the end of the semester. Discussion board provides opportunity for class discussion. You are required to post your initial post each Wednesday by 11:55 pm (CST). Initial posts should be relevant and respond to prompt provided. Your post should demonstrate the range of your understanding of the course content.

You will also be required to respond to two postings. These replies should be supportive and related. These must be given by Sunday 11:55 pm (CST).

**GROUP FACILITATION 100 pts (See HANDOUTS on Brightspace for more information!)**

Students will co-facilitate a role-play of a group session addressing some issue of diversity and/or mental health concern and incorporating a specific group stage. Please plan for your presentation and exercise(s) to range from 50-60 minutes. The role-play should demonstrate issues, techniques, interventions, and/or exercises that will demonstrate the stage and address the needs of the population you are serving. Students will use the *Counseling Activities Workbook* (Schroeder, 2021) for activities.

The discussion and focus will demonstrate what stage of group is represented, why the group activity would be accessible for the population highlighted and provide any ethical or diversity issues that may be important considerations for this population or activity. Prepare a proposed agenda for the group you will lead including goals for the sessions and any group activities or exercises. Activities & exercises to be selected from the *Counseling Activities Workbook* (Schroeder, 2021). The other students in the class will be active observers and will participate in the role-play.

After leading the group counseling session you will complete the "Group Leadership Self Reflection" worksheet (see Brightspace for worksheet) instead of the weekly journaling activity.

***Objectives of this facilitation demonstration include:***

- Demonstration of opening the group appropriately to include review of rules, purpose of group (title of activity). See Gladding (2020) page 97 #3.
- Discussion will demonstrate the stage of group represented, specific issues/considerations to know for the stage.
- Demonstrate issues, techniques, interventions and/or exercises used with the population and group stage.
- Demonstrate knowledge of ethical considerations and discuss relevant issues of diversity that may be important considerations for the population chosen.
- Activities & exercises to be selected from the *Counseling Activities Workbook* (Schroeder, 2021).

**JOURNAL 50 pts**

Throughout this course, you are to keep a journal for reflection of each group session. You will document your experiences as they pertain to the group session. Describe your experiences in group using the following format:

**Part I: Observations**

Describe what happened during each group session. Include a general description of what occurred; specific events or interactions that were particularly significant for you; and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. **Please remember to use pseudonyms in place of classmates' real names to help protect their confidentiality.**

**Part II: Personal Reactions and Reflection**

Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new about yourself or confirm something you already knew? Did you "try on" any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned. These are general ideas. You may add other thoughts.

Each entry should be in APA format, one full double-spaced page in Times New Roman (or similar font), 12-point font with one inch margins. You do not need a cover sheet.

**GROUP PROPOSAL 100 pts (SEE WORKSHEET FOR THIS ASSIGNMENT!!!)**

Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. This will be done in the "Group Proposal" worksheet (Located on Brightspace). Using APA 7 format. Use the outline below to guide your work. Include citations and references throughout your work to support the information and ideas.

- I. Introduction:** Define the purpose and rationale for your group.
  - a. What is your interest and where did your inspiration come from?
  - b. What need is your group meeting?
  - c. Why is it important?
  - d. Define it terms of being a task: psycho-educational, counseling, or psychotherapy group.
  - e. Who are your ideal potential members?
- II. Goals and Objectives:** State the overarching goal for your group.
  - a. Along with your group goal, identify three concrete and behaviorally defined objectives that are related to the overall purpose.
  - b. Objectives should be stated in the phrasing of "*As a result of participating in this group, members will demonstrate/be able to ...*"
- III. Logistics:** Describe the basic structure of the group
  - a. This includes gaining permission from administrators
  - b. Identifying a meeting space
  - c. Describe how many people you want in the group, whether it is open or closed
  - d. Describe how long you want the group to run and a budget if you want to provide materials or snacks
- IV. Theory:** Identify a theory of counseling that you will adapt for application to your group. Explain how the theory you choose coincides with the goals, objectives, activities, and population characteristics of your group
- V. Screening:** Identify how you will advertise and recruit for your group.
  - a. Describe the procedures you will use to determine eligibility, including what would disqualify a person from your group

- b. If applicable, identify tests or other assessment tools that would help you determine eligibility

**VI. Outline of Topics and Activities:** Create an outline which lists each session of your group. Activities & exercises should be selected from the *Counseling Activities Workbook* (Schroeder, 2021). Include:

- a. The topic for each session
- b. The objective for each session, and any activities or interventions you plan on using for each session
- c. Provide specific details of importance such as:
  - i. The first session introductions and rule setting
  - ii. Special instructions for groups as necessary or needed
  - iii. The last session and termination Issues

**VII. Data Collection and Evaluation:** Identify and describe how you plan on demonstrating the group was effective. This can include:

- a. Follow-up interviews, weekly ratings on a checklist, formalized pre- and post-tests, and other means of evaluating achievement of the goal and objectives you describe for your group.
- b. Include how you will gain informed consent from your group members for collecting data, and how you will use the data once it is collected and evaluated.

**VIII. Informed Consent:** Create an informed consent statement that group members (and their parents if your population will be minor-aged children) would sign to participate in your group. See page 224 of the Gladding text for a sample informed consent statement.

### **IX. References**

**X. Professional APA Look:** Proposals should be grammatically correct, spell-checked, complete, and neat.

- a. Proposals should be double-spaced
- b. Proposals should be APA formatted to include:
  - i. Font type and size
  - ii. Margins correct
  - iii. Title page
  - iv. Pages numbered
  - v. Section headings and sub-headings included
  - vi. Attention to spelling and grammar
  - vii. Correctly formatted for citations and reference page

### **EXAM 100 pts**

One exam will be given covering the Gladding textbook, power point presentations, videos, discussion board information, and any other material presented during the semester. The exam is open-book. You may use your study materials as well. This is not a group effort and should be done in alone.

### **EXTRA CREDIT**

The online take-home test will be challenging. You may do extra credit work to earn points to improve your class grade. The extra credit projects will be due by week 15.

- Observe a counseling group either in person or online (ex: Alanon, GriefShare, school based



support groups, etc.). Write a one to two page reflection paper regarding what you observed and learned. Use APA format.

- Interview a counselor regarding their experience with group counseling. Write a one to two page reflection paper about what you learned and what you would integrate into your own counseling groups. Use APA format.
- Read and write a one paragraph review for five different children’s books that could be used in group counseling. Be sure and include how you would use the book. Cite the book using an APA reference format.
- Compare and contrast two different group counseling curriculums in a one to two page paper. Which do you prefer and why? Use APA format.
- What ideas do you have for an extra credit project? What questions would you like to pursue? You may propose an extra credit project via email. I will consider the idea and respond to you. Do not start the extra credit project until you have approval. \*NOTE- the proposal is not the extra credit project. The completed project will be the source of the extra credit.

**COURSE POINTS AND GRADING**

The course grade is based on 400 possible points. Letter grades are earned based on the percentage of points accrued.

- 360 - 400 points (90-100%) = A
- 320 - 359 points (80-89%) = B
- 280 - 319 points (70-79%) = C
- 240 - 279 points (60-69%) = D
- Below 239 points ( < 60%) = F

**TOPICAL OUTLINE AND TENTATIVE SCHEDULE**

Date	Scheduled Topic
Week 1	<p><b>NO SYNCHRONOUS MEETING</b></p> <ul style="list-style-type: none"> <li>• Class Introductory Video by Dr. Vanderslice</li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• READ Syllabus, assignments, etc.</li> <li>• Chap 1 Types of Group &amp; Group Work (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Information Sheet completed and submitted</li> <li>• Group Counseling consent form signed and submitted</li> <li>• Discussion post due by Wednesday 11:55pm (CST) to demonstrate academic engagement</li> <li>• Reply to two peer postings by Sunday 11:55pm (CST)</li> </ul>
Week 2	<p><b>SYNCHRONOUS MEETING Group #1</b></p> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 2 Group Dynamics (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 3	<p><b>SYNCHRONOUS MEETING Group #2</b></p> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 3 Effective Group leadership (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> </ul>

	<ul style="list-style-type: none"> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #3</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 4 Forming a Group (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #4</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 5 The Transition Period in a Group (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #5</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 6 The Working Stage in a Group (Gladding) &amp; PowerPoint</li> <li>• Chap 7 Adjourning or Closing a Group (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #6</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 8 Diversity &amp; Social Justice in Group Work (Gladding) &amp; PowerPoint</li> <li>• Chap 9 Specialty Groups &amp; Creativity in Groups (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #7</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 10 Ethical &amp; Legal Aspects of Working with Groups (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #8</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 11 Groups for Children (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #9</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 12 Groups for Adolescents (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #10</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 13 Groups for Adults (Gladding) &amp; PowerPoint</li> <li>• Chap 14 Groups for Older Adults (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS MEETING Group #11</b></li> </ul> <p>READINGS</p> <ul style="list-style-type: none"> <li>• Chap 15 Reality Therapy, Adlerian, &amp; Person-Centered Groups (Gladding) &amp; PowerPoint</li> </ul> <p>ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>

Week 13	<b>SYNCHRONOUS MEETING Group #12</b> READINGS <ul style="list-style-type: none"> <li>• Chap 16 Existential, Gestalt, REBT, &amp; TA Groups (Gladding) &amp; PowerPoint</li> </ul> ASSIGNMENT DUE <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 14	<b>THANKSGIVING- Have a GREAT Week off! I am THANKFUL FOR You!</b>
Week 15	READINGS <ul style="list-style-type: none"> <li>• Chap 17 Solution Focused, Narrative, &amp; Psychodrama Groups (Gladding) &amp; PowerPoint</li> </ul> ASSIGNMENT DUE <ul style="list-style-type: none"> <li>• Online Discussion Board Posting &amp; Replies</li> <li>• Extra Credit Assignments if you wish to do extra credit</li> </ul>
Week 16	READINGS <ul style="list-style-type: none"> <li>• Chap 18 History of Group Work (Gladding) &amp; PowerPoint</li> <li>• Appendix Some Prominent Self-Help Group Organizations (Gladding)</li> </ul> ASSIGNMENT DUE <ul style="list-style-type: none"> <li>• <b>Group Proposal due</b></li> <li>• Online Discussion Board Posting &amp; Replies</li> </ul>
Week 17	<b>FINALS-Must be done by FRIDAY, Dec 15!!!</b> ASSIGNMENT DUE <ul style="list-style-type: none"> <li>• Exam covering Gladding (2020) Groups; A Counseling Specialty 8<sup>th</sup> ed. By Friday 11:55 pm</li> <li>• Discussion Post by Wednesday 11:55 pm (CST) to show academic engagement</li> </ul>

The instructor reserves the right to make adjustments to the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

### ***Important Dates***

- Last day to drop without \$50 Add/Drop Fee: Fri., Aug. 25
- Last day to drop a course without a W: Fri., Sept. 15
- Last day to drop a course with a W or WF: Fri., Dec. 8
- Last day to withdraw from all classes: Fri., Dec. 8
- Last day of term: Fri., Dec. 8

## **COURSE POLICIES**

### **ATTENDANCE & PARTICIPATION**

#### ***Attendance:***

CACREP requires ten hours of group participation. If you experience an emergency and will be late or miss a class, notify the professor ASAP.

#### ***Class Punctuality:***

Students are expected to attend classes on time.

#### ***Participation:***

Participation is an essential component of this course. Students are expected to come to class fully prepared with completed assignments to actively participate in class activities and discussions.

**\*Students should be fully present in class. This means child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.**

**\*The location/room where you meet with the class each week must be private. You must maintain a CONFIDENTIAL ENVIRONMENT conducive to group participation.**

**LATE WORK**

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

**PROCTORING**

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period (which for summer, is Day 1 of the session).

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (external or built-in) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that students should select private spaces for the testing. Students with concerns may discuss the location of an appropriate space for the recordings with their instructor or advisor.

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from [getproctorio.com](http://getproctorio.com)), and show an official photo identification (ID). You can use either a valid driver's license, passport, or school ID. For additional information about online proctoring, students may visit the [Proctorio Support for Students](#) website.

**RESPONSE TIMES AND FEEDBACK**

General circumstances, I will respond to emails and phone calls within 24 to 48 hours. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time. Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two weeks.

**DEPARTMENTAL POLICIES****STUDENT DIVERSITY AND CONFIDENTIALITY**

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is

expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

### **ATTENDANCE**

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss. By default, University policy allows a student to miss 1/16th of class meetings for sanctioned purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (<https://policies.truman.edu/policylibrary/attendance-policy/>) but includes "health related absences for which valid documentation is presented" and "absences covered by Truman's non-discrimination policy (e.g. special religious observances, military commitments)." Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

### **NETIQUETTE, CIVIL DIALOG, AND PROFESSIONAL COMMUNICATION**

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:

- Respect others and the opinions of others
- Be polite
- Refrain from writing in all uppercase, as this conveys dissatisfaction and anger
- Revise before submitting to ensure clear communication
- Avoid acronyms, internet lingo, and text speak (e.g., btw, idk, l8r) to reduce confusion
- Write concisely and clearly, using short paragraphs to increase readability
- Identify sources
- Contribute substantial responses
- Attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another's communication comes across as insensitive or offensive

Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

### **ACADEMIC HONESTY**

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

### **INFORMED CONSENT STATEMENT FOR COUNSELING COURSES**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

### **COUNSELING PROGRAM EVALUATION, RETENTION, REMEDIATION, AND DISMISSAL POLICY**

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, in so far as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. Evaluating student fitness and performance. Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory

progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

### **MINIMUM GRADE REQUIREMENTS**

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of “C”, “D”, or “F” was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2021-2022 Catalog (<http://catalog.truman.edu/content.php?catoid=20&navoid=1200>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of “C” may count toward degree requirements. No grade below “C” may count. Please note that some states require grades of “B” or better in every class for applicants to be licensed.

2021-2022 Catalog

[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3884&returnto=1183](http://catalog.truman.edu/preview_program.php?catoid=20&poid=3884&returnto=1183);

[http://catalog.truman.edu/preview\\_program.php?catoid=20&poid=3780&returnto=1183](http://catalog.truman.edu/preview_program.php?catoid=20&poid=3780&returnto=1183))

### **UNIVERSITY POLICIES**

#### **COVID-19 FACE COVERING REQUIREMENTS**

Consistent with guidance for higher education institutions from the Centers for Disease Control and to help us reduce the possible spread of COVID-19, when this class meets in the same geographic location, or you attend office hours in person, you will be required to wear a face covering that completely covers your nose and mouth. You will be expected to keep the covering on at all times while we are meeting. In the event you arrive without a face covering, I will ask you to leave until you are able to obtain one and return. Thank you for your help in containing this virus.

#### **ATTENDANCE**

The University-wide attendance policy can be viewed at <http://policies.truman.edu/policylibrary/attendance-policy/>.

#### **EMERGENCY PROCEDURES**

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: <http://police.truman.edu/emergency-procedures/academic-buildings/>.





This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>. Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Update Emergency Text Messaging Information" link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

### **NON-DISCRIMINATION**

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered "mandated reporters" and therefore are required to report potential violations of the University's Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sexual harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered "mandated reporters" and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint, contact:

Ryan Nely  
Institutional Compliance Officer, Title IX and Section 504 Coordinator  
Office of Institutional Compliance  
Violette Hall, Room 1308  
100 E. Normal Ave.  
Kirksville, MO 63501  
[titleix@truman.edu](mailto:titleix@truman.edu)

The institution's complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf>, and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

**FERPA**

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

**ACADEMIC HONESTY**

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))" Please see <https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf> for additional details.

**SAFE ASSIGN**

Truman State University subscribes to SafeAssign via Brightspace. Papers and essay exams written for this course will be submitted through SafeAssign to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of SafeAssign whereby the content of your submissions will be compared to other future submissions.

**STATEMENT ON DISRUPTIVE BEHAVIOR**

"Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem..." and may be reported to the Office of Citizenship and Community Standards. (*Quotation from Washington State University*).

**LEARNER SUPPORT RESOURCES**

The University provides a range of academic and student support services to ensure student success. These offices can advise on learning strategies, point toward valuable services, and help troubleshoot technical problems as they arise.

***Center for Academic Excellence***

The Center for Academic Excellence provides advising for students in their first year for most departments, as well as tutoring services. The Center is located in PML 109, and it may be reached at 660-785-7403.

***Counseling Services***

Counseling Services are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

***IT Help Desk***

The IT Service Center has combined the IT Call Center, Help Desk, and Telephone Services into

a one-stop location to serve you. You will find the following services and more when you stop by PML 203 or call 660-785-4544. You may submit a customer support ticket at <https://otrs.truman.edu/otrs/customer.pl>.

### ***Office of Student Access and Disability Services***

To obtain disability-related academic accommodations, students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>. You may also contact OSA by phone at (660) 785-4478 or email at [studentaccess@truman.edu](mailto:studentaccess@truman.edu).

### ***Writing Center***

I encourage you to use the University's Writing Center for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

### ***Additional Resources for Students***

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>. Information on the counseling program can be accessed via the {*Department Website*} or the University Catalog (<http://catalog.truman.edu>).

## **FEEDBACK TO THE UNIVERSITY**

### ***Student Survey of Instruction***

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous and I will not see the results until after grades have been completed. It is very important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity.

### ***Other Important Contacts***

Various offices that provide services to online students are identified at the One Stop Services page on [online.truman.edu](http://online.truman.edu). Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

#### **Dr. Karl Witt, Chair**

**Department of Counseling:** 660.785.4000

[karlwitt@truman.edu](mailto:karlwitt@truman.edu)

#### **Dr. Lance Ratcliff, Dean**

**School of Health Sciences and Education:** Violette Hall 2300, 660.785.4383

[lratcliff@truman.edu](mailto:lratcliff@truman.edu)

Hopefully, your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's Report a Complaint page. Students taking an online course from outside the state of Missouri should follow the complaint procedure offered here. **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**