Group Counseling
Course Syllabus

Table of Contents
Course Description 1
Student Learning Outcomes 2
Methods of Instruction 2
Course Requirements 2
Candidates' Participation: 3
Candidates' Written Work: 3
Candidates' Communication: 4
Required Readings 4
Research Writing Style 4
Attendance Policy 4
Absences for Observance of Religious Holy Day 4
Persons Seeking Accommodations 4
Title IX 5
Academic Honesty 5
Assignment Objectives & Due Dates 7

Day(s), Time & Location - Distance

E-Hours - The instructor is available via email using only your Rammail/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Course Description
The theory and types of groups, including dynamics and the methods of practice with groups.

Required Reference Book
Student Learning Outcomes

By the end of the course, the student (candidate) will be able to:

- Discuss the theories and techniques associated with group counseling.
- Explore personal experiences and how they may impact counseling relationships.
- Identify general topic for group project.
- Use research-based strategies to articulate how students of at-risk populations may be served by group counseling strategies.
- Identify group counseling materials used by counselors.
- Understand how to provide effective counseling services to individuals and small groups.
- Use counseling-related research techniques and practices to address student needs.
- Develop a plan for small group facilitation as part of a comprehensive school guidance program.
- Demonstrate synthesis of articles provided by constructing bibliotherapy plan.
- Identify problem or issue to address, identify age level of group, and plan a guidance lesson based on book and activity.
- Use research-based strategies to articulate how students of at-risk populations may be served by group counseling strategies.
- Develop proposal for group counseling setting.
- Consider appropriateness of proposal for age, developmental level, and setting.
- Understand how to provide effective counseling services to individuals and small groups.
- Design an advertisement for group counseling sessions.
- To develop a plan for small group facilitation as part of a comprehensive guidance plan.
- Discuss theories and techniques of group counseling.
- Evaluate format of open group and reflect on what was learned.
- Evaluate course based on objectives.

Methods of Instruction

Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on-time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations...
scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, adequate preparation in appropriate fields of study at the laureate level including writing ability, and a command of resources required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior graduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a number of courses and the fulfillment of certain requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions and course activities while following the requirements of each specific module. Course activities may include, but not limited to, discussion boards, presentations, journals, and other opportunities to show content mastery through assignment submissions and interaction with other candidates and faculty.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful personal-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according APA format (title, page, 12pt font, 1 inch margin).

ed 08/02/2017
double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual
Communication
Candidates must communicate with all instructors via only the e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 42-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done early in the class, preferably before the first class day.

Research Writing Style
In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, in other electronic or multimedia style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).


If a template is provided follow those instructions.

Attendance Policy
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

Absences for Observance of Religious Holy Days
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.
Student Disability Services

is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sexual discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.
A= 90-100%
B= 80-89%
C= 70-79%
F = below 70%

Assignments

All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
Assignment Objectives & Due Dates

More detail and specific due dates for assignments will be posted in Blackboard.

<table>
<thead>
<tr>
<th>k</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By the end of the course the candidate will:</td>
<td></td>
<td>Plagiarism Statement/Certificate</td>
<td>0</td>
<td>Wednesday Aug. 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore personal experiences and how they impact counseling relationships.</td>
<td></td>
<td>Academic Portfolio Submission</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify general topic for group project.</td>
<td></td>
<td>Introduction</td>
<td>3</td>
<td>Initial Post: Thursday Aug. 24 Responses: Sunday Aug. 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings are located in Blackboard</td>
<td></td>
<td>Personal Views Discussion Board</td>
<td>3</td>
<td>Initial Post: Thursday Aug. 24 Responses: Sunday Aug. 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use research-based strategies to articulate how students of at-risk populations</td>
<td></td>
<td>General Topic for Group</td>
<td>1</td>
<td>Sunday Aug. 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Specific Topic and References</td>
<td>5</td>
<td>Thursday Aug. 31</td>
</tr>
<tr>
<td></td>
<td>Module 1</td>
<td></td>
<td></td>
<td>Abstract for</td>
<td>5</td>
<td>Sunday</td>
</tr>
<tr>
<td>Module 3</td>
<td>Group Proposal</td>
<td>Sept. 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be served by group counseling strategies.</td>
<td>Identify group counseling materials used by counselors.</td>
<td>Group Proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliotherapy</th>
<th>15</th>
<th>Sunday Sept. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate synthesis of articles provided by construction of bibliotherapy plan.</td>
<td>Identify problem or issue to address, identify age level of group, and plan guidance lesson based on book and activity.</td>
<td>Bibliotherapy Discussion Board</td>
</tr>
<tr>
<td>0</td>
<td>Sunday Sept. 10</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Use research-based strategies to articulate how students of at-risk populations may be served by group counseling strategies.</td>
<td>Group Proposal-Literature Review</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Module 5</td>
<td>Understand how to provide effective counseling services to individuals and small groups.</td>
<td>Advertisement/Announcement</td>
</tr>
<tr>
<td></td>
<td>Design an advertisement for group counseling sessions.</td>
<td>Unit Plan Preview</td>
</tr>
<tr>
<td>Module 6</td>
<td>Develop a plan for small group counseling.</td>
<td>Group Proposal</td>
</tr>
</tbody>
</table>
| Module 7 | Group facilitation as part of a comprehensive guidance plan.
|----------|--------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Unit Plan</th>
</tr>
</thead>
</table>

| Module 7 | Discuss theories and techniques of group counseling. Evaluate format of open group and reflect on what was learned. |

| Group Observation | 10 | Sunday Oct. 8 |

| Module 8 | Present and defend judgments about the information and assignments related to group counseling. Present and defend judgments about the information and assignments |

| 2-Part Course Evaluation | 0 | Wednesday Oct. 11 |
| Objective Reflection | 4 | Wednesday Oct. 11 |
| Academic Portfolio Reflection | 1 | Wednesday Oct. 11 |
related to research.