Course Overview and Goals:
The purpose of this course is to introduce you to the major theories and common techniques used in group counseling, utilizing lectures, discussions, and experiential activities. By the end of this course, you will be able to:

1. Discuss personal values, ethical concerns, and societal laws as these relate to the group counselor and counseling group theory.
2. Demonstrate a knowledge of common group theories, therapeutic factors, and mechanisms of change in group therapy.
3. Identify appropriate goals for group therapy in a variety of settings and client populations.
4. Better understand group dynamics and describe models of group development.
5. Engage in and learn from a training group experience, including viewing clients from a cultural context.
6. Reflect as a member or a therapist during and after group experiences on what is happening, behaviors, and interventions that would effectively move yourself or the group toward unified goals.

Required Texts:

Additional Readings as Assigned

Course Evaluation:
Group Experience
This class is a highly experiential course, meaning that we will often be practicing group counseling techniques through role plays or training groups within class. This will often be demonstrated in the presence of your peers and you are expected to actively participate. **A training group is not the same as a psychotherapy group.** Participants are encouraged to work on personal goals but carefully select issues they do not mind sharing with classmates and a professor. For example, a training group might be a good place to work on interpersonal behaviors like being more outgoing or intrapersonal goals like being less of a perfectionist. It is not a good place to work on highly personal issues like addictions or recovery from childhood abuse. The second half of the semester, students will take turns as facilitators and participants. The professor will act as a consultant and will be available for coaching if the facilitators are unsure of what to do next. At the end of each group experience, students will have a few minutes to write notes about their own experience and to share process observations.

This training group format has some advantages and some risks. The principle advantage is that each student has the opportunity to experience a group as both a facilitator and a participant with others who are learning about group dynamics. The risks of this training format include emotional discomfort and loss of confidentiality. Some of the risks of this training format are associated with the dual relationships that will occur as a result of the group process. You will move back and forth between being a participant and facilitator.
Your fellow participants will be classmates. Your professor will observe the group and coach the facilitators. You have probably dealt with these risks in other psychology classes when deciding how much to self-disclose in a class discussion or deciding whether to describe a personal problem in a role play. There are things we can do together to lower these risks. We can all be careful about protecting one another’s confidentiality. We can be careful not to choose activities that feel too risky. You can monitor your own comfort and let the group know if there is a question you don’t want to answer or an area you don’t want to explore. Participation in the training group is not graded so that students don’t feel pressured to disclose in a way that is uncomfortable.

**Professionalism**

An important part of being a group counselor is being a professional. Indicators of professionalism for this class will include: class attendance, class participation, group participation, effort, desire and willingness to learn from others, self-reflection, openness to feedback, treating others with respect, good interpersonal skills, and maintenance of proper boundaries. Good participation is demonstrated by the following activities:

1. Ask questions, offer perspective, share ideas & reactions
2. Participate in all activities to the best of your ability
3. An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course)

**Group Presentation**

Students will work in teams to lead a 40-50 minute class session on group work with a specific population of interest (e.g., children and adolescents; mentoring program for first gen students; LGBT clients; survivors of domestic violence) within a multicultural or social justice focused lens. The format for the presentation is relatively open-ended. I encourage you to be as creative as you want! In addition to content, this project focuses on developing your teaching, presentation/public speaking, group facilitation, and consultation skills, to prepare you for these professional activities regardless of future career roles (e.g., presenting on mental health topics to lay audiences, public speaking, community engagement, engaging with policy makers, group therapy, outreach, administration, teaching, etc). The group presentation must include both a) the below content and b) group processes modeled through instruction and structured activities. To the latter point, your presentation must both model central group concepts (e.g., here-and-now, cohesiveness, leadership, dealing with conflict, therapeutic factors) covered throughout the course, and integrate those factors in your structured activity. Supplemental to your presentation, you will provide the class with printed copies of a handout summarizing/outlining your presentation, and APA formatted list of references.

Your group presentation should include the following content:

1. Brief description of population of interest
2. Unique considerations of group work given population of interest (including multicultural and social justice considerations)
3. Empirical research on group work with the population of interest (integration of at least 3 empirical (research) journal articles)
4. Sample session outline (structured group content) for 3-4 sessions, including:
   a. Theoretical perspective on group work
   b. Central techniques or methods to achieve group goals
   c. Group goals and how you would assess group effectiveness (e.g., that the group worked/you achieved the goals)

**Function Paper**

Address four separate principles related to group function (i.e. roles, norms, communication, competition, leadership, group energy, safety, etc.). You may use specific examples from the in-class support group to support your work. The function paper must be 5-6 pages in length (not including references), and include at least five references. This paper is to be written in the third person.
Group Proposal

Create a fictional group that you might facilitate as a professional counselor. Take each of the concepts we discussed in class (theory, group formation, initial stage of group development, group facilitation, middle stage of group, ending a group, problem situations, potential role of online counseling or support for your group, problem situations, and ethical practice) and describe how these concepts would pertain to your fictional group. The final paper should be 15-20 pages in length (not including references), and must include at least ten references. This paper is to be written in third person.

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<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Group Experience</td>
<td>15</td>
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<tr>
<td>Professionalism</td>
<td>10</td>
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<tr>
<td>Group Presentation</td>
<td>50</td>
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<tr>
<td>Group Proposal Paper</td>
<td>15</td>
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<td>Group Function Paper</td>
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<td><strong>Total</strong></td>
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*Grades in this class will be based on the following scale:*

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>89-100 pts</td>
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<tr>
<td>B</td>
<td>79-88 pts</td>
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<tr>
<td>C</td>
<td>69-78</td>
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<tr>
<td>F</td>
<td>69 or below</td>
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*Other things of note:*

*Competency:*

When you successfully pass this class, I am indicating that I have full faith in your ability to practice the APA & ACA Principles of beneficence and nonmalfeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. Thus, earning a passing grade in this course does automatically move you forward if I am concerned about your competency as a therapist. If this is the case, I will give you a grade of “I” for the course, and will work with you on a remediation plan to bring you to level. I will be utilizing APA’s Benchmarks of Competency, distributed at the start of class, as a gauge for your ability to be deemed competent in the course. If there are any concerns, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If you have any concerns about yourself or another student, I ask that you share those with me as well.

*Attendance and Participation:*

Attendance and participation are required (unless approved or excused by the instructor). The nature of the learning activities for this course makes attendance and active participation critical. Students who do not attend class meetings regularly, arrive late consistently, or who fail to participate in meaningful ways will receive 5-10 points deducted from their final grade, at the discretion of the professor.

With that said, I do ask my graduate students to pick one day where they will not attend class and spend the time practicing self-care. This is a challenging profession, and we must learn how to set boundaries and care for ourselves. You will need to submit a 500 word summary of what we would have covered in class by the start of the class you would miss, to indicate that you are staying up-to-date on the information. You cannot take a self-care day on the last day of class.

*Policy on Children in Class:*

Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take...
a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Written Work:
ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association.


Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.

Additional Sources Support
You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university as a whole. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

Food Pantry
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. Ram Pantry exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity.

Counseling Services
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. ASU provides mental health services to support the academic success of students. Counseling Services offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU 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 student’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. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

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

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of