

**Instructor:** Dr. Nicole Lozano

**Class Time & Location:** W 5-7:50PM | Academic 213

**Office Hours - 104G:** Virtual Hours

**E-mail address:** [nicole.lozano@angelo.edu](mailto:nicole.lozano@angelo.edu)

## 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:

APA (2019). *Publication Manual of the American Psychological Association (7<sup>th</sup> ed.)*. American Psychological Association: Washington, D.C. (ISBN: 978-1-4338-3217-8)

Ribeiro, M. D. (2020) *Examining Social Identities and Diversity Issues in Group Therapy*. New York: Routledge. (ISBN: 978-0-367-07723-5)

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy (6th ed.)*. New York: Basic. (ISBN: 978-1541617575)

## Recommended Readings:

Brown, B. (2017). *Rising Strong: How the Ability to Reset Transforms the Way We Live, Love, Parent, and Lead* (ISBN: 081298580X)

## 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. 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)
- 4) Be courteous to classmates

*Group Therapeutic Factors 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.

*Social Identity and Diversity Issues Discussion*

Students will work in teams to lead a 30-45-minute class session over one chapter from Ribeiro (2020). These chapters will be selected during the first part of the semester. You will be required to lead a discussion, not summarize the chapter, which include having questions prepared in advance to lead a conversation with the class. You will also be required to find one journal article that pertains to your chapter to be cleared with Dr. Lozano two weeks before your discussion time.

*Group Leadership*

On the day that you present, you will also be required to co-lead a student group for 45-50 minutes over a topic to be collaboratively determined in class. It is expected that central group concepts (e.g., here-and-now, cohesiveness, leadership, dealing with conflict, therapeutic factors) will be present while you are leading the group. A rubric for mastery will be provided.

*Group Proposal*

The final project for the class will involve creating 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.

<i><b>Assignment</b></i>	<i><b>Point Value</b></i>
Professionalism	50
Group Therapeutic Factors Paper	75
Social Identity & Diversity Discussion	50
Group Leadership	75
Group Proposal	75
<b>Total</b>	<b>325</b>

*Grades in this class will be based on the following scale:*

<b>A</b>	325-291 pts	<b>C</b>	259-226 pts.
<b>B</b>	290-260 pts	<b>F</b>	225 or below

## 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 nonmaleficence, fidelity and responsibility, integrity, justice, respect for people's rights and dignity, autonomy, and veracity. I do not take this job lightly. You will only earn a passing grade, should I believe that you are competent for the level at which you are. If I have concerns about competency, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If the concerns continue, we will create a remediation plan to bring you to level. If you have any concerns about yourself or another student, I ask that you share those with me as well. 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.

## Attendance and Participation:

Students in this course are expected to attend class and be *active participants* in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. 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, these are weird times. Attendance is still required, and students are expected to have completed assigned readings prior to the class in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too). If you cannot be in class because you need to quarantine or isolate, we will utilize web-based technology.

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.

## Other things of note:

### *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. Please note that due to Covid-19 restrictions, you will need to make me aware if you will be bringing a child to class, and that child is required to complete a daily wellness screening.

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. 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.
3. 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 students 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.

### *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.

### **Written Work:**

ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (i.e., Barnes & Noble; amazon.com). You can also access Purdue OWL APA Style Help as a source for help with citations.

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.

## ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

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 of 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](mailto: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](mailto:dallas.swafford@angelo.edu)

Houston Harte University Center, Room 112

### Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

### 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](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto: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](http://www.angelo.edu/title-ix).*