



Department of Counseling and Student Affairs
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Tuesday or Thursday, 5:15 to 8pm; GRH 2003

OFFICE HOURS

Tue & Thu 3pm – 5pm

Wednesdays 10am – 2pm

You may also schedule an appointment outside of those hours (online or face-to-face)

COURSE

CNS 554 Group Counseling. Dynamics of group development, group counseling theories, leadership styles, group counseling methods and skills. Interpersonal and relationships in the family system and other small group settings.

PURPOSE OF THE COURSE

This course is an introduction to the theory and practice of group counseling. As suggested by ASGW, coursework will cover types of group work, group development, group process, and group dynamics as they relate primarily to group counseling, but to other groups as well. Coursework also includes group leadership, training, professional application, as well as ethical and cultural implications. The second component to this class is experiential, as suggested by ASGW and will include the in-class experience of participating in and leading a personal growth group. Other experiential activities will also take place as part of assignments or an adjunct to coursework.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP accreditation standards, as well as the Kentucky education professional standards board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP**PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE****F. 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

KY EPSB**2.7. GROUP COUNSELING AND GROUP WORK**

- 2.7.a. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
- 2.7.b. Principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors.
- 2.7.c. Therapeutic factors and how they contribute to group effectiveness.
- 2.7.d. Characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches.
- 2.7.e. Approaches to group formation, including recruiting, screening, and selecting members.
- 2.7.f. Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups*.
- 2.7.g. Ethical and culturally relevant strategies for designing and facilitating groups.

REQUIRED AND RECOMMENDED COURSE READINGS

Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities. Additional assigned and supplemental course readings and resources will be made available through Blackboard.

Required Text

Kline, W. B. (2003). *Interactive Group Counseling and Therapy*.

Upper Saddle River, NJ: Merrill Prentice Hall.

ISBN: 978-0130121004

(electronic copy available free through Blackboard)

An electronic copy is available free to students through Blackboard.

Although an older publication, the topics and theories are similar to newer texts but combine group strategy, skills, and theory into a more concise and affordable format for students (e.g., Berg, Landreth, & Fall, 2017; Corey, 2015; Jacobs & Schimmel, 2015; Yalom, 2005).

***Required Reading***

Association for Specialists in Group Work (2012). *Multicultural and social justice competence principles for group workers*.

http://www.asgw.org/pdf/ASGW_MC_SJ_Principles_Final_ASGW.pdf

Association for Specialists in Group Work (2007). *Best practice guidelines*.

http://www.asgw.org/pdf/Best_Practices.pdf

Champe, J. & Rubel, D. J. (2012). Application of focal conflict theory to psychoeducational groups: Implications for process, content, and leadership. *The Journal for Specialists in Group Work*, 37(1), 71-90.

Schimmel, C. J., & Jacobs, E. E. (2011). When leaders are challenged: Dealing with involuntary members in groups. *The Journal for Specialists in Group Work*, 36(2), 144-158.

Young, T. L. (2013). Using motivational interviewing within the early stages of group development. *The Journal for Specialists in Group Work*, 38(2), 169-181.

Recommended Reading

- American Counseling Association (2014). *Code of ethics*.
<http://counseling.org/knowledge-center/ethics>.
- Association for Specialists in Group Work (2000). *Professional standards for the training of group workers*. http://www.asgw.org/pdf/training_standards.pdf
- Conyne, R. K., Crowell, J. L., & Newmeyer, M. D. (2008). *Group techniques: How to use them more purposefully*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2002). *Group counseling: Strategies and skills*. New York: Brooks/Cole.
- Kentucky Board of Licensed Professional Counselors. *Laws and regulations booklet*.
<http://lpc.ky.gov>
- National Board for Certified Counselors (2013). *Code of ethics*.
<http://nbcc.org/ServiceCenter/Ethics>

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The course is a mixture of large or small group discussion/exercises, class activities, and blackboard discussions to apply the basic knowledge gained from the readings. Traditional lectures will not be used; rather discussion and application will be used to further your understanding of the material so you are expected to have read the materials before class.

COURSE STRUCTURE

The course is divided into 3 topics that include 4-5 learning units each to address each of the CACREP/EPSCB course objectives. A quiz is required for each *unit* and two additional course assignments will be due before the end of class so you are encouraged to pace yourself to accomplish these. The course structure is as follows:

Group Counseling Introduction (CACREP 6.b,c,d,e,f,g,h)

- Unit 0: Introduction to group counseling
- Unit 1: The social context
- Unit 2: Interactive group environment and therapeutic factors
- Unit 3: Group organization and operation
- Unit 4: Basic skills for leadership & developing effective group membership skills
- Assignment: Group Discussion Log 1

Group Counseling Theory (CACREP 6.a,b,c,h)

- Unit 5: Group development theory & Interactive group development theory
- Unit 6: Group theory introduction & focal conflict theory
- Unit 7: General systems theory & motivational interviewing in group work
- Unit 8: Interpersonal approach and theory summary
- Assignments: GDL 2 & Outside Group Experience

Group Leadership and Other Skills (CACREP 6.b,c,d,g,h)

- Unit 9: Interactive group leadership
- Unit 10: Bridging, other group skills, and multicultural group work

- Unit 11: Ongoing leadership tasks
- Unit 12: Intervention strategies and involuntary members in groups
- Unit 13: Becoming a group leader and group termination
- Assignment: Group Counseling Proposal and Presentation

COURSE REQUIREMENTS

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment; they will be used for grading the assignments in Blackboard. In addition to submitting these assignments through Blackboard, see Appendix A for those that should be uploaded to the CEBS Electronic Portfolio System for the departmental and college accreditation reporting.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). You can visit the [WKU Software Center](http://www.wku.edu/it/sms/) (<http://www.wku.edu/it/sms/>) for a free installation of MS Office 365 ProPlus; it includes the latest versions of Word, PowerPoint, and other Office tools.

Attendance, Preparation, and Participation

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you will receive 3 points for each class in which you attend, are prepared, and actively participate. You are expected to do the following each week:

- a. Complete reading and *actively* participate in discussions
- b. Respond to peer and instructor feedback
- c. Provide helpful feedback to peers

In-Class Experience as Group Participant (CACREP Standard CORE 6.b, 6.c., 6.h; KY EPSB Standard CORE 2.7.b., 2.7.c.).

As part of gaining exposure to a group experience and helping your colleagues develop group facilitation skills, you will be participating as a group member in the class group experiences. This requirement is designed primarily to give first-hand experience as a group participant and group facilitator. You are expected to be yourself, self-disclosing honestly about your experiences and perceptions. You are free to decide the level of self-disclosure, involvement, and participation in the group discussion. There are no points assigned for this requirement since this is an integral part of the course and a valuable opportunity for you to experience a process group from the perspective of a participant.

Structured Group Activity Facilitation (CACREP Key Assessment Standard CORE 6.f.; KY EPSB Key Assessment Standard CORE 2.7.f.)

You will sign up to individually present and facilitate a structured experiential group activity in class (ice-breaker, team building exercise, psycho educational group session, etc). This activity, description, processing, and feedback should last approximately 15-20 minutes and include your classmates experientially. It should reflect the readings for that week and help

explore the topic further. You are encouraged to pull from the literature and cite your source(s) so your classmates can refer to this activity in the future. Volumes 1 & 2 of Group experts share their favorite activities for supervision (Luke & Goodrich, 2015) is one source published by the Association for Specialists in Group Work that will be available in my office for you to reference (see the table of contents on Bb). You are encouraged to review the literature and/or other sources in the library for other ideas.

Training Process Group Leader Facilitation (CACREP Standard CORE 6.b., 6.c., 6.d., 6.h.; KY EPSB Standard CORE 2.7.b., 2.7.c., 2.7.d.)

You will co-lead two process groups (with a different co-leader each time). You will co-lead once in the first half and again during the second half of the semester. These groups will last an hour and are intended to process awareness and understanding of the relevant topics for participants that week. You are encouraged to develop questions that stimulate discussion and/or use an experiential exercise to deepen the understanding of the topic. Refer to Chapter 10 for the basic skills and interventions expected from the leader including facilitating self-disclosures, honest feedback, appropriate risk-taking, confrontation, interpersonal behaviors, and member's efforts to change as well as protecting members from harm, providing a structure for the group interaction, offering only necessary input, modeling effective interpersonal communication skills, and helping members process group events.

If you lead a group on the day of theory discussions, try to conceptualize your group within that framework. If you lead a group after the group theories are covered, choose a theory in which to conceptualize your group interactions so you can practice using the theories in a group. Focus the discussion and/or group activities on a particular issue to which members of the group may relate. A list of suggestions is provided below but is not exhaustive:

- Self-esteem, personal growth, interpersonal and/or relationship issues
- Career or professional development goals, fears, stress, and concerns
- Compulsions, drug/alcohol addictions, eating disorders, technology overuse
- Life changes, developmental issues, aging, gender specific issues
- Separation/divorce, anger issues, survivors of abuse/suicide, grief
- LGBT issues, coming out, sexual dysfunction, lifestyle choices, families, couples
- Race/ethnicity, people with disabilities, spirituality/religion, specialty group issues

Unit Quizzes (objective test items) (CACREP Key Assessment, Standard CORE 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.; KY EPSB Key Assessment, Standard CORE 2.7.a., 2.7.b., 2.7.c., 2.7.d., 2.7.e., 2.7.f., 2.7.g.)

Each learning unit will include a quiz over the text and supplementary readings. Up to 5 points will be awarded for each unit quiz. You may drop your lowest two quiz scores leaving the remaining quizzes to sum up to **55 points** of your total grade. Each quiz will have approximately 10 questions each worth ½ point each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz, answer all the questions initially, and then take the time you need to review your answers before saving and submitting your responses. You must take the quiz BEFORE you come to class for each unit. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE). Quiz

questions will be pulled from a pool of questions; therefore, questions on the same unit quiz may vary.

Group Discussion Logs (GDL) (CACREP Standard CORE 6.b., 6.c., 6.h.; KY EPSB Standard CORE 2.7.b., 2.7.c.)

As you learn new material, apply group practices, and engage in your own group process, it will be important to reflect on your growth, challenges, and opportunities throughout the semester (see Appendix B for evaluation criteria and questions). Both the reading reflection logs and the in-class discussions will require students to integrate material presented in the readings with group experiences. There are 2 logs due on Blackboard; each log will be 1-2 pages and worth 4 points each for a total of **8 points**.

Outside Group Experience (CACREP Key Assessment Standard CORE 6.b., 6.c., 6.e., 6.f., 6.h.; KY EPSB Key Assessment Standard CORE 2.7.b., 2.7.c., 2.7.e., 2.7.f.)

Locate and attend *at least one in-person group* of your choice in the community. In addition, attend *at least one different meeting* which can be an in-person, online, or phone meeting; this will allow you to compare different group environments. Groups may include Weight Watchers, 12-step meetings, grief groups, a group conducted within a school system, groups for abused persons, etc. Get permission from the leader(s) ahead of time to sit in as a visitor if it is a closed group. You may refer to the Blackboard [class resources](#), [newspaper](#), [SOKY Happenings](#), [ALIVE Center directory](#), [NAMI Bowling Green Wellness Connection group schedule](#), or [United Way](#) for groups in the local area. You are encouraged to attend outside groups throughout the semester where you can relate personally to the experiences shared and participate yourself if there is space to do so. This can enhance your personal and professional development as a counselor. Write a 2-3 page paper worth **12 points** highlighting your experiences (see Appendix C for rubric). Include the following:

- a. **Group Description** – Include group name, size, composition (e.g., gender, ethnicity, age, etc.), setting, meeting frequency and length, group structure and purpose, and any other information that helps describe the groups.
- b. **Group Dynamics** – How did the members interact with each other and the leader? What important concepts were raised or unstated? How does the setting affect the group dynamics? What was the level of self-disclosure and comfort between members? Identify the stage at which you think the groups were in relation to a selected theory.
- c. **Personal Insights** – What did you personally take away from the groups about the content, setting, and/or dynamics? How did the groups you attended compare?

Do not include names of the group members or any other personal identifying information.

Group Counseling Proposal/Curriculum (CACREP Key Assessment Standard CORE 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g., 6.h.; KY EPSB Key Assessment Standard CORE 2.7.a., 2.7.b., 2.7.c., 2.7.d., 2.7.e., 2.7.f., 2.7.g.)

You will work with a partner to develop an 8-session themed group (e.g., grief, anger, etc.) that may be a psychoeducational or counseling group. This is an opportunity to focus on your future professional plans and/or interests as you create this group curriculum. The final proposal is worth **52 points** should include outlines for each of the group sessions, including goals, activities, materials, and processing suggestions on each lesson (see Appendix D for rubric).

You may use activities from method books or journal articles, but you must cite them. Create a document that will be useful to you in an agency and develop it as if you were submitting it to your boss or a funding agency to request support. You do not have to double-space, submit a title page, or abstract, but you are expected to use headings and subheadings (provided below) to make it clear and logical. You may create something similar to a user-manual that is easy to read and appealing but is detailed enough so anyone else can create the group from your plan. That can include tables of contents, bullets, diagrams, images, or whatever else helps clarify your flow and points.

You will have an opportunity to work with your partner briefly during each class period and the goals for each week are listed in the course schedule in italics. This will allow you the chance to discuss things and formulate a plan for each section of the proposal and break the large assignment into smaller, more management segments. You will also have the opportunity to get peer feedback on your proposal before you submit it for a final grade. The following steps will help you maintain steady progress on this large project throughout the semester:

- ***Meet weekly with your partner*** in class to work on the section designated on the syllabus. You may also work ahead, ask questions, and/or compare notes with other groups to ensure you are on the right track. You are encouraged to write up a draft of each section during your in-class discussion (laptops will be allowed for this in-class activity) or shortly afterward to maintain your progress. If you need more time to discuss and finalize a section of the proposal, you should make the time outside of class to keep up with the recommended weekly goals.
- ***Submit a final draft of your proposal*** by the date designated on the course schedule. Create a new thread on the Blackboard Discussion Group with the title of your GCP and upload the draft as a Word document.
- ***Conduct a peer review of another group's project*** (peer matches will be discussed in class). Download the Word document from their thread, use tracked changes and comments to provide your feedback and then upload your peer feedback to their original thread. Time in class will also be provided to discuss your peer feedback after it has been submitted.
- ***Review and integrate the suggested feedback.*** You should receive at least two peer feedback documents posted to your thread with suggested edits and comments. Review the changes and make the necessary modifications to incorporate the feedback or make a note as to why you are not integrating particular feedback.
- ***Submit the final GCP into your original thread.*** Your GCP thread should include your original draft, two peer reviews, and the final version of your GCP. This final GCP will be graded according to the rubric (see Appendix D) for your assignment grade.
- ***Informally present your GCP in class.*** You do not need to create a PPT for this presentation. Present your final proposal as submitted and give a brief overview of the group you developed.

The following are the key components that contribute to your overall grade on the group counseling proposal:

- a. **Group Purpose and Rationale** – What is the overall group theme and purpose of the group? Why is the group needed? What are some common issues of the population/issue

on which you will focus? Why is group counseling an effective way to address it? If you were to rationalize to your boss or a funding agency why you want to spend your time and resources as well as your client's/student's time and money on this group, you will need a substantial rationale. Your rationale should be supported through the counseling literature and your sources should be properly cited and referenced.

- b. **Membership** – Who are the target members for this group? What are the qualities of the group members (i.e., age, gender, homogeneity, heterogeneity) and your reasons for these decisions? Are there models of this type of group and/or this population/issue in the literature? Are forms or letters required for participation (e.g., parental permission)? If so, these should be included as well.
- c. **Group Type, Setting, and Meeting Times** – What type of group do you propose (i.e., open/closed, psycho-ed/counseling, etc.)? In what setting will you hold the group (e.g., inpatient, school, private practice)? Where, when, for how long, how many times will the group be held?
- d. **Screening and Selection Procedures** – How will you recruit, screen, and select the appropriate participants for your group? Will you appeal to the clients/students directly or go through parents, teachers, counselors, or other professionals to reach potential group members? Include flyers, emails, or other recruiting tools.
- e. **Group Goals and Objectives** – What do you hope the group will accomplish for its members? The group goals should be more broad and general in nature with more specific objectives defined to help you reach each of the goals. Create specific and actionable objectives that if completed, will help the members reach the overarching goals of the group. Ensure the objectives fit with the planned activities and they are reasonable, measurable, and specific.
- f. **Group Activities Chosen** – What activities will you include to help you meet the objectives over the course of the 8-week curriculum? Are the activities appropriate for the type of group you have chosen, the population/issue, and the time allotted? Include icebreakers, agendas for each session, and closing activities.
- g. **Group Plan and Sequence** – Does the sequencing of activities make sense from beginning to end, taking into consideration the stages of group development, demographics of the membership, etc.
- h. **Instructions for Each Lesson** – Create detailed lesson plans that utilize your chosen group activities according to your planned sequence. Describe instructions for each of the 8 lessons and ensure they are thorough, clear, and easy to follow. They should be detailed enough for another counselor to lead the group in your absence without any questions.
- i. **Theory** – Based on the theories that you learned in the course, describe the group theory in which you have conceptualized this group, why you chose it, and how it will guide your group process, activities, and sequence through the 8 weeks. Describe what you might expect to see from the members through the lens of this theory over the course of the group.
- j. **Multicultural and Ethical Considerations** - List multicultural (e.g., age, gender, SES, ethnicity, ESL, LGBT, etc.) and ethical (e.g., confidentiality, minor privacy, boundaries, etc.) considerations for the group as a whole as well as membership, goals, objectives, lessons, and/or activities to which they may pertain.
- k. **Processing, Personalization, and Evaluation** – Include questions that will allow the group members to process the activities within the group interactions, personalize it to

their life and relationships outside of the group, and helps you evaluate the impact and effectiveness of the group on your group members. This may be a combination of discussion questions and written questionnaires.

- l. **Peer Feedback** – Reviewing and providing feedback to groups is important to yours and others' learning. Therefore, you will be required to provide peer feedback to at least one other group and will be graded on the thoroughness of your review and the usefulness of your feedback. The feedback you receive will be valuable to improving your own proposal and you are strongly encouraged to integrate the peer feedback into your final version.
- m. **Class Presentation** – Briefly provide an overview of your group curriculum in class (5-8 minutes) so your classmates can see what you have proposed. This allows them to use this as a potential resource in the future.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Rubrics for the assignments are noted at the end of the syllabus. You must pass this class with a B or better to complete your counseling degree or you will have to retake the course. Grades for the course are determined from a percentage of the total points as follows:

A 90% - 100% | **B** 80% - 89% | **C** 70% - 79% | **D** 60% - 69% | **F** 0% - 59%

Assignment	Points
Attendance, Preparation, and Participation	42
In-Class Experience as Group Participant	Required
Structured Group Activity Facilitation	Required
Training Group Leader Facilitation	Required
Unit Quizzes (objective test items)*	55
Group Discussion Logs	8
Outside Group Experience	12
Group Counseling Proposal/Curriculum and Class Presentation	52
TOTAL	169

**Upload to CEBS e-portfolio*

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based

discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Please plan ahead. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled and class may be moved online via Blackboard, AdobeConnect, or other option. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

COURSE SCHEDULE

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard under each unit (including power point lectures, articles, and other documents). You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; *follow the directions in the Blackboard learning units for updated readings, videos, and activities due each week.*

The tentative class schedule will be structured as follows for most class periods:

5:15-5:40 Class discussion & questions on the readings
 5:40-6:00 Structured group activity
 6:00-6:15 Group counseling proposal (GCP) work groups
 6:15-6:30 Break
 6:30-7:30 Training process group
 7:30-8:00 Group feedback

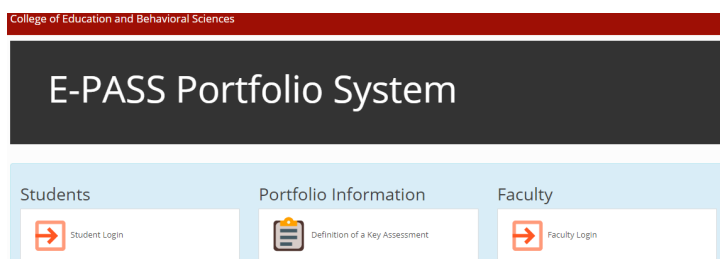
Date	Class Topics & Units (CACREP Standards addressed) & Group Counseling Proposal Goals	Readings	Quizzes & Assignments
Group Counseling Introduction		Due Date	
Jan 23 / 25	Unit 0: Introduction to group counseling Unit 1: The social context (6.h) <i>GCP a: Group purpose and rationale</i>	<ul style="list-style-type: none"> • Syllabus & Blackboard • Ch 1 • ASGW (2000) ¹ 	Syllabus Quiz Quiz 1 Group Agreement
Jan 30 Feb 1	Unit 2: Interactive group environment and therapeutic factors (F.6.b,c,h) <i>GCP b: Membership</i>	<ul style="list-style-type: none"> • Ch 2 • Ch 9 (pp. 150-152) • ASGW (2007) 	Quiz 2
Feb 6 / 8	Unit 3: Group organization & operation (F.6.b d,e,f,g,h) <i>GCP c: Group type, setting, and times</i> <i>GCP d: Screening & selection</i>	<ul style="list-style-type: none"> • Ch 8 (pp. 111-139) 	Quiz 3
Feb 13 / 15 Online	Unit 4: Basic skills for leadership and developing effective group membership skills (F.6.b,c,d,h) <i>GCP e: Group goals and objectives</i>	<ul style="list-style-type: none"> • Ch 10 (pp. 175-191) • Ch 11 	Quiz 4 GDL 1
Group Counseling Theory			
Feb 20 / 22	Unit 5: Group development theory and Interactive group development theory (F.6.a,b,h) <i>GCP f: Group activities</i>	<ul style="list-style-type: none"> • Ch 3 • Ch 4 	Quiz 5
Feb 27 Mar 1	Unit 6: Group theory introduction and focal conflict theory (F.6.a,b,c,h) <i>GCP f: Group activities</i>	<ul style="list-style-type: none"> • Ch 5 • Champe & Rubel (2012) 	Quiz 6
Mar 6 / 8	Unit 7: General systems theory and motivational interviewing in group work (F.6.a,b,c,h) <i>GCP g: Group plan and sequence</i>	<ul style="list-style-type: none"> • Ch 6 • Young (2013) 	Quiz 7 GDL 2
Mar 13 / 15	No Class: Spring Break		
Mar 20 / 22	Unit 8: Interpersonal approach (F.6.a,b,c,h) <i>GCP h: Instructions for each lesson</i>	<ul style="list-style-type: none"> • Ch 7 	Quiz 8 Outside Group
Group Leadership and Other Skills			
Mar 27 / 29	Unit 9: Interactive group leadership (F.6.c,d,h) <i>GCP i: Theory</i>	<ul style="list-style-type: none"> • Ch 9 	Quiz 9
Apr 3 / 5	Unit 10: Bridging, other group skills, and multicultural group work (F.6.c,g,h) <i>GCP j: Multicultural & ethical considerations</i>	<ul style="list-style-type: none"> • Ch 10 (pp. 191-207) • ASGW (2012) 	Quiz 10

Apr 10 / 12	Unit 11: Ongoing leadership tasks (<i>F.6.c,d,h</i>) <i>GCP k: Processing, personalization & evaluation</i>	• Ch 12	Quiz 11
Apr 17 / 19	Unit 12: Intervention strategies and involuntary members in groups (<i>F.6.b,c,d,h</i>) <i>GCP: final review & draft submission</i>	• Ch 13 • Schimmel & Jacobs (2011)	Quiz 12 GCP Draft
Apr 24 / 26	Unit 13: Becoming a group leader and termination <i>GCP l: Peer feedback (F.6.b,d,h)</i>	• Ch 14 • Ch 8 (pp. 139-143)	Quiz 13 GCP Peer Fdbk
May 1/3	Unit X: Class Presentations		GCP Final

¹ Additional recommended readings are required for the group facilitators leading that week.

APPENDIX A
CEBS ELECTRONIC PORTFOLIO SYSTEM
<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students **MUST** create an account in the CEBS Electronic Portfolio System.



Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload certain **graded** assignments across the curriculum that assess for CACREP standards. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS554 (click on "View Key Assessment")
- You will see "Objective Test Items/Unit Quizzes"

- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., Blackboard quiz summary report)
 - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your document (this is similar to adding an email attachment)

APPENDIX B

Stimulus Questions and Evaluation Criteria for Group Discussion Logs

(CACREP F.6.b,c,h)

Submit a 1-2 page response to each Group Discussion Log (GDL). These logs will use APA style and format except that a title page, reference list, and abstract are not required. They should include evidence that you have reflected on your personal experiences as a group member and/or leader as well as your reactions to other group members. Each log is worth 4 points; the evaluation criteria and stimulus questions are provided below:

Evaluation Criteria *(CACREP 6.b,c,h)*

1. **Standards Not Met.** Virtually no evidence of a well-thought out response to each of the stimulus questions with relevant examples or did not respond to 2 or more prompts.
2. **Standards Partially Met.** Limited evidence of a well-thought out response to each of the stimulus questions with relevant examples or did not respond to 1-2 prompts.
3. **Standards Met.** Adequately articulated a response to each of the stimulus questions with relevant examples or missed responding to 1 prompt. Demonstrated an understanding of group process and provided a deep reflection of the group dynamics, roles, and therapeutic factors.
4. **Standards Exceeded.** Clearly articulated a well-thought out response to each of the stimulus questions with relevant examples. Demonstrated an understanding of group process and provided a deep reflection of the group dynamics, roles, and therapeutic factors.

Stimulus Questions: GDL 1

1. Describe the attitudes and behaviors that will make your participation in this group productive.
2. Provide an example of how you are displaying one or more of those attitudes and behaviors in the weekly training group. How are you and others benefitting from it?
3. Describe an example of how you are not displaying one or more of those traits, your obstacles to displaying them (e.g., fear, discomfort, etc.), the impact on yourself and others from not displaying them, and how you might overcome those obstacles.
4. Identify 2-3 personal goals you have for group participation and describe what you will do this semester to meet each of your goals? How can others help you reach your goals?

Stimulus Questions: GDL 2

1. Provide an example of the ideas, opinions, reactions, or fears you wanted to share in group but did not during your experiences as a group member (your disturbing motives)?
2. What kept you from sharing these ideas, opinions, reactions, or fears (your reactive motives)?
3. Who influences your group interactions the most (e.g., group member, family, friends)? Describe how they positively or negatively impact your attitudes and behavior in group. How can you grow from this impact and improve your experiences in group?
4. As a group member and/or leader, how can you provide support to encourage group members to feel safe enough to openly share their ideas, opinions, reactions, or fears?

APPENDIX C
Outside Group Experience Rubric
(CACREP F.6.b,c,e,f,h)

Evaluation Criteria

1. **Standards Not Met.** Virtually no evidence of a reflective response to the outside group experience; provided a limited response to each assignment prompt or did not respond to 2 or more prompts.
2. **Standards Partially Met.** Limited evidence of a reflective response to the outside group experience; provided a limited response to each assignment prompt or did not respond to all prompts.
3. **Standards Met.** Adequately articulated a reflective response to the outside group experience; provided a thorough response to each assignment prompt.
4. **Standards Exceeded.** Clearly articulated a well-thought out reflective response to the outside group experience; provided a thorough response to each assignment prompt.

Group Counseling Proposal/Curriculum *(CACREP 6.b,c,e,f,h)*

	1	2	3	4
a. Group Description (CACREP 6.b., 6c.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Group Dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total score for each column (# of items x rating score)				
Total score for all columns				

Commented [SJD1]: Each of these standards should be noted with a, b, and or c. That is, they need to be specifically linked to the grading criteria. I include what it would look like as an example.

Comments

APPENDIX D
Group Counseling Proposal Rubric
(CACREP 6.a,b, c,e,f,g)

Evaluation Criteria

1. **Standards Not Met.** Virtually no evidence of an adequate conceptualization of the relevant counseling literature, course readings, activities, and discussions as evidenced by the limited inclusion of support, relevant examples, proper citations; missing responses to prompts.
2. **Standards Partially Met.** Provided a limited conceptualization of the relevant counseling literature, course readings, activities, and discussions as evidenced by the limited inclusion of support, relevant examples, and proper citations.
3. **Standards Met.** Provided an adequate conceptualization of the relevant counseling literature, course readings, activities, and discussions as evidenced by the inclusion of appropriate support, relevant examples, and proper citations.
4. **Standards Exceeded.** Provided an effective conceptualization of the relevant counseling literature, course readings, activities, and discussions as evidenced by the inclusion of appropriate support, relevant examples, and proper citations.

Commented [SJD2]: Each of these standards should be noted with a-m. That is, they need to be specifically linked to the grading criteria.

Group Counseling Proposal/Curriculum <i>(CACREP 6.a,b,c,e,f,g)</i>	1	2	3	4
a. Group Purpose and Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Group Type, Setting, and Meeting Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Screening and Selection Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Group Goals and Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Group Activities Chosen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Group Plan and Sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Instructions for Each Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Multicultural and Ethical Considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Processing, Personalization and Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Peer Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Class Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total score for each column (# of items x rating score)				
Total score for all columns				

Comments

APPENDIX E
Group Participation Agreement

I, _____, hereby agree that I will keep personal information shared in the CNS 554 course confidential. Out of respect for my classmates, and in an effort to practice confidentiality for my future profession, I will not disclose any information shared in my counseling groups. I understand that should I be found to neglect this agreement, it will reflect poorly upon my professional and academic performance, and the counseling faculty will take proper disciplinary measures.

By signing this form, I also agree to the following:

1. I understand that I am not graded on my role as a group member or leader.
2. CACREP requires a minimum number of actual training groups that I must attend to complete the course. I will be present at every session unless I am ill or have an equally pressing need to be absent; in either case I will notify the leader and instructor in advance. I am aware that any absences will result in a deduction of points from my final grade.
3. I will be an active participant in the group by:
 - a. Consistently exploring issues necessary to develop my use of self in order to be a therapeutic influence on my future clients; and
 - b. Constructively helping other group members to explore their issues.
4. I will be responsible for what I decide to disclose about myself and understand that no one has the right to demand self-disclosure from me.
5. I will try not to offer feedback to others unless I first obtain their permission.
6. When feedback is requested or consented to by others concerning how I react to their behavior, I will try to give it in a way that is clear and displays that I am trying to be helpful, not harmful, to them.
7. If I have strong reactions as a result of a group experience that I am unable to share with the group, I will discuss my predicament with the instructor.

Signature

Date