



# On-Campus Course Syllabus

## CSL 615 L00.A

### Group

### Fall 2019

#### Class Information

**Day and Time:** Monday 7:00 p.m. – 9:30 p.m.

**Room Number:** E205

#### Contact Information

**Instructor Name:** Josh Freeman LPC

**Instructor Email:** jfreeman@criswell.edu

**Instructor Phone:** (972) 246-9553 (cell)

**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

A study of current theories and techniques in group therapy, including dynamics of interpersonal relationship and the social, diagnostic, and other factors that impact group psychotherapy. Dynamics of interpersonal relationships and groups within the context of the church are also examined. (Prerequisite: CSL 525)

#### Course Objectives

Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Professional Standards:

1. Theories and models of counseling (f.5.a)
2. Counselor characteristics and behavior that influence the counseling process (f.5.f)
3. Theoretical foundations of group counseling and group work (f.6.a)
4. Dynamics associated with group process and development (f.6.b)
5. Therapeutic factors and how they contribute to group effectiveness (f.6.c)
6. Characteristics and functions of effective group leaders (f.6.d)
7. Approaches to group formation, including recruiting, screening, and selecting members (f.6.e)
8. Types of groups and other considerations that affect conducting groups in varied settings (f.6.f)
9. Ethical and culturally relevant strategies for designing and facilitating groups (f.6.g)
10. 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 (f.6.h)

#### Required Textbooks

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and practice* (10<sup>th</sup> ed). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M.S., & Haynes, R. (2013). *Groups in Action: Evolution and Challenges* (2<sup>nd</sup> ed). Pacific Grove, CA: Brooks/Cole.

## Recommended Reading

American Counseling Association (2014). 2014 ACA code of ethics. Alexandria, VA: Author.

American Psychological Association. (2011). Publication manual of the American Psychological Association (6th ed.). Washington, D. C.: American Psychological Association.

Corey, Gerald and Marianne Schneider, Patrick Callanan, and J. Michael Russell. *Group Techniques*. 3<sup>rd</sup> ed. Pacific Grove, CA: Brooks/Cole (2003).

Gladding, S.T. (2001). *The counseling dictionary: Concise definitions of frequently used terms*. Upper Saddle River, NJ: Merrill Prentice Hall

## Course Requirements and Assignments

- 1. Attendance, Participation, and Reading (15%):** Attendance and class participation are very important for learning the material and in contributing toward group discussion. Students are expected to arrive to class on time and be prepared for discussion of the topics covered in class up to that class period. Reading assignments must be read as indicated in the Course Outline. This ensures more fruitful discussion and participation during the class period. A Reading Report will be kept throughout the semester and turned in on the final day of class.
- 2. Groups in Action Workbook (15%):** Students will watch *The Groups in Action* video and complete the workbook. Specific pages and due dates are listed in the assignment schedule on Canvas.
- 3. Experiential Training Group Participation and Leadership (30%):** Students will experience group therapy by participating in a counseling group and facilitating a counseling group. The student will be graded on attendance and willingness to participate but not on content. The group will meet the last 1.5 hours of class most weeks. More information will be given during the first class session.
- 4. Experiential Training Group Journal (10%):** Students will maintain a journal completing an entry after each group experience. This journal should reflect the student's thoughts, feelings, and observations about the group process (including techniques), as well as the student's personal experience of the group. Journal entries should consist of 3-4 paragraphs and be well organized but not APA. Full credit will be given to entries emailed by Tuesday at midnight following the group experience and partial credit will be awarded until the start of the next class. This is to promote journaling while the experience is still fresh. The two lowest journal grades will be dropped.
- 5. Group Visit Paper (10%):** Students will personally visit two groups outside of class and will write a 1-2 page reflection paper on each visit discussing the experience. Guidelines are posted on Canvas
- 6. Group Proposal and Presentation (20%):** Students will write a Group Proposal for a group you would like to lead in the future. Each written proposal should be 10 pages max (double-spaced), 12-point font using APA Format. This assignment will be discussed further in class. The student will present the details of the proposal to the class as stated in the syllabus. Guidelines will be provided.
- 7. Extra Credit:** Up to three (3) points may be added to the final grade through group experience completed outside of class. These external group visits are in addition to the group visits outlined in #5

above. The goal of this extra credit work is for the student to obtain a total of 20 hours of group experience as recommended by organizations that specialize in group work.

#### *STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES*

##### **Evaluation**

Attendance, Participation, & Reading	15%
Groups in Action Workbook	15%
Experiential Training Group: Participation and Leadership	30%
Experiential Training Group: Journal	10%
Group Experience Papers	10%
<u>Group Proposal and Presentation</u>	<u>20%</u>
<b>Total</b>	<b>100%</b>

##### **Course/Classroom Policies and Information**

###### *Written Assignments*

Unless otherwise stated, all papers are due at the beginning of class on the day listed in the Course Outline. Late papers will be penalized by 1pt per day they are late. All papers must be written double-spaced, in Times New Roman font, and with 1" margins. Points will be deducted for poor writing, poor grammar, spelling errors, and unorganized thought progression. APA format is encouraged for formal assignments.

###### *Digital Devices*

In this class, it is considered inappropriate to check email or text during class. Do not access your laptops in class and turn your cell phones to "silent" (not vibrate). If you have an emergency situation in which someone must be able to contact you during class, please bring it to my attention prior to class and set your phone to vibrate. As developing counselors we practice the ability of being present and focused. This class will provide that opportunity.

###### *Communication with Instructor*

Communication between student and instructor is key to professional growth and educational success. The instructor is here to support and guide each student in their academic endeavors. Therefore please bring any concern or issue to the attention of the instructor. Emails should be between the student's Criswell email address and the instructor's Criswell email address and the student should address the instructor with courtesy and respect.

##### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Wk	Date	Topic	Reading Due	Assignment Due
1	8/19	Course Introductions, Facilitator Sign-Up	Syllabus	(ILG/1) <b>Journal 1 – Due 8/21</b>
2	8/26	Intro to Group Work	GPP Ch.1 GIA 1-8	(ILG/1.5), <b>Journal 2 – Due 8/28</b>
3	9/2	<b>**Labor Day**</b>		
4	9/9	The Group Counselor	GPP Ch.2 GIA 9-29	(ILG/1.5), <b>GIA pgs 14-29</b> <b>Journal 3 – Due 9/11</b>
5	9/16	Ethical and Legal Issues	GPP Ch.3	(SLG/1) <b>Journal 4 – Due 9/25</b>
6	9/23	Theories and Techniques	GPP Ch.4 GIA 114-118	<b>Canvas Discussion</b> <b>GIA 114-118</b> <b>1<sup>st</sup> Outside Group Paper</b>
7	9/30	Forming a Group Initial Stage of Group	GPP Ch.5 & 6 GIA 30-51	<b>Journal 5 – Due 10/2</b> <b>GIA pgs 30-51</b>
8	10/7	Group Experience		(SLG/1), (SLG/1) <b>Journal 6 – Due 10/9</b>
9	10/14	Groups In Action Workbook	GIA	<b>Canvas Discussion</b>
10	10/21	Transition Stage of Group	GPP Ch.7 GIA 53-63	(SLG/1.5) <b>GIA 53-63</b> <b>Journal 7 – Due 10/23</b>
11	10/28	Working Stage of Group	GPP Ch.8	(SLG/1.5) <b>Journal 8 – Due 10/30</b>
12	11/4	School and Community Settings	GPP Ch.10-11	<b>Canvas Discussion</b> <b>2<sup>nd</sup> Outside Group Paper</b>
13	11/11	Final Stage of Group	GPP Ch.9	(SLG/1.5) <b>Journal 9 – Due 11/6</b>
14	11/18	Group Presentations		(ILG/1) <b>Group Proposal Due</b> <b>Journal 10 – Due 11/20</b>
15	11/25	<b>**Fall Break**</b>		
16	12/2	Course Wrap-Up and the NCE		(ILG/1.5), <b>Journal 11 – Due 12/4</b>
17	12/9	<b>Final Exam Week</b>		<b>Comprehensive Journal 12</b> <b>Reading Report</b> <b>Extra Credit Submission</b>

- (ILG) – Instructor Led Group; (SLG) – Student Led Group