



# On-Campus Course Syllabus

## CSL 615 L00.A

### Group Counseling

### Fall 2022

#### Class Information

**Day and Time:** Tuesdays 7:30 to 10:00pm

**Room Number:** E201

#### Contact Information

**Instructor Name:** Dr. Steve Hunter

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

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** M/W 9:00 to 11:00am and by appointment

#### Course Description and Prerequisites

Considers 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. (Prerequisites: CSL 505, CSL 515)

#### 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 CACREP Professional Standards:

1. Understand theoretical foundations of group counseling and group work (f.6.a)
2. Explore the dynamics associated with group process and development (f.6.b)
3. Identify therapeutic factors and how they contribute to group effectiveness (f.6.c)
4. Analyze characteristics and functions of effective group leaders (f.6.d)
5. Distinguish approaches to group formation, including recruiting, screening, and selecting members (f.6.e)
6. Recognize types of groups and other considerations that affect conducting groups in varied settings (f.6.f)
7. Consider ethical and culturally relevant strategies for designing and facilitating groups (f.6.g)
8. Experience the dynamics of group counseling both inside and outside the classroom in small group settings.

#### Required Textbooks

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and practice* (10<sup>th</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).

## Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Midterm exam.
2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a "Group Counseling Research Paper." This paper will serve as the foundation for the one-hour, in-class, Mock Group Counseling Session the student will conduct at the end of the semester.

The required textbook can be used as a guide and resource in addition to four sources books or journal articles as opposed to sources retrieved from the internet. The "Group Counseling Research Paper" will be approximately seven to nine pages, double-spaced, in APA Style and Format. This does not include the Title Page or the Reference Page/s. Major sections of the paper will include:

- An Introduction that provides an overview of the purpose and rationale for the group, the main topic of the group, statistics, current events, and a proposal, target audience/participants, and associated objectives for the group based in the research. For example, were you able to find three to four journal articles that conducted the type of group counseling experience you have in mind?
- The forming of the group including aspects such as enlisting group participants, screening, informed consent, confidentiality, group rules, etc.
- The working phase of the group that includes dates, times, location, weekly topics, guided lessons, group activities, discussion questions, etc. for a minimum of four consecutive group counseling sessions.
- A conclusion that addresses how the group will be terminated in a meaningful way, guided questions and activities, an aftercare plan, etc. The conclusion will also include practical application and professional implications for group counseling in the mental health profession.

**It is important to note that the Group Counseling Research Paper is due before class on the day of the Mock Counseling Session listed in the syllabus.**

3. Twenty-five percent (25%) of the student's grade will depend upon the conducting of a one-hour, mock group counseling session in class as a demonstration and application of the knowledge obtained from the readings, lectures, and research over the course of the semester.
4. Twenty-five percent (25%) of the student's grade will depend on attendance and participation both inside and outside of the classroom. In addition to the classroom experience, students will be required to attend a minimum of two group counseling sessions over the course of the semester. Students will be required to write a 3 to 5-page Reflection Paper. This paper is due the last day of class accompanied by a 20 to 30-minute presentation of the group counseling experience. The overall grade for this requirement is a subjective grade by the Professor based on regular attendance, active participation, professional disposition, and attitude. This subjective grade will be assessed at the conclusion of the semester.

## 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour

F	0-59	0.0 grade points per semester hour
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## 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## 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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/16	Introductions, Syllabus Review, Introduction to the Course

2	8/23	An Introduction to Group Counseling Chapter 1 Corey, M.S., Corey, G. & Corey, C. Multicultural Understanding
3	8/30	The Group Counselor Chapter 2 Corey, M.S., Corey, G. & Corey, C. Who we are as Group Counselors
4	9/6	The Group Counselor (cont'd) Chapter 2 Corey, M.S., Corey, G. & Corey, C. What we do as Group Counselors
5	9/13	Practicing Group Counseling Skills
6	9/20	Forming a Group Chapter 5 Forming a Group Corey, M.S., Corey, G. & Corey, C. Practicing Group Counseling Skills
7	9/27	Research and Writing ZOOM Practicing Group Counseling Skills Review for Midterm Exam
8	10/4	<b>Midterm Exam</b>
9	10/10-10/14	<b>Student Development Week</b>
10	10/18	Working Stage of a Group Chapter 8 Corey, M.S., Corey, G. & Corey, C.
11	10/25	Final Stage of a Group Chapter 9 Corey, M.S., Corey, G. & Corey, C.
12	11/1	Enlisting Group Participants Documentation for Participants
13	11/8	Practicing Mock Group Counseling Sessions
14	11/15	Research and Writing Day ZOOM
15	11/21-11/25	<b>Fall Break</b>
16	11/29	Research Papers are due Student Mock Group Counseling Sessions
17	12/6	Wrapping up the Semester Reflection Papers are Due Presentation of Reflection Papers

## Selected Bibliography

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

Berg, R. C., Landreth, G. L., & Fall, K. A. (2013). Group counseling: Concepts and procedures (5th ed.). New York, NY: Routledge (Taylor & Francis).

- Bieling, P. J., McCabe, R. E., & Antony, M. M. (2006). *Cognitive-behavioral therapy in groups*. New York, NY: Guilford Press.
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- Wagner, C. C., & Ingersoll, K. S. (2013). *Motivational interviewing in groups*. New York, NY: Guilford Press.
- Worden, J. W. (2002). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (3<sup>rd</sup> ed.). New York, NY: Springer.
- Zur, O. (2007). *Boundaries in psychotherapy: Ethical and clinical explorations*. Washington, DC: American Psychological Association.