



On-Campus Course Syllabus

CSL 615 L00.A

Group Counseling

Fall 2023

Class Information

Day and Time: Tuesdays 7:30 to 10pm

Room Number: E209

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Tuesdays 2 to 4 and Wednesdays 1 to 3

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* (10th 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*. 3rd 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, participation, and two group counseling experiences outside of the classroom. Students will be required to attend a minimum of two group counseling sessions outside of the classroom over the course of the semester. Students will be required to write a 3 to 5-page Reflection Paper accompanied by a 20 to 30-minute presentation of their group counseling experiences. Classroom attendance and participation will be a subjective grade

by the Professor based on a student's regular attendance, active participation, professional disposition, and attitude. This subjective grade will be assessed at the conclusion of the semester.

Course/Classroom Policies and Information

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/22	Introductions, Syllabus Review, Introduction to the Course
2	8/29	An Introduction to Group Counseling Chapter 1 Corey, M.S., Corey, G. & Corey, C. Multicultural Understanding
3	9/5	The Group Counselor Chapter 2 Corey, M.S., Corey, G. & Corey, C. Who we are as Group Counselors
4	9/12	The Group Counselor (cont'd) Chapter 2 Corey, M.S., Corey, G. & Corey, C. What we do as Group Counselors
5	9/19	Pre-Group Preparations Practicing Group Counseling Skills
6	9/26	First Outside Group Counseling Experience Reflection Papers are Due
7	10/3	Research and Writing
8	10/10	Midterm Exam
9	10/16-10/20	Student Development Week
10	10/24	Chapter 5 Forming a Group Corey, M.S., Corey, G. & Corey, C. Lecture 5 Stages of the Group Counseling Process Starting with the Initial Phase
11	10/31	Working Stage of a Group Chapter 8 Corey, M.S., Corey, G. & Corey, C. Final Stage of a Group Chapter 9 Corey, M.S., Corey, G. & Corey, C.
12	11/7	Second Outside Group Counseling Experience Reflection Papers are Due
13	11/14	Research and Writing Day
14	11/20-11/24	Fall Break
15	11/28	Research Paper is due Mock Group Counseling Session 1
16	12/5	Research Papers are Due Mock Group Counseling Sessions 2 and 3
17	12/12	Final Exam

Selected Bibliography

- American Counseling Association. (2014). ACA code of ethics. Alexandria,VA: Author
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- Wagner, C. C., & Ingersoll, K. S. (2013). Motivational interviewing in groups. NewYork, NY: Guilford Press.
- Worden, J. W. (2002). Grief counseling and grief therapy: A handbook for the mental health practitioner (3rd ed.). NewYork, NY: Springer.
- Zur, O. (2007). Boundaries in psychotherapy: Ethical and clinical explorations. Washington, DC: American Psychological Association.