



**North Carolina Central University**  
**Department of Allied Professions**  
*"Communicating to Succeed"*



**The School of Education's Vision:** To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

**Counselor Education Mission:** North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Counselor Education Program prepares professional counselors to work in career, school, and mental health settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

**Course Information:**

Semester/Year	Fall 2019
Course Name	Principles and Practices of Group Counseling
Course Prefix/Number/Section	CON 5351-OL1
Course Location	ONLINE
Course Meeting Days/Times	<b>Meeting time:</b> Thurs., Aug. 22nd, Sept., 5th, Sept., 19th and Oct., 3, 2019 from 6 pm – 8 pm ( <b>WebEx</b> )
Clinical Experience, Internship, Fieldwork	Clinical experience
Credit Hours	3
Prerequisites	CON 5310 (Theories); CON 5201(Ethics)
Course type (DAY/WEC, Graduate) Graduate)	Graduate

**Instructor Information:**

Instructor	Dr. Levette S. Dames
Office Location	SOE 2123
Office Hours	Tues. 10 - 3 p.m.; Thurs. 10-3 p.m. (WebEx or in Office); Mon., and Friday, Grant, Research and LPC-A Days. I will like to meet at least once a semester via virtual office hours.
Office Phone Number	919-530-6212
Alternate Phone Number	Juls Joyner: 919-530-7289
E-mail address	<a href="mailto:lsdames@ncsu.edu">lsdames@ncsu.edu</a>
<b>Email Turn-around:</b>	You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Sunday night or Monday Morning.
<b>Grade Turn-around:</b>	Feedback and grading will take one to two week after due date.

**Course Catalog Description**

This course is designed to provide an understanding of the dynamics, processes, and functions of group work in guidance activities and in counseling. Students will be able to identify the therapeutic forces for behavioral

change within a counseling group. They will demonstrate the skills to lead a group, and through participation in a group, demonstrate their ability for interaction and growth.

#### **Method of Teaching:**

Part of this class is experiential and involve leading a group as well as serving as a group member. Both your leadership or co-leadership and your participation as a group member will highly influence your grade and successful completion of this course. Students will also learn through lecture, reading, and active participation in WebEx setting, video, and role-play simulations. *ALL WEBEX CLASS IS MANDATORY.* Class attendance and participation are essential and integral parts of class. Students will be expected to participate in discussions supported by literature readings and in-class experiential exercises during residency. Students will be active learners as they demonstrate strategies and techniques used in assigned theories. The course will utilize WebEx, Blackboard for handouts, announcements, and all course documents.

#### **Purpose and Structure of Course**

The purpose of this course is to assist students in developing group counseling skills to becoming an effective group facilitation leader. The course will be a blended experience which involves online and a-synchronized online interactions with a three-day on campus residency.

#### **CACREP (2016) Standards Addressed in the Course:**

This class responds to the counseling national standards listed in Section II (G). These include core curricular experiences and demonstrated knowledge in the area of group work (CACREP Section II. G6). This course will provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Student experiences will include an examination of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; theoretical foundations of group counseling and group work (CACREP II. G.6.a; CMHC C.3 & D.5; SC C.5 & D.1) An exploration of group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; dynamics associated with group process and development (CACREP II. G.6.b; CMHC C.3 & D.5; SC C.5 & D.1); theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; therapeutic factors and how they contribute to group effectiveness (CACREP II. G.6.c; CMHC C.3 & D.5; SC C.5 & D.1); group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; characteristics and functions of effective group leaders (CACREP II. G.6.d; CMHC C.3 & D.5; SC C.5 & D.1); and 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; approaches to group formation, including recruiting, screening, and selecting members (CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1); types of groups and other considerations that affect conducting groups in varied settings (CACREP II. G.6.f); ethical and culturally relevant strategies for designing and facilitating groups (CACREP II. G.6.g); direct experiences in which students participates 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 (CACREP II. G.6.h)

#### **Specific Student Learning Outcomes and Assessments:**

The content and experiences of this course are sequenced such that students may accomplish the following:

1. Analyze theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
2. Apply principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work to the counseling practice.
3. Study and practice group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.
4. Evaluate theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
5. Analyze group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
6. Directly experience small group activity as group members for a minimum of 10 clock hours.
7. Exhibit proficiency in effective, credible academic writing and critical thinking skills.

## Textbooks/Required Readings

### Required

1. American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. \*\*Corey, G., Corey, M. S., & Haynes, R. (2006). *Student workbook for groups in action: Evolution and challenge*. Pacific Grove, CA: Brooks/Cole.
3. \*\*Jacobs, E., Schimmel, C., Masson, R. L., & Harvill. (2016). *Group counseling: Strategies and skills*. Cengage Learning.978-1-305-08730-9

\*\*The two books above are MindTap/Cengage textbooks.

### Instructors MindTap Unlimited Accessed Textbooks:

*MindTap is required for this course. You can purchase MindTap at the bookstore or directly from Cengage when you register your course materials.*

*If you have a Cengage Unlimited subscription, you can access your digital course materials without an additional purchase. With Cengage Unlimited access, all digital Cengage course materials for this term are provided with your subscription. No additional purchase is required. Please note if the total cost for Cengage course materials for all your courses exceeds \$119.99, then Cengage Unlimited is the best value for this course.*

*An optional hard copy text can be rented for only the cost of shipping (\$7.99) or loose-leaf texts can be purchased at a nominal cost. Details are available once you activate your Cengage Unlimited access.*

As for Cengage Unlimited, here's the three Printed Access Card Options at the bookstore:

9780357700037	PAC CENGAGE UNLIMITED 4 MONTH - \$119.99
9780357700044	PAC CENGAGE UNLIMITED 12 MONTH - \$179.99**
9780357700051	PAC CENGAGE UNLIMITED 24 MONTH - \$239.99

(Cengagebrain.com), then here are those ISBNs:

9780357700006	IAC CENGAGE UNLIMITED 4 MONTH
9780357700013	IAC CENGAGE UNLIMITED 12 MONTH
9780357700020	IAC CENGAGE UNLIMITED 24 MONTH

\*\* I suggest getting the 12 month if you are taking Psychosocial development course in the spring and summer 2020.

4. National Counseling Examination (NCE) and Comps Preparation. *AATBS*. - The ISBN number is 978-1-941273-166 <https://aatbs.com/counseling-study-volumes> Please click the link
5. Yalom, I. (2006). *The Schopenhauer cure*. New York, NY: HarperCollins. ISBN 978-0-06-093810-9

### Extra Reading

Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group work* (5<sup>th</sup> ed.). Denver, CO: Love Publishing.

**Technology Needed:** Headphones, camera, speakers, working internet, WebEx account. Do not use WebEx on your phone always use your computer.

### **Course Policies**

1. Students are expected to attend and participate in residency class and online WebEx if necessary, class assignments. Following NCCU's policies regarding attendance, candidates cannot miss more than 2 classes in one semester (1 in summer). You cannot miss any class. If snow days you cannot miss any WebEx class.
2. All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. All assignment will be due every Thursday. Any assignment turned in after the time mentioned above is late. Late assignments will be marked down one letter grade for every day of tardiness. Upload all of assignments to Blackboard. Foliotek assignments should be uploaded after editing and grading.
3. Written assignments are graded on the quality of content, format, grammar, citations, references, and spelling according to the Publication Manual of the American Psychological Association.
4. All papers should reflect **graduate** level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
5. If a student is late for WebEx, it is his/her responsibility to get information provided while not in class.
6. Students who expect to miss a WebEx due to illness or an emergency should make every effort to contact the instructor immediately or before WebEx begins with regard to the reason for missing class.
7. Only registered students are allowed to attend class.
8. Make-up are not available unless there is a university-recognized emergency situation. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university valid excuses for missing class.
9. Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness.
10. It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues.
11. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (6th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students.
12. Follow all directions and due dates provided in the syllabus (no exceptions).
13. Read and listen/watch all material provided on the course website.
14. Regularly check your NCCU email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email daily.
15. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
16. Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and apply to all readings.
17. Turn off (or switch to silent mode) all mobile devices at the beginning of WebEx (phones, laptops, PDAs). The use of any electronic device will negatively affect your participation grade. This includes computer use and texting. No children and people in the background. Please review the video conferencing etiquette in Blackboard.
18. If WebEx are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university's website

(www.nccu.edu). We will still meet via WebEx.

19. Attend all WebEx. If you miss more than two classes (which includes the first class) you will not be able to successfully complete this course and need to drop it, October 11, 2019 is the last day for graduate students to withdraw from a class with a WC grade – This is a NEW policy.
20. If you need to miss a WebEx as part of a religious observance you must notify your instructor before the end of the first week of class.
- 21. Sorry, but students cannot bring a child to WebEx or should not be in the background.**
22. Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class. It is important our classroom be a nurturing place for conscientious dialogue.
23. Be aware that any paper or course document you may have left with me will be destroyed after 30 days of the end of the semester. Please contact me and collect your material promptly.
24. Everyone will respect each other in the classroom.
25. Any non-compliance to course policies and guidelines (including etiquette ones) will impact student's participation grade.

### Course Requirements

1. All assignments and exams must be completed on time in order to receive a passing grade in the course. Completed assignments must be submitted on (BlackBoard) no later than 11:59 PM on Thursday. Late assignments will not be accepted. All assignments will be submitted through on Blackboard.
2. Foliotek assignments should be uploaded after being graded and edited.
3. Make-up quizzes and/or exams are not given unless you have a University recognized excuse/emergency situation. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university-recognized excuses!
4. **During WebEx and Residency:** Attendance is **MANDATORY** necessity for success in this course. Attendance means coming into WebEx before your instructor and only leaving after your instructor has adjourned class. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. Students who expect to miss a class due to illness or an emergency should make every effort to contact the instructor immediately with regard to the reason for missing class.

### Confidentiality: During Group Work

Sharing in group can be anxiety-provoking and personal, therefore I ask that you keep all information discussed in the group confidential. This request means that you may not discuss any information shared or the reactions of any member of this group with anyone outside of the group. Confidentiality is not guaranteed in group counseling but it is strived for. We will like to immerse in very deep concerns of you and your classmates but make sure you have received counseling for any concerns before you share.

### Specific Course Assignments:

1. Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted via the Assignment Tab on BB.
2. **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the entire textbook and other group related literature.
3. **Attendance and Participation:** Each student is expected to attend all WebEx classes, read all assigned readings, and be prepared and willing to participate in class discussions and class exercises. It is expected that all students engage in respectful intellectual discourse throughout the semester.
4. **For WebEx:** As noted under course policies, candidates cannot miss more than two classes (one for summer). Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. As noted under course policies, candidates cannot miss more than two classes (one for summer). If you miss more than two classes (one for summer which includes the first class) you will need to drop from the course. If you fail to drop the course by the last day to drop this class, you will be assigned a "F" (See Attendance policy). **Residency is October 9, 10 from 8 am – 5 pm and October 11 from 8 am – 2:30 pm.**
5. **Cengage/MindTap:** Cengage Learning's Counseling *CourseMate* brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. We will use cengage in class to watch videos and answer questions to learn and assimilate group counseling skills.

Note: Since self-exploration is an integral part of this course, you must decide for yourself what and how much you want to reveal about yourself. You will not be evaluated on the basis of how much or the nature of what you

disclose about yourself (I want you to honor your boundaries); however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

Please Note: Within attendance and participation, students are graded regarding the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate as a group member; 4) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.

WebEx attendance and participation will comprise a major part of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assigned assessments. Part of this class is experiential and involve leading a group as well as serving as a group member. Both your leadership and your participation as a group member will influence your participation grade.

### **Assignments**

**Assignment 1: Class Activity: Video. Questions, Peer Observation Flashcards, Glossary: ( points: Every Week), Participations.** (CACREP II. G.6.c; CMHC C.3 & D.5; SC C.5 & D.1)

- A) Class Activity:** Students will complete a class activity every other week for points. Class activities will include but not limited to videos, role play, observation of groups, written exercise etc.
- B) Video Activity:** Students watch a brief video surrounding the main theme(s) of the chapter and are asked to respond to questions regarding concepts presented in the video.
- C) Helper Studio:** Students watch a brief video featuring a “group session” and are then asked to respond to the individual and group as the group leader. Students will upload their video responses for instructors to review and comment on. Watch video in Mindtap and upload video in Blackboard.
- D) Flashcards** - Use these flashcards to reinforce your understanding (optional)
- E) Glossary** - Reference the chapter glossary for further information on new terms and phrases) optional)

**Assignment 2: Quizzes: ( pts.)** (CACREP II. G.6.c; CMHC C.3 & D.5; SC C.5 & D.1)

**Quizzes:** Quizzes will be opened two hours before and two hours after class. Quizzes will be every other week. You will have a total of four quizzes worth 5 points each. You will have 10 minutes to complete the quiz. Quizzes are timed. Quizzes will cover materials from assigned readings, as well as videos and student and instructor discussion. You can take it as many times you want but the first grade will be recorded. No make-up quizzes will be given should you miss it. At your instructor’s discretion, at times, chapter questions may substitute quizzes for University approved absences.

**Assignment 3: Tests (120 pts)** - (CACREP II. G.6.c; CMHC C.3 & D.5; SC C.5 & D.1)

**Tests:** Tests will be opened up to one hour before WebEx. You will have a total of four tests worth 30 points each. This course does not have a midterm or final examination so the test substitutes for them. You will have 45 minutes to complete 30 questions (4 chapters and the NCE preparation text). **IF YOU MISS THESE TIMES YOU WILL RECEIVE ZERO.** Please make sure you take your test in a non technical problem zone as best as you can. If you have technical issues please call the technical department, take a picture of the issue, and email the ticket and picture of the issues.

**Assignment 4 - TSC Video (15 pts demonstration; 10 pts for written part; peer evaluation (5 pts.) :TBA):** (CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1) This will be done in pairs.

**Video Presentation of Yalom Novel.** You will have to make a video of one of the assigned chapters. You can have other persons in the video but you must be the main character or main voice over. The video should be no more than 5 minutes. Points will be deducted for video over this time. Even though you will be asked to create a video from one chapter, you will be asked to write a point to point form of 3 or 4 chapters assigned. Please make sure the written chapters include all of the following to the bottom.:

1. Yalom’s **main point**(s) including a concise synopsis of all the chapters assigned to you.
2. What do you think his **purpose and intent** were here? (Be sure to add supporting details in your own words.)
3. **Character development** (Who are the main people discussed, what is going on and where they are from a therapeutic stand point.)
4. What **therapeutic skills, theories or techniques** discussed?

Videos will be graded on creativity, clarity, information above, and explanation of your feelings and reactions to video during a WebEx presentation during the class times. Please review the sample written portion.

**Assignment 5: Client Population Paper (Foliotek Assignment; pts.)** (CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1; CACREP II. G.6.f).

**Client Population Paper:** Select a population (e.g. bully group, eating disorder group, depressed adolescent, divorce group, battered women groups) that you expect to encounter in your internship. Write an introduction paragraph about the group. Find five (one should be one of your textbooks) up to date (2012 – 2019) journal articles on the efficacy of the group counseling with that client population. After reading the articles, answer the following questions and formulate a narrative about your topic.

1. Define, discuss, and present statistics about the type of group you are writing about. This will be like your Introductory section. But **DO NOT LABEL IT INTRODUCTION**. Follow your APA style for page 3.
2. Is group counseling a **USEFUL TREATMENT** for this client population?
3. Are **INTERVENTIONS** most effective when they are based on a single theory (e.g. psychodynamic)?
4. What **CONTRA INDICATORS (work against or not in sync)** do counselors have to be alert for when considering a group counseling placement for clients from the population you specified?
5. **CONCLUSION:** How has the paper changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped form your new way of thinking about group counseling? How would you use group counseling in your counseling career?

Papers will be graded on the quality of the thought, insight, and scholarly writing. **USE HEADERS FOR EACH SECTION OF YOUR PAPER.** Your paper should therefore have different headings highlighted and bolded above.

**Requirements:**

- Written Communication: Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in **third person**.
- APA Formatting: APA formatted required (title page, abstract, and reference page). All citations must be formatted according to APA Manual 6th ed.
- Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years. One of them should be one of your textbooks. One article can be published in the last 20 years.
- Length of Paper: Enough to answer all of the questions in a scholarly level. The entire paper should be typed double-spaced pages. No less than four pages. Page limit does not include title or reference page.
- Font and Font Size: Times News Roman, 12 point.

**Assignment 6: Group Counseling Facilitation (Foliotek Assignment; 50 pts.)** (CACREP II. G.6.h; CACREP II. G.6.a; CMHC C.3 & D.5; SC C.5 & D.1; CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1;

**Practice Group Counseling Facilitation:** This assignment refers to you facilitating a practice group during our residency time in October. You will be paired up and you will develop a practice group session. So please choose the best topic for your graded group facilitation. Attempt to make every opportunity to collaborate because your group session should appear like you are in sink. One leader can appear be to the lead but your co-leader should also be a part of the group session. Two of you will choose to different group topics. This will only be 45 minutes. This is an experiential part of your class and involves you leading your peers in a group experience.

**Graded Group Counseling Facilitation:** This assignment refers to you facilitating a group session during the residency. This group session will be graded. You will be paired up. The experiential group you will lead and should last 45 minutes. Remember to use your attending and facilitating skills (which are NOT the same as your teaching skills). You will be graded on your uses of reflection of feelings, reflection of content, summarizing, linking, confronting, blocking, and being present. Facilitators are supposed to focus on effective processes (meeting dynamics) allowing the participants to focus on the content or the substance of their work together! Some students will be used as group observers. **You will need to produce a plan of your group facilitation by September 26, 2019. A sample of a plan will be provided to you. We will discuss these plans during WebEx time.**

This experience will provide learners the opportunity to:

- 1) Demonstrate group leadership skills and counseling skills;
- 2) Discuss and observe group dynamics and processes;
- 3) Provide feedback and self-disclose to peers in a facilitative and supportive manner.

**Remember:** Your second group session group topic needs to be appropriate for graduate students. No topic is to be repeated. The written description of your group topic is due the following week.

**\*\* Note: This is not a presentation about groups, neither are you to act as a teacher. Instead, you are to act as a group facilitator!**

Some possible topics for group exploration are below:

- How to work with clients when there is a clash of values.
- Being aware of our biases and what do with those in counseling sessions.
- How do we work on our own current/or unresolved issues - counter transference and how do we know when those issues are “resolved.”
- How do we take care of ourselves – self-care behaviors & how to avoid the burn out road
- What stresses us out...
- Diagnoses which are personally “scary”
- The evolution of your counseling theory
- The main components of change in the group counseling process are...
- The positive life components most influencing me as a counselor are
- Fears you have about becoming a counselor
- Dual-relationships and boundaries
- Personal Therapy: Can you do in your life what you challenge our clients to do in theirs?
- Positive life components that influence counselors
- Stress in the counseling profession & how to manage it
- Working with difficult clients
- Working with resistance

### **Observers**

During the residency other students who are not leading their group facilitation will be observing the leader and the group. The students will be provided with an evaluation form and a comment sheet to provide constructive feedback to their colleagues. Students will grade their fellow colleague. Review the constructive feedback information on blackboard. These feedbacks should be provided in your personal reflection.

### **Assignment 7: Personal Reflection (Foliotek Assignment; 50 pts. Due after your facilitation) - (CACREP II. G.6.h)**

**Personal Reflection (on group facilitation):** This is a reflection and self-critique of how the facilitation of your group went. Whatever you write in your personal reflection will be held in strict confidence and you may include specifics of actual events and issues dealt with by group members. Write and submit a personal reflection paper exploring the following issues. Use transitional sentences.

1. Reflect on what your group counseling was about? The name of the group, number of participants? The climate, the mood, how the group was set up? Leadership styles? Any therapeutic factors noted? This will be like your INTRODUCTION but do not label it **INTRODUCTION or REFLECT** just use the APA style page 3 format.
2. What did you do well? Identify the **strengths and weaknesses** in your group facilitating performance. Specifically address which skills were hard to use and which ones came easy to you. What would you change? Was there anything you wish you had done differently in the session but didn't think of it or were afraid to say it?
3. What do you see as the **Role** of a facilitator? Identify the group stage in which the group was at during your session. How did such stage influence your role as a facilitator? How do you feel you fulfilled such a role? Explain what role you see group counseling playing in your future counseling profession.
4. What **Issues** brought up by other group members were not appropriately addressed? What issues were there that you did not or could not relate to?
5. What were your **Feelings and Emotions** responses to the events that unfolded in the session?
6. What have you **Written About the Session** that you desire to share with your group members? What would you be afraid to share?
7. Identify your **Goals for Improvement** as a group facilitator. How can your work be improved? What steps can you take to undergo these improvements?



8. **Conclusion:** *How has the paper changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped formed your new way of thinking about group counseling? How would you use group counseling in your career?*

\* PLEASE do NOT copy and paste these questions in your paper! Instead, use headings!!! Use the headings that are highlighted above.

**Requirements:**

- Written Communication: Written communication is free of errors that detract from the overall message. May be written in first person.
- Content: Must include the sections and meet the content specifications described above.
- APA Formatting: APA formatted required (Title page, abstract, and reference page). All citations must be formatted according to APA Manual 6th ed.
- Number of Resources: Two resources. Use your textbook and the NCE preparation PowerPoints
- Length of Paper: 4 typed double-spaced pages (body of paper) points will only deducted for pages less than 4.
- Font and Font Size: Times News Roman, 12 point.

**Assignment 8: The Schopenhauer Cure Analysis (Foliotek Assignment; TSCA; 75 pts: peer evaluation 5 pts.):** (CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1)

**The Schopenhauer Cure Analysis (TSCA):** Write a paper addressing how your understanding of group psychotherapy was changed by reading this novel. You will be paired up for this assignment.

Topics you must address include:

1. How **therapeutic factors** (Yalom's Curative Factors; (page 46) and review were manifest? Define and give three therapeutic factors examples mentioned in the novel. For example, Instillation of hope ("In chapter 1, Philip noted he was hopeful about his diagnosis of skin cancer. He indicated he wanted to have a group of hope to complete (Yalom, 2005), Universality and Group Cohesion.
2. The therapist's use of **transparency and transference**?
3. The **manifestations and threats to group cohesion**? Who had problems with whom in the group. How did the group leader deal with the manifestations and threats to group cohesion. Provide examples from the novel.
4. The use of the **here and now**? What were the issues now? How did the group deal with it?
5. The use of **process commentary**?
6. How **the issues** of sub-grouping, self-disclosure, and termination created challenges to the life of the group? How did sub-grouping manifest itself? Who had subgroups? Was this a good idea? Who self-disclosed? Give examples. Was this a good idea? How did termination of the group create challenges? For example, when Julius spoke about his cancer illness.
7. What group member did you **most identify with and which group member evoked the strongest reaction** in you? How do you understand your **reactions to these characters**? For this section please use first person. Each group member will write their own reactions. For example, you will say, "Group Counselor-in-training One identified with Philip because..."
8. **Conclusion:** *How has this novel changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped formed your new way of thinking about group counseling? How would writing this analysis help with you using group in your counseling career?*

Papers on the quality of the thought, insight, and scholarly writing. This is your foliotek assignment. **USE HEADERS FOR EACH SECTION OF YOUR PAPER.** Your paper should therefore have nine headings.

**Requirements:**

- Written Communication: Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in **third person**.
- APA Formatting: APA formatted required (title page, abstract, and reference page). All citations must be formatted according to APA Manual 6th ed.
- Number of Resources: Minimum of 4 peer-reviewed scholarly articles published in the last 5 years. Also, use your NCE Preparation PowerPoints to make the fifth area.
- Length of Paper: Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. No less than 8 pages. Deductions will be given for paper less than 8 pages but you will not penalize for it over 8 pages. Page limit does not include title or reference page.

- Font and Font Size: Times News Roman, 12 point.

**Assignment 9: Community Group Observation and Reflection (20 pts.)** - (CACREP II. G.6.h; CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1)

Community Group Observation and Reflection:

1. Attend a group session in the community such as: Alcoholics Anonymous, Narcotics Anonymous, other 12 step program meeting, grief group, or other open counseling or psycho-educational group. For school counselors in training please attempt to attend a group in the school. Please obtain prior approval from the instructor for the planned observation.
2. After observing the community group in action, write a 3-page double-spaced reflection paper. No more than 3 pages. Possible topics to be discussed within the reflection include:
  - Leadership style(s) observed within the group
  - Perception of the group members, problem members/behaviors
  - Discussion of group techniques and process
  - What you learn
  - What could you implement from your observation in future groups
  - Other relevant applications from your observation to what has been
  - Learned in the course thus far
  - Appropriate use of grammar
  - Demonstrates understanding of group process and applies concepts from the course
  - Demonstration of personal reflection upon material and observations.

**Requirements:**

- Written Communication: Written communication is free of errors that detract from the overall message. To be written in first person.
- Content: Must include the sections and meet the content specifications described above.
- APA Formatting: Formatted according to APA Manual 6th ed.
- Number of Resources: Use your NCE Preparation Powerpoint
- Length of Paper: 3 typed double-spaced pages.
- Font and Font Size: Times News Roman, 12 point.

**Legal**

North Carolina Central University (“NCCU”) is committed to academic and professional excellence, which is evidenced by NCCU’s intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University’s obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual misconduct. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

**Legal Background: Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct**

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively “ADA”). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively “accommodations”) that are necessary to afford an individual with a disability an equal opportunity to participate in the

school's programs. It is the responsibility of the student with a disability to initiate the request for accommodations by contacting the **NCCU Office of Student Accessibility Services ("SAS")** (formerly Student Disability Services) and providing documentation of a disability. Once a student makes a request, SAS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

NCCU also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University's educational programs and activities. **NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4)** was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered *responsible employees* who must report instances of sexual misconduct to **NCCU's Title IX Coordinator**.

### Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations.

NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement (**indicated below in bold text**) on all course syllabi:

### **Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

### **Student Accessibility Services (formerly Student Disability Services)**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.nccu.edu/sas](http://www.nccu.edu/sas) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

### **Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

### **Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and

maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

Faculty members are encouraged to contact SAS at (919) 530-6325 with questions about compliance with Section 504 and the ADA, or the Title IX Coordinator at (919) 530-7944 with questions about the Sexual Misconduct Policy and compliance with Title IX.

#### **Blackboard:**

This class will utilize the campus “*Blackboard*” system. Every student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your *Blackboard* (Bb) account, please call the IT department first at 530-7676. **PLEASE CHECK YOUR BLACKBOARD DAILY!!!**

#### **FOLIOTEK:**

Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. This announcement is to provide clarification of how this will work. The details are as follows:

- Everyone admitted to the counseling program Fall 2008 or after should have a Foliotek account. Non-counseling majors are not required to use Foliotek unless specified by their own NCCU department.
- If you do not have a Foliotek account, contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website ([www.nccuCounseling.com](http://www.nccuCounseling.com)) on the student page.
- These documents should be your best work and incorporate your instructors’ feedback and/or suggestions.
- Faculty will evaluate your portfolio each semester so this will be an ongoing requirement. I will identify the Foliotek assignments as the course progresses.
- Please make corrections to your paper before uploading your foliotek materials from last semester by January 11<sup>th</sup>, 2020.

### **Course Requirements and Points**

<b>Assignment</b>	<b>Course requirement</b>	<b>Points</b>	<b>Due Date</b>
1	Class Activities (Videos, Questions, Discussion), Observation and/or Peer Observation during Residency	80 pts.	<b>Every Week</b>
2	Quizzes ( <b>4 quizzes at 5 pts each</b> )	20 pts.	<b>Aug 22, 29; Sept 12, 26th</b>
3	AATBS (NCE) and textbook tests 1, 2, 3, 4 ( <b>4 tests at 30 pts. each</b> )	120 pts.	<b>Sept 6, 19, Oct 3, Nov 7</b>
4	TSC video presentation ( <b>Pairs</b> )	30 pts.	<b>See Scheduled Time</b>
5	Client Population Paper	50 pts.	<b>Sept 12</b>
6	Group Facilitation	50 pts.	<b>Oct 9, 10, or 11</b>
7	The <i>Schopenhauer Cure</i> Analysis ( <b>TSCA: In Pairs</b> )	80 pts.	<b>Nov 21</b>
8	Personal Reflection (on facilitation)	50 pts.	<b>Oct 24</b>
9	Community Group Observation	20 pts.	<b>Dec 5</b>
	<b>Total</b>	<b>500 pts</b>	

**This course will be graded using an A to F-system as follows:**

#### **Grading Scale**

450 and above	A
400 - 449	B
350-399	C
349 and below	F

**No grade below “C” will be accepted toward a graduate degree. This includes C- grades**

**NO LATE WORK WILL BE ACCEPTED. Revisions for foliotek assignments will be encouraged to complete before you upload them.**

### **Email Correspondence**

When contacting me via email your email subject line should be relevant to your email content. Please use **“Online Principles of Group Counseling: (Reason for your email)”** and then describe the nature of your email.

### **Academic Honesty Reminder**

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of “F” in the course. Also you are bound by the ethical guidelines of ACA.

### **Technology Proficiency Requirements and Resources**

Students must be able to:

- Create Microsoft Word documents (WordPerfect and Microsoft WORKS are not acceptable)
- Check e-mail daily
- Search for and obtain articles from online databases, the university library and inter-library loan
- Access articles and materials using the university library E-Reserve system
- Attach Microsoft Word documents to email
- Access and manage information within the Desire 2 Learn learning platform

### **Films/Documentaries:**

We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of theories and techniques in counseling.

### **Evaluation**

NCCU values feedback from students as part of its ongoing quest for excellence in education. As part of this process, you will have the opportunity to evaluate this course and provide the instructor with feedback and comments through the use of a standard evaluation instrument. Commitment to the teaching and learning process requires each student to complete this evaluation as part of the ongoing revision of this course and instructional competence. Your participation in this process is an expectation of this course

### **Adverse Weather: THIS APPLIES TO RESIDENCY**

It will be difficult to cancel Residency but the statement has to be said below:

*In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible via email. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible 2 hours before class starts), using email to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. We will also be using WebEx software to meet via online.*

### **\*TENTATIVE CLASS SCHEDULE AND TOPICS**

(\*This is tentative and is subject to change by instructor)

NB: Textbook: **Group Counseling: Strategies and Skills (JSMH): Group in Actions and Strategies (CCH); National Counselor Exam Licensing Prep (AASTB);**

**Date**

**Topic**

**Reading/Assignment**

## PREUNIT

<p><b>Thursday August 15, 2019</b></p>	<p><u>Pre-Week</u></p> <p><u>How to Get Started!!</u></p>	<p><b>Start</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the “<i>Start Here</i>” Complete all of these items in this folder begin with watch the video.</li> <li><input type="checkbox"/> Review the “<i>Instructor Information</i>”</li> <li><input type="checkbox"/> Review the “<i>Course Information</i>”</li> <li><input type="checkbox"/> Explore “<i>MindTap</i>” and your JSMH an CCH textbooks</li> <li><input type="checkbox"/> Complete Introduction</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read syllabus</li> <li><input type="checkbox"/> Read all of the policies, resources (Under NCCU Resources)</li> <li><input type="checkbox"/> Read all of the how to documents such as blackboard</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Course Description</li> <li><input type="checkbox"/> Review Student Learning Outcomes</li> <li><input type="checkbox"/> Review Required Materials</li> <li><input type="checkbox"/> Review Cengage/<i>MindTap</i></li> <li><input type="checkbox"/> Review Evaluations &amp; Grades</li> <li><input type="checkbox"/> Review Course Syllabus</li> <li><input type="checkbox"/> Review Pre-Requisite Knowledge</li> <li><input type="checkbox"/> Review and read Netiquett</li> <li><input type="checkbox"/> Review Video Conferencing Etiquette</li> </ul> <p><b>Learning Extensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write questions from syllabus</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss Syllabus and assignments</li> <li><input type="checkbox"/> Review allocation of groups</li> <li><input type="checkbox"/> Introduce yourself to the class in discussion board (<b>2 pts</b>)</li> </ul> <p><b>Due Date: Thursday, August 15, 2019</b></p>
<b>UNIT 1</b>		
<p><b>Thursday August 22, 2019</b></p> <p><b>WebEx Meeting</b></p> <p><b>6:00 – 8:00 pm</b></p>	<p><b>WEEK 1:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 1 (JSMH)</b> Introduction to the Course</p> <p><b>Chapter 2: (JSMH)</b> Stages of Groups. Group Process, &amp; Therapeutic Forces</p> <p><b>First Program: Segment 1: (CCH)</b> Forming a Group</p> <p><b>Development of Groups (AATBS)</b></p> <p><b>The Group’s Leader Role and Responsibilities (AATBS)</b></p>	<p><b>Assignment to Complete</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 1 &amp; 2 (JSMH)</li> <li><input type="checkbox"/> Read Chapter 1 (CCH)</li> <li><input type="checkbox"/> Read Leadership Styles (Articles and Readings in Blackboard)</li> <li><input type="checkbox"/> Ready Types of Groups (Articles and Readings in Blackboard)</li> <li><input type="checkbox"/> Ready Therapeutic Factors (Articles and Readings in Blackboard)</li> <li><input type="checkbox"/> Read the “Development of Groups” AATBS NCE Prep.</li> <li><input type="checkbox"/> Read the “The Group’s Leader Role and Responsibilities” AATBS</li> <li><input type="checkbox"/> View Chapters 1 &amp; 2: Powerpoint (Chapter Powerpoint)</li> <li><input type="checkbox"/> Video Activity chapters 1 (<b>Introducing the Group Leader - practice</b>)</li> <li><input type="checkbox"/> Watch the video playlist and complete the graded review questions</li> <li><input type="checkbox"/> View video (CCH.) - Watch the video playlist and complete the graded review questions</li> <li><input type="checkbox"/> Quiz # 1: Chapter Quiz (chapter 1 &amp; 2: <b>5 pts</b>)</li> </ul> <p><b>Major Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with partner and start TSC Video</li> </ul> <p><b>Due Date: Thursday, August 22<sup>nd</sup>, 2019 at 11:59 pm</b></p>
<p><b>Thursday, August 29, 2019</b></p>	<p><b>WEEK 2:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 3: (JSMH)</b> Planning</p> <p><b>Chapter 4: (JSMH)</b> Purpose of Group</p> <p><b>First Program: Segment 2 – (CCH)</b> The Initial Stage</p>	<p><b>Assignments to Complete</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapter 3 &amp; 4 (JSMH.)</li> <li><input type="checkbox"/> Read Chapter 2 (CCH)</li> <li><input type="checkbox"/> View Chapters 3 &amp; 4: PowerPoint (JSMH)</li> <li><input type="checkbox"/> Helper Studio (Focusing on Purpose): Watch video, make video then your response and then upload in Blackboard– JSMH – <b>3 pts</b>)</li> <li><input type="checkbox"/> Video Activity (CCH) - Watch the video playlist (<b>3 pts</b>)</li> <li><input type="checkbox"/> Discussion Board – Purpose of Group (<b>4 pts</b>)</li> <li><input type="checkbox"/> Review NCE preparation (AASTB)</li> <li><input type="checkbox"/> Quiz # 2: Chapter (Quiz – (Chapter 3 &amp; 4; <b>5 pts</b>)</li> </ul> <p><b>Major Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Start studying for Test # 1: Chapters 1-4 (JSMH and NCE Prep.)</li> </ul>

		<b>Due Date: Thursday, August 29, 2019 at 11:59 pm</b>
<p><b>Thursday, September 5, 2019</b></p> <p><b>WebEx Meeting 6 – 8 pm</b></p>	<p><b>WEEK 3:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 5 – (JSMH)</b> Getting Started</p> <p><b>Chapter 6 – (JSMH)</b> Basic Skills to Group Leaders</p> <p><b>First Program – Segment 3 – CCH</b> The Transition Stage</p>	<p><b>Assignment to Complete</b></p> <ul style="list-style-type: none"> <li>___ Read Chapter 5 &amp; 6 (JSMH)</li> <li>___ View Chapters 5 &amp; 6: Powerpoint – (JSMH)</li> <li>___ Video Activity (Chapters 5 &amp; 6 – (JSMH) - Watch the video playlist and complete the graded review questions</li> <li>___ Class Video Activity Linking the Work of Members – Transition Stage Watch the video playlist and complete the graded review questions</li> </ul> <p><b>Major Assignments</b></p> <ul style="list-style-type: none"> <li>___ Chapter 1-3 (TSC) # 1 – Tawana &amp; Marlee</li> <li>___ Chapter 4-6 (TSC) # 2 - Shonda &amp; Katherine Ga</li> <li>___ Chapter 7-9 (TSC) # 3 - Shameka &amp; Camri</li> <li>___ Test 1: Chapter (1, 2, 3, 4; <b>30 pts</b>; JSMH, CCH and AATBS Material)</li> </ul> <p><b>Due Date: Thursday, September 5, 2019 at 11:59 pm</b></p>
<p><b>Thursday, September 12, 2019</b></p>	<p><b>Week 4:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 7: (JSMH)</b> Focus</p> <p><b>Chapter 8: (JSMH)</b> Cutting off and drawing out</p> <p><b>Chapter 4: Segment 4 (CCH)</b> Working Stage</p>	<p><b>Assignment to Complete</b></p> <ul style="list-style-type: none"> <li>___ Read Chapter 7 &amp; 8 (JSMH)</li> <li>___ View Chapters 7 &amp; 8: Powerpoint (Chapter Powerpoint; JSMH)</li> <li>___ Video Activity CCH - Watch the video playlist and complete the graded review question (<b>3 pts</b>)</li> <li>___ Helper Studio - Drawing Out Artfully JSMH (<b>3 pts.</b>) - Watch the video playlist and complete the graded review questions</li> <li>___ Discussion Board (<b>4 pts</b>)</li> <li>___ Review NCE preparation (AATBS)</li> <li>___ Quiz # 3: Chapter 7 &amp; 8 (<b>5 pts.</b>)</li> </ul> <p><b>Major Assignment Due</b></p> <ul style="list-style-type: none"> <li>___ Client Population Paper (<b>50 pts.</b>) due at 11:59 PM.</li> <li>___ Start studying for Test # 2: Chapters 5, 6, 7, 8 (JSMH and NCE Prep)</li> </ul> <p><b>Due Date: Thursday, September 12, 2019</b></p>
<b>UNIT 2</b>		
<p><b>Thursday September 19, 2019</b></p> <p><b>WebEx 6:00 – 8:00 pm</b></p>	<p><b>WEEK 5:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 9 - JSMH</b> Rounds/Dyads/</p> <p><b>Chapter 10 - JSMH</b> Exercises</p> <p><b>First Program: Segment 2 – (CCH)</b> The Initial Stage</p>	<p><b>Assignments to Complete</b></p> <ul style="list-style-type: none"> <li>___ Read Chapters 9 &amp; 10</li> <li>___ View Chapters 9 &amp; 10: Powerpoint (Chapter Powerpoint)</li> <li>___ Video Activity chapters 9 &amp; 10 (JSMH)- Watch the video playlist and complete the graded review questions</li> <li>___ Class Video Activity CCH - Watch the video playlist and complete the graded review questions</li> </ul> <p><b>Major Assignments</b></p> <ul style="list-style-type: none"> <li>___ Chapter 10-12 (TSC) # 4 - Kanasha &amp; Ronald</li> <li>___ Chapter 13-15 (TSC) # 5 - Akeyia &amp; Haley</li> <li>___ Chapter 16-18 (TSC) # 6 – Elizabeth &amp; Sherry</li> <li>___ Test # 2: Chapters 5, 6, 7, 8 (30 pts; CCH and AATBS Material)</li> </ul> <p><b>Due Date: Thursday, September 19, 2019 at 11:59 pm</b></p>
<p><b>Thursday, September 26, 2019</b></p>	<p><b>WEEK 6:</b></p> <p><b>Topic:</b></p> <p><b>Chapter 11 - JSMH</b> Introducing, Conducting, and Processing Exercise</p> <p><b>Chapter 12:</b> Leading the Middle Stage of a Group</p> <p><b>Chapter 4: Segment 4 (CCH)</b> Working Stage</p> <p><b>Group Intervention Techniques and Processes (AATBS)</b></p>	<p><b>Assignment to Completed</b></p> <ul style="list-style-type: none"> <li>___ Read Chapter 11 &amp; 12</li> <li>___ View Chapters 11 &amp; 12: Powerpoint (Chapter Powerpoint)</li> <li>___ Video Activity (Chapter 11 &amp; 12 – JSMH – <b>3 pts.</b>) - Watch the video playlist and complete the graded review questions</li> <li>___ Helper Studio - Drawing Out Artfully JSMH (<b>3 pts.</b>) - Watch the video playlist and complete the graded review questions</li> <li>___ Video Activity CCH - Watch the video playlist and complete the graded review questions</li> <li>___ Discussion Board (<b>4 pts.</b>)</li> <li>___ Review “Group Intervention Techniques and Processes” AATBS</li> <li>___ Quiz # 4: Chapter (11 &amp; 12: <b>5 pts.</b>)</li> </ul> <p><b>Major Assignments</b></p> <ul style="list-style-type: none"> <li>___ Start studying for Test # 3: Chapters 9, 10, 11, 12</li> </ul> <p><b>Due Date: Thursday, September 26, 2019</b></p>



<p>Thursday, October 3, 2019</p> <p>WebEx Meeting 6 – 8 pm</p>	<p><b>WEEK 7:</b></p> <p><b>TOPIC:</b> <b>Chapter 13: (JSMH)</b> Using Counseling Theories in Group</p> <p><b>Chapter 14: (JSMH)</b> Counseling and therapy in Groups</p> <p><b>Third Program</b> Lecturette of Theories and Techniques in Group Counseling</p> <p><u>Theoretical Approaches to Group Counseling</u>" (AATBS)</p>	<p><b><u>Assignments to Complete</u></b></p> <ul style="list-style-type: none"> <li>___ Read Chapter 13 &amp; 14</li> <li>___ Review "Theoretical Approaches to Group Counseling" (AATBS)</li> <li>___ View Chapters 13 &amp; 14: Powerpoint (Chapter Powerpoint)</li> <li>___ Video Activity (Chapter 13 &amp; 14) - Watch the video playlist and complete the graded review questions</li> <li>___ Class Video Activity CCH - Watch the video playlist and Complete the graded review questions</li> </ul> <p><b><u>Major Assignment</u></b></p> <ul style="list-style-type: none"> <li>___ Chapter 19 - 21 (TSC) # 7 - Rebecca &amp; Jennifer</li> <li>___ Chapters 22 – 24 (TSC) # 8 – Allison &amp; James</li> <li>___ Test # 3: Chapters 9, 10, 11, 12 (<b>30 pts</b>; CCH and AATBS Material)</li> </ul> <p><b>Due Date: Thursday, October 3, 2019</b></p>
<b>UNIT 3</b>		
<p>Thursday October 9, 10, 11, 2019</p>	<p><b>Week 8:</b></p> <p><b>Topic:</b> <b>Residency</b></p>	<p><b><u>Group Presentations (50 pts)</u></b></p> <p><b><u>October 9, 2019: 8 am – 5 pm</u></b></p> <ul style="list-style-type: none"> <li>✓ Practice Group Facilitations # 1 - Akeyia &amp; Rebecca</li> <li>✓ Practice Group Facilitations # 2 - Ronald &amp; Sherry</li> <li>✓ Practice Group Facilitations # 3 - Shameka &amp; Jennifer</li> <li>✓ Practice Group Facilitations # 4 - Haley &amp; Katherine</li> <li>✓ Practice Group Facilitations # 5 - Kanisha &amp; Shando</li> <li>✓ Practice Group Facilitations # 6 - Camri &amp; Elizabeth</li> </ul> <p><b><u>October 10, 2019: 8 am – 5 pm</u></b></p> <ul style="list-style-type: none"> <li>✓ Practice Group Facilitations # 7 - Allison &amp; Marlee</li> <li>✓ Practice Group Facilitations # 8 - Tawana &amp; James</li> <li>✓ Graded Group Facilitations # 9 - Akeyia &amp; Rebecca</li> <li>✓ Graded Group Facilitations # 10 - Ronald &amp; Sherry</li> <li>✓ Graded Group Facilitations # 11 - Shameka &amp; Jennifer</li> <li>✓ Graded Group Facilitations # 12 - Haley &amp; Katherine</li> </ul> <p><b><u>October 11, 2019: 8 am – 2:30 pm</u></b></p> <ul style="list-style-type: none"> <li>✓ Graded Group Facilitations # 13 – Kanisha &amp; Shando</li> <li>✓ Graded Group Facilitations # 14 – Camri &amp; Elizabeth</li> <li>✓ Graded Group Facilitations # 15 – Allison &amp; Marlee</li> <li>✓ Graded Group Facilitations # 16 – Tawana &amp; James</li> </ul> <p><b><u>Assignment</u></b></p> <ul style="list-style-type: none"> <li>___ Observers and/or Peer Evaluation Class Activity (<b>24 pts</b>; <i>Must be present for these points</i>)</li> </ul> <p><b>Thursday, October 11, 2019: Last day for graduate student to withdraw from the class with a (WC)</b></p>
<p>Thursday, October 17, 2019</p>	<p><b>Week 9</b></p>	<p><b>Midterm break October 14 &amp; 15: No Assignments Due</b></p>
<p>Thursday, October 24, 2019</p>	<p><b>Week 10:</b></p> <p><b>Topic:</b> <b>Chapter 15 - JSMH</b> Closing a Session</p> <p><b>Chapter 16 - JSMH</b> Dealing with Problem Situation</p> <p><b>Second Program: Segment 1 – CCH</b> Challenges Dealing with Difficult Behavior in Group</p> <p><u>Termination</u> - (AATBS)</p>	<p><b><u>Assignments to Complete</u></b></p> <ul style="list-style-type: none"> <li>___ Read Chapter 15 &amp; 16</li> <li>___ View Chapters 15 &amp; 16: Powerpoint (Chapter Powerpoint)</li> <li>___ Helper Studio - Drawing Out Artfully JSMH (<b>3 pts.</b>) - Watch the video playlist and complete the graded review questions</li> <li>___ Video Activity JSMH (<b>3 pts</b>)- Watch the video playlist and complete the graded review questions</li> <li>___ Video Activity CCH - Watch the video playlist and complete the graded review questions</li> <li>___ Discussion Board (<b>4 pts.</b>)</li> <li>___ Review "Termination" (AATBS)</li> </ul> <p><b><u>Major Assignment:</u></b></p> <ul style="list-style-type: none"> <li>___ Personal Reflection Paper Due (50 pts)</li> <li>___ Start studying for Test # 4: Chapters 13, 14, 15, 16, 17</li> </ul> <p><b>Due Date: Thursday, October 24, 2019</b></p>

<p><b>Thursday, November 7, 2019</b></p>	<p><b>Week 11</b>  Chapter 17 - JSMH Working with Specific Populations  <u>Group Intervention Techniques and Processes (AATBS)</u></p>	<p><b><u>Assignments to Complete</u></b>  <input type="checkbox"/> Read Chapter 17  <input type="checkbox"/> View Chapters 17: PowerPoint (Chapter PowerPoint)  <input type="checkbox"/> Helper Studio - Drawing Out Artfully JSMH - Watch the video playlist and complete the graded review questions  <input type="checkbox"/> Video Activity JSMH - Watch the video playlist and complete the graded review questions  <input type="checkbox"/> Video Activity CCH - Watch the video playlist and complete the graded review questions  <input type="checkbox"/> Discussion Board (4 pts.)</p> <p><b><u>Major Assignment:</u></b>  <input type="checkbox"/> <b>Test # 4: Chapters 13, 14, 15, 16 (30 pts JSMH, CCH and AATBS Material)</b></p> <p><b>Due Date: Thursday, November 7, 2019</b></p>
<b>UNIT 4</b>		
<p><b>Thursday, November 14, 2019</b></p>	<p><b>WEEK 12:</b>  <u>Second Program: Segment 1 – CCH</u> Challenges Dealing with Difficult Behavior in Group</p>	<p><b><u>Assignments</u></b>  <input type="checkbox"/> Video Questions - CCH (3 pts.)  <input type="checkbox"/> Helper Studio - Drawing Out Artfully JSMH (3 pts.) - Watch the video playlist and complete the graded review questions</p> <p><b>Due Date: Thursday, November 14, 2019</b></p>
<p><b>Thursday, November 21, 2019</b></p>	<p><b>Week 13:</b>  <u>Second Program: Segment 1 – CCH</u> Challenges Dealing with Difficult Behavior in Group</p>	<p><b><u>Assignments:</u></b>  <input type="checkbox"/> Video Questions - CCH (3 pts.)  <input type="checkbox"/> The Schopenhauer Cure Analysis (80 pts)</p> <p><b>Due Date: Thursday, November 21, 2019</b></p>
<p><b>Thursday, November 28, 2019</b></p>	<p><b><u>Week 14</u></b></p>	<p><b>No Assignments Due; Thanksgiving Week</b></p>
<p><b>Thursday, December 5, 2019</b></p>	<p><b>Week 15:</b>  <u>Second Program: Segment 1 – CCH</u> Challenges Dealing with Difficult Behavior in Group  <u>Second Program: Segment 2 - CCH</u> Challenges of Addressing Diversity</p>	<p><b><u>Assignment</u></b>  <input type="checkbox"/> Video Questions - CCH (3 pts.)  <input type="checkbox"/> Community Group Observation (20 pts.)</p> <p><b>Due Date: Thursday, December 5, 2019</b></p>

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

APA Pet Peeves (go to [apa.com](http://apa.com))

- pp. 67-68, 3.08, Economy of Expression
- p. 69, 3.09, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.
- pp. 77-78, 3.18, Use the past tense
- pp. 79, 3.20, a pronoun must agree in number
- pp. 81-82, 3.21, misplaced and dangling modifiers
- pp. 84-86, 3.23, parallel construction
- pp.73-74, 3.12, gender (use plural pronouns)
- p.76, 3.15, disabilities (people before disabling condition)
- pp. 88-89, 4.03, use a comma between elements
- pp. 91-92, 4.07, quotation marks—do not hedge
- pp.62-63, 3.02-3.03, headings
- pp. 63-64, 3.04, seriation
- pp. 170-171, 6.03, quotation of sources
- pp.111-112, 4.31 a, b, and especially 112 e—numbers

p. 118, 4.45, use symbol for percent when it is preceded by a number  
pp. 174-179, 6.11-6.21, Reference citations in text  
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

**Other important notes:**

Do not use contractions

Do not objectify people—use participants instead of subjects

Do not overuse direct quotations

Avoid secondary citations

Avoid anthropomorphism

Avoid linear literature reviews (study by study)

Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1) ...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out