



North Carolina Central University
Department of Allied Professions
“Communicating to Succeed”



**CON 5351-OL1 Principles and Procedures in Group
Counseling
Spring 2023
SYLLABUS**

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.

Instructor Information

Name: Dr. Levette S. Scott,
Associate Professor, LCMHC, RN, Licensed K-12 School Counselor (NC), NCC

Location: Virtually

Email: Levette.scott@nccu.edu
You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.
Grade Turn-Around: Feedback and grading will take one week after due date.

Telephone: 919-530-6212

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

Office Hours

Monday: Service Days; Tuesdays (8 am - 3 pm); Wednesday (5:00 pm – 6:00 pm); Thursday (1-3 pm)

Please schedule appointment then access my personal room here
<https://nccu.zoom.com/join/levette.scott>

About This Course

Orientation Class

Date: Thursday, January 12th, 2023

Time: 4:00 p.m. – 6:30 p.m. via Zoom

Meeting Times: Every Thursday via Zoom

Students need a PC with internet access, earphone and Web Camera.

Mandatory Residency Dates: Wednesday March 15th, Thursday, March 16th (8:30 – 6 pm) & Friday, March 17th (9 – 12:00 pm)

Course Location

Synchronous and Asynchronous Online

Course 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.

This course is a 3-semester hour graduate credit class and is a requirement for all school counseling majors.

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 synchronized online interactions with a three-day on campus residency.

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.

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 Zoom setting, video, and role-play simulations. **ALL ZOOM CLASS & RESIDENCY ARE 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 Zoom, Blackboard for handouts, announcements, and all course documents.

CACREP (2016) STANDARDS ADDRESSED IN THE COURSE

<p>CON 5351 - Student Learning Outcomes</p> <p>The corresponding 2016 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Group Counseling – CACREP Section II. G6).</p> <p>Students will be able to:</p>	<p>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome</p>
<p>Identify theoretical foundations of group counseling and group work (CACREP 2.F.6.a)</p>	<p>Readings, Classroom discussions, Group Assimilations, Group Facilitation, Videos, Discussion, TSC Video</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, Group Counseling Facilitation</p>
<p>Identify dynamics associated with group process and development (CACREP 2.F.6.b)</p>	<p>Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos, Discussion, TSC Video</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis</p>
<p>Identify and research therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)</p>	<p>Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos, Discussion, TSC Video, Video Observation</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis</p>
<p>Identify characteristics and functions of effective group leaders (CACREP 2.F.6.d)</p>	<p>Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos, Discussion, TSC Video, Video Observation</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis</p>
<p>Describe approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)</p>	<p>Readings, Classroom discussions, Group Assimilations, Group Facilitation, Videos, Discussion, TSC Video, Video Observation</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis, *Group Counseling Facilitation, Client Population Paper,</p>
<p>Describe types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)</p>	<p>Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos,</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis, Community Group</p>

	Discussion, TSC Video, Video Observation	Observation, Client Population Paper
Articulate ethical and culturally relevant strategies for designing and facilitating groups (CACPREP 2.F.6.g)	Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos, Discussion, TSC Video, Video Observation	Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis
*Understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. (K) (Key Performance Indicator for Group Counseling and Group Work) Participate in 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 CACPREP 2.F.6.h)	Readings, Classroom discussions, Group Assimilations, *Group Facilitation, Videos, Discussion, TSC Video, Video Observation	Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis, Community Group Observation, *Group Counseling Facilitation, Personal Reflection,
*Demonstrate leadership and facilitation of group components, including group process, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work to the counseling practice (S); Key Performance Indicator for Group Counseling and Group Work)	Attend *Group Counseling; Residencies; Review Videos in Textbook: Review "Understanding group psychotherapy";	Group Counseling Feedback from professors, colleagues and instructors; CSDAT feedback evaluations; *Group Counseling Facilitation; Personal Reflection;

* This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment.

TSC-The The Schopenhauer Cure

Prerequisite(s)

Theories and Ethics courses

Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

*Association for Advanced Training in the Behavioral Sciences. (2021). National Counselor Exam Licensing Prep. Author <https://aatbs.com/counseling-study-volumes>

"NCCU has partnered with AATBS, the leading provider of exam prep and continuing education for behavioral and mental health students and professionals, to offer you discounted access to their industry-leading products

and services. This benefit is being provided to you based on our relationship with AATBS and is available to you exclusively because you are a student at NCCU. To see available products and access your discount, please visit <https://behavioral-science.aatbs.com/nccu/>."

**Jacobs, E., Schimmel, C., Masson, R. L., & Harvill. (2016). *Group counseling: Strategies and skills*. Cengage Learning.978-1-305-08730-9 (Cengage/MindTap Textbook)

Paleg, K. & Jongsma, A. E. (2015). *The group therapy treatment planner, with DSM-5 updates* (3rd ed.). Practice Planners. Wiley. ISBN: 1-119-07318-9

Yalom, I. (2006). *The Schopenhauer cure*. HarperCollins. ISBN 978-0-06-093810-9

***Yalom, I. (2020). *Understanding group psychotherapy-volume I: Inpatients*. *Psychotherapy.net*. Retrieved from <https://www-psychotherapy-net.ezproxy.nccu.edu/stream/nccu/video?vid=008>

***Yalom, I. (2020). *Understanding group psychotherapy-volume II: Inpatients*. *Psychotherapy.net*. Retrieved from <https://www-psychotherapy-net.ezproxy.nccu.edu/stream/nccu/video?vid=009>

*We will be using the "Group Counseling" volume/section of the AATBS materials.

**The books above are MindTap/Cengage textbooks.

*** These are videos that can be accessed through a website if you are a NCCU student.

Extra Reading

Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group work* (5th ed.). Love Publishing.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Student workbook for groups in action: Evolution and challenge*. Brooks/Cole (**MINDTAP TEXTBOOK**).

Instructions for MindTap Unlimited Accessed Textbooks:

The materials required for this class and any others using Cengage/MindTap products are included in ONE Cengage Unlimited subscription. You get access to ALL your Cengage/MindTap online textbooks, and access codes, in one place. Hardcopy textbook rentals are also available for select titles. Download the free Cengage/MindTap Mobile App to get your Cengage Unlimited online textbooks and study tools on your phone. Ask for Cengage Unlimited in the bookstore or visit cengage.com/unlimited.

Take a Look Inside Cengage Unlimited (PLEASE WATCH THE VIDEO BEFORE YOU ACCESS CENGAGE UNLIMITED)

REGISTERING

To access your course materials and explore Cengage Unlimited, log in to NCCU BLACKBOARD and navigate to CON 5351-OL2. When prompted, create your Cengage account or log in to an existing one and follow the prompts to complete the registration process. For step-by-step help getting registered, head to cengage.com/start-strong and check out our training video and instructions. Just select that you're using MindTap, in NCCU BLACKBOARD.

MULTI-TERM ACCESS

If you have already purchased multi-term access to MindTap, you will keep that access even after your Cengage Unlimited subscription ends. However, any hardcopy textbook rental is

due back by the end date of your Cengage Unlimited subscription. View this tutorial video for extra help.

Technology Needed

Headphones, camera, speakers, working internet, Zoom account. Zoom can be downloaded on your phone. Please purchase Screenmastic at <https://screencast-o-matic.com/plans#solo>

You will need this to record your presentation or videos. You can also use you tube or any technology that will show your Powerpoint and your face at the same time. (The Web Ex program is free). You can review how to use ANIMOTO, POWTOON. Headphones, camera, speakers, working internet, Zoom account. Zoom can be downloaded on your phone.

Course Policies

1. Students are expected to attend and participate in residency class and online Zoom class, class assignments.

Attendance Verification Policy from NCCU Scholarship and Student Aid

3.3 Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

M/W or T/R Classes: 4 total absences

Classes that meet once a week: 2 total absences

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

3.4 After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., Blackboard, Blackboard Collaborate, Zoom, Zoom) as they deem appropriate based on the nature of the course content and delivery.

4. Recording Class Attendance

4.2 If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

4.3 Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

2. All assignments and exams must be completed 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. Taskstream 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 Zoom, it is his/her/their responsibility to get information provided while not in class.

6. Students who expect to miss a Zoom due to illness or an emergency should make every effort to contact the instructor immediately or before Zoom 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 (7th 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 Zoom (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 Zoom 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 Zoom.

19. Attend all Zoom. 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 by 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 Zoom or class 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 class or Zoomor 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. Taskstream 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 Zoom and Residency: Attendance is MANDATORY necessity for success in this course. Attendance means coming into Zoom 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 Zoom 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.

5. Cengage/MindTap: Cengage/MindTap 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.

Zoom 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.

Course Structure

Students will also learn through lecture, reading, presentations, guest speakers, and active participation in Zoom setting, video, and role-play simulations. Class attendance and participation are essential and integral parts of class. Students will be expected to participate in Zoom discussions supported by literature readings and in-class experiential exercises. Students will be active learners as they demonstrate strategies and techniques used in assigned counseling topics. The course will utilize Zoom, Blackboard for handouts, announcements, and all course documents.

ASSIGNMENTS

All assignments will be opened two weeks before due date and closed 2 weeks afterwards.

Remember we use **Blackboard** to enhance our teaching and learning experience but remember your syllabus is the contract between you as students and I as an instructor. **If unsure about dates of assignments are due, please always check your SYLLABUS.**

Assignment 1: (CACREP II. G.6.a. c; CMHC C.3 & D.5; SC C.5 & D.1)

- a) **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.

Assignment 2: Quizzes: (CACREP II. G.6.a.b.c.d.e.g.h; CMHC C.3 & D.5; SC C.5 & D.1)

Quizzes will be opened a week before it is due. Quizzes will be every other week. You will have a total of four quizzes worth 5 points each. Quizzes will cover from the Jacobs et al.

textbook. 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 - (CACREP II. G.6. a. b. c. d. e. g. h; CMHC C.3 & D.5; SC C.5 & D.1)

Tests will be opened at least a week before it is due. You have until 11:59 pm to the due date. 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 have unlimited time to complete to complete 30 questions (4 chapters and the AATBS 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 (Pair): Client Population Paper (Taskstream Assignment - CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1; CACREP II. G.6.f: 2.a).

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 (2015 – 2022) 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. (See the questions in the Assignment 4: Client Population File for instructions, rubric, and peer evaluation).

Assignment 5 (Individual): Group Counseling Facilitation (Taskstream Assignment) (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; (S) - Key Performance Indicator for Group Counseling and Group Work)

This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment.

Practice Group Counseling Facilitation (Individual): This assignment refers to you facilitating a practice group during the semester. You will develop a practice group session. The topics will be the topics chosen from the textbook. This practice group session will not be graded. 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 (See Chapter 5). This is an experiential part of your class and involves you leading your peers in a group experience. **PLEASE OBSERVE HOW I MODEL THE CHAPTER GROUP SESSION IN THE FIRST FEW WEEKS.**

Group Counseling Treatment Plan

Your treatment plan will basically include the interventions for your graded group session. Review pages 3 – 11 in your Paleg and Jongsma (2015) textbook and develop a group treatment plan related to your graded group counseling session. Create a treatment plan like the one on page 9 -11. YOU DO NOT NEED TO INCLUDE A DIAGNOSIS. Please review a sample treatment plan I created for chapters 1 & 2 in the Jacobs textbook. Please submit your treatment plan the same time you submit your graded group counseling plan on **February 16, 2023**. You should book a 15-minute time slot on **February 23, 2023** to discuss the revision of your time.

Graded Group Counseling Facilitation: This assignment refers to you facilitating a group session during the residency. This group session will be graded. 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. Upload your topic for your graded group facilitation on **February 16, 2023** in Blackboard. You will need to produce a plan of your group facilitation by that same date. Book your time and topic here <https://docs.google.com/document/d/1cJGv2WeU1TK0gvWSrL26ERFUDe1MzTQ7iJIZEx9p73w/edit?usp=sharing>

A sample of a plan will be provided to you. You should book a 15-minute time slot on February 23, 2023.

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! Review all of the videos in both MindTap format to become familiar with how to conduct groups.

Some possible topics for group exploration are below: Submit a topic via a discussion board by so there is no duplication of topics

- 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
- Getting Uncomfortable to Become Comfortable (Multicultural Issues fro Graduate Student)

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 6a; Personal Reflection (Taskstream Assignment; Due a week 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 how 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. Use references from your textbook and articles to support what was seen and done during the facilitation.

Assignment 6b - Group Process Notes:

The group process notes will be due the same time as the personal reflection paper. "The Group Note is used to assess the effectiveness of activities and to evaluate group interactions over time. Information is compiled by the leader concerning the activities used, member participation styles, and process issues." Ciardiello, 2003). Please review a sample of the group notes in Blackboard.

Assignment 7 (Pairs): The Schopenhauer Cure Analysis in PAIRS (**Taskstream Assignment**): (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. See the assignment requirement documents for Assignment 7 in Blackboard).

Assignment 8: Understanding Group Psychotherapy Video Series by Yalom - (CACREP II. G.6.h; CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1).

Watch the psychotherapy group session (by Yalom in the library collections.

1. Watch the Yalom group session (Understanding Group Psychotherapy I & II). You will watch I during the semester and II at the end of the semester for grades.
2. After watching the psychotherapy group session, you will answer the questions based on each section found in the manual on the website.
3. Please review the requirements for the video assignments in Blackboard.

Assignment 9: Counseling Skills & Dispositions Assessment (CSDAT) and Participation in Class (10% of Student grade)

The CSDAT provides a formal assessment, collecting both quantitative & qualitative data, to students as they progress through developmental expectations within their program. Please review the questions and the scaling in Blackboard.

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
- 3) Demonstration of effective leadership skills.
- 4) Active engagement in class activities and participate as a group member; and

- 5) Contributions to class discussion displaying critical and creative thinking skills.

Assignment 10:

Extra Credit I

Complete Chapter 4 Quiz in Cengage

OR

Extra Credit II - SAVE THE DATE:

Safe Zone/Trans Zone Virtual Training

Facilitated by the NCCU LGBTQA Resource Center & Diversity and Inclusion
Open to current students and faculty in the Counseling and Higher Education Department

Friday, February 24, 2023 at 1-3 PM

Registration will open on January 10, 2023 and closes on February 20th

**All attendees will be given a certificate upon completion of the training

Description:

Safe Zone - Language surrounding the LGBTQ+ community consistently changes. This training begins with an introduction to the usage of pronouns, common terminology, and ways to be an effective ally to members of the LGBTQ+ community.

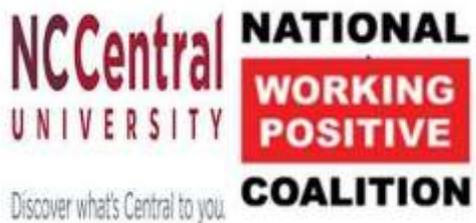
Trans Zone - Similar to Safe Zone, this training dives a little deeper into the specificities of terminology and topics related to trans-identified individuals.

OR

Extra Credit III – SAVE THE DATE

Students will be given an opportunity to attend the Career Institute on Friday, January 13, 2023, from 8:30 - 1:00 pm, for extra credit in this course. You will be asked to register for the institute.

<https://www.eventbrite.com/e/4th-annual-virtualcareer-institute-tickets-450497148097>

 <p>NCCentral UNIVERSITY Discover what's Central to you.</p> <p>NATIONAL WORKING POSITIVE COALITION</p>	<p>4th Annual Career Institute NCCU's Counselor Education Department, Career Counseling Program in collaboration with the National Working Positive Coalition www.eventbrite.com</p>
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If you want a certificate for attending this institute, you will need to register and pay for the institute at a student's rate. For extra credit purposes, it will be free.

Students will be asked to write their overall theme and impression of each of the guest speakers, remembering to include: What have you learnt? What was most interesting? How can this information be integrated into the counseling course you are presently taking?

Peer Evaluation

You will be assigned to be paired up for TSC analysis paper and your Client Population Paper. Everything else is an individual assignment. You need to contact your partner right away via email or exchange of numbers an in Blackboard through "Groups". Talk within the first week or so to discuss how you will make and conduct your assignments. Give specific deadlines for finished produce to be sent to the other group members. You should attempt to submit the last product to your team member at least a day or two before it is done so your group members can review it. Complete the peer evaluation by for a collective evaluation for both assignments. Please be truthful. This helps with person's growth and I suggest be honest with your partner about their strengthens and challenges. You will complete an evaluation form and will grade your partner out of 24 points. So if they give you 20/24X15pts = 12.5 pts.

Grade Evaluation

Course Requirement	Points	Due Date
Assignment 1: Video Activity, Introduction, Residency Observations	45 pts.	Every Other Week
Assignment 2: Quizzes - 4 quizzes at 5 pts each	20 pts.	1/19; 2/2; 2/23;3/2;3/23
Assignment 3: Tests # 1, 2, 3, 4 (30 pts each)	120 pts.	1/26;2/9;3/2;3/30
Assignment 4: Client Population Paper (Pair)	50 pts.	February 16 th
Assignment 5: Group Counseling Facilitation & Treatment Plan and Outline	50 pts.	February 16 th
Assignment 6: Personal Reflection & Group Process Note	55 pts.	March 30 th
Assignment 7: The Schopenhauer Cure Analysis (Pair)	70 pts.	April 6 th
Assignment 8: Understanding group psychotherapy-volume II: Inpatients (Yalom-Individual)	30 pts.	April 6, 13, & 20
Assignment 9: Group Counseling Skills & Dispositions Assessment (CSDAT)	50 pts	April 20 th
Assignment 10: Extra Credit I - Chapter 4 Quiz in Cengage OR Extra Credit II – Safe Zone OR Career Instititue Extra Credit III (Reports Due)	5 pts	Jan., 19; Mar., 2 nd
Peer Evaluation for Group Work	10 pts	April 20 th
	505 pts.	

Grading Scale

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

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.

TENTATIVE CLASS SCHEDULE AND TOPICS
(Please Review the Course Weekly Activity Explanation in Blackboard)

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

NB: Textbook: *TENTATIVE CLASS SCHEDULE AND TOPICS

NB: Textbook: Group Counseling: Strategies and Skills (JSMH): Group in Actions and Strategies (CCH);

National Counselor Exam Licensing Prep (AASTB); No Assignment Due (NAD)

Week	Unit	Chap.,	Topic	Name of Assignment	Due Date
PRE-UNIT					
Pre-Unit	0	0	Review syllabus; Review Syllabus	Review " Start Here " " Syllabus " " Instructor Information "	Jan 6 th
UNIT 1					
1	1	1	Syllabus/Expectations	Review Syllabus	January 12 th
			Introduction	Introduction (2 pt.)	
			Introduction to the Course (JSMH); Chapter 1	Group Session Model (Dr. Scott)	
		2	Stages of Groups. Group Process, & Therapeutic Forces (JSMH)	Group Session Model (Dr. Scott)	
			Understanding group psychotherapy-volume I: Inpatients (Yalom)	Video: Review the First Session (Review the questions in the manual for practice)	
				Extra Credit II - Career Institute – January 13rd, 2023 at 8:30 am.	
2	1	3	Purpose of Group (JSMH) Group Session Model (Dr. Scott)	Video Activity: The Importance of Purpose (5 pts.)	January 19 th
		4	Planning (JSMH) Group Session Model (Dr. Scott)	Video Activity: Groups that show a leader with a plan (5 pts)	
			Understanding group psychotherapy-volume I: Inpatients (Yalom)	Video: Review Third Session (Review the questions in the manual for practice)	
			Quiz # 1	Chapter (3 & 4) – 5 pts.)	
			Assignment 10: Extra Credit I	Complete Chapter 4 Quiz in Cengage (5 pts)	
			OR Assignment 10: Extra Credit II	Career Institute Report Due (5 pts)	
3	1	5	Getting Started (JSMH)	Video Activity: Beginning a Group	January 26 th
		6	Basic Skills to Group Leaders (JSMH)	Group Session Model (Dr. Scott)	
		5, 6	Getting Started & Basic Skills to Group Leaders (JSMH)	Group Session Model (Dr. Scott)	
			Understanding group psychotherapy-volume I: Inpatients (Yalom)	Video: Review Fifth Meeting (Review the questions in the manual for practice)	
			Assignment 3: Test 1	Chapter (1, 2, 3, 4 (30 pts.: JSMH, CCH and AATBS Material)	
4	1	7	Focus (JSMH)	Group Session Model (Dr. Scott)	February 2 nd
		8	Cutting off and drawing out (JSMH)	Video Activity (Cutting Off and Drawing Out – 5 pts.)	
		8	Cutting off and drawing out (JSMH)	Practice Group Session # 1	
		-	Understanding group psychotherapy-volume I: Inpatients (Yalom)	Video: Review Eighth Meeting (Review the questions in the manual for practice)	
		-	Topic for Graded Facilitation	Upload your topic for your graded group facilitation	

			Quiz # 2	Chapter (7 & 8) – 5 pts.)	
UNIT 2					
5	2	5, 6, 7, 8	Assignment 3: Test 2	Chapter (5, 6, 7, 8 (30 pts.: JSMH, CCH and AATBS Material) I AM ATTENDING the NCCA CONFERENCE IN DURHAM, NC	February 9 th NO CLASS
6	2	9	Rounds/Dyads (JSMH)	Practice Group Session # 2	February 16 th
		10	Exercises (JSMH)	Practice Group Session # 3	
			Assignment 4 Client Population Paper (50 pts.)		
			Submit Final Group Counseling Facilitation, Treatment Plan, and Outline		
7	2	11	Introducing, Conducting, and Processing Exercise (JSMH)	Video Activity: Common Reading and Sculpture Exercise (5 pts.)	February 23 rd
		11	Introducing, Conducting, and Processing Exercise (JSMH)	Practice Group Session # 4	
		12	Leading the Middle Stage of a Group (JSMH)	Video Activity: Advanced Skills: Leading a Middle Session(5 pts.)	
		12	Leading the Middle Stage of a Group (JSMH)	Practice Group Session # 5	
			Quiz # 3	Chapter (11 & 12) – 5 pts.)	
			Extra Credit II - Safe Zone – February 24th		
8	2	13	Theories in Group Counseling (13)	Review Cengage	March 2 nd
		14	Counseling and therapy in Groups (14)	Review Cengage	
		13 & 14	Quiz # 4	Chapter (13 & 14) – 10 pts.)	
		9, 10, 11, 12	Assignment 3: Test # 3	Chapter (9, 10, 11, 12) (30 pts.: JSMH, CCH and AATBS Material)	
				Extra Credit II - Safe Zone (5 pts.) – Report Due	
			Sign up for a review time.		
9	Spring Break March 4th – 13th NO ASSIGNMENTS DUE				March 9 th
UNIT 3					
10	3	Residency	<p><u>Group Counseling Sessions</u></p> <p><u>Wednesday, March 15, 2023: 8:30 am – 6 pm</u></p> <ul style="list-style-type: none"> ✓ Group Facilitation – Dr. Scott ✓ Group Facilitations # 1 ✓ Group Facilitations # 2 ✓ Group Facilitation # 3 ✓ Group Facilitation # 4 ✓ Group Facilitation # 5 <p><u>Thursday, March 16, 2023: 8:30 am – 6 pm</u></p> <ul style="list-style-type: none"> ✓ Group Facilitation – Dr. Scott ✓ Group Facilitations # 6 ✓ Group Facilitations # 7 ✓ Group Facilitation # 8 ✓ Group Facilitation # 9 	Group Facilitation Observation (8 pts)	March 15-17 th

			<p>Friday March 17, 2023: 9:00 am – 2 pm</p> <ul style="list-style-type: none"> ✓ Field Site Coordinator – Dr. Blount ✓ Eagles Counseling Center Visit ✓ Assignments Review ✓ Closing Session <p>Assignment Observers and/or Peer Evaluation Class Activity (8 pts; <i>Must be present for these points</i>)</p>		
11	2	15 & 16	Dealing with Problem Situation	Video Activity : Advanced Group Skills (5 pts.)	March 23 rd
			Closing a Session & Dealing with Problem Situation	Quiz # 4 Chapter (15 & 16) - 5 pts.	
12	3	13, 14, 15, 16	Assignment 3: Test # 4	Chapters 13, 14, 15, 16 (30 pts JSMH, CCH and AATBS Material)	March 30 th
		17	Working with Specific Populations	Video Activity (Various Counseling Groups (5 pts.)	
		17	Working with Specific Populations	Review Videos in Chapter for practice	
	3		Assignment 6a: Personal Reflection & Group Process Note (55 pts.)		
UNIT 4					
13	4	-	<p>Assignment 8: Understanding group psychotherapy-volume II: Inpatients (Yalom)</p> <p>April 6th, 2023 - LAST DAY FOR UNDERGRADUATES TO WITHDRAW FROM A CLASS WITH A GRADE OF WC OR FROM THE UNIVERSITY WITH A W-GRADE LAST DAY FOR GRADUATE STUDENTS TO WITHDRAW FROM A CLASS WITH A GRADE OF WC OR FROM THE UNIVERSITY WITH A W GRADE</p>	<p>Video: Review Step One: Preparation of Group Members (Answer the questions in the manual – 10 pts)</p> <p>Assignment 7 The Schopenhauer Cure Analysis Paper (70 pts.)</p>	April 6 th
14	4	-	Assignment 8: Understanding group psychotherapy-volume II: Inpatients (Yalom)	Video: Review Step Two: Agenda Formation (Answer the questions in the manual – 10 pts)	April 13 th
15	4		Assignment 9	<p>Counseling Skills & Dispositions Assessment (CSDAT) and Participation in Class</p> <p>Video: Review Step Four: Summing Up (Answer the questions in the manual – 10 pts)</p> <p>Peer Evaluation (10 pts)</p>	April 20 th
16			LAST DAY OF CLASS		
					April 24 th

Course Policies

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. Completed assignments must be submitted no later than the due date. Any assignment turned in after the due date will receive a deduction in your grade. Late assignments will be marked down one letter grade for everyday of tardiness. late assignment penalty applies (marked down one letter grade for everyday of tardiness). Taskstream assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams 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.

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. 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. 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 (7th edition) writing standards.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use "**Section OL2 - Group: (Reason for your email)**" and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday.

Late Work

Late work will not be accepted. You will receive a zero if assignments are not submitted on the

COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central

University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147.

The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

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 harassment and other misconduct of a sexual nature. 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 Harassment

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")** 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 and sexual assault) in the University's educational programs and activities. **NCCU's Sexual Harassment 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 harassment, establishes procedures for responding to reports of sexual harassment, 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 *mandatory reporters* who must promptly report instances of sexual harassment 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. It is also important to note that the University requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

NCCU also expects all mandatory reporters to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Policy to the Title IX Coordinator. Prompt reporting by mandatory reporters makes it possible for students to get the support and supportive measures they need and for NCCU to respond appropriately to incidents of sexual harassment. When a report is made to a mandatory reporter, the Title IX Coordinator has an obligation to take appropriate action.

To assist students in self-identifying a disability, understanding the obligations of mandatory reporters, and requesting other support, 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

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 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 NCCU Accommodate Website at <https://nccu-accommodate.symplcity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 must register with SAS.

Confidentiality and Mandatory Reporting

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

§ 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, 2nd Floor, (919) 530-7646, 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.

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!!!

TASKSTREAM:

Taskstream is the electronic system for housing samples of your best work used by the School of Education and our Department. As soon as the information for Taskstream becomes available we will let you know what to do.

7th Edition APA Style New Changes

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

Article

[Anderson, P. L., Edwards, S. M., & Goodnight, J. R. \(2017\). Virtual reality and exposure group therapy for social anxiety disorder: Results from a 4-6 year follow-up. *Cognitive Therapy and Research*, 41\(2\), 230-236. <http://dx.doi.org/10.1007/s10608-016-9820-y>](#)

[Bellafiore, D. R., Colón, Y., & Rosenberg, P. \(2004\). Online counseling groups. *Online counseling: A handbook for mental health professionals*, 197-216.](#)

[Glass, J. S., & Benshoff, J. M. \(1999\). PARS: A processing model for beginning group leaders. *Journal for Specialists in Group Work*, 24, 15-26.](#)

Guth, L. J., Pepper, E. L., Stephens, A. F., Pollard-Kosidowski, B. L., & Garrow, J. (2021). Ten tips for the facilitation of virtual groups, *The Journal for Specialists in Group Work*, 46 (4), 309-321, DOI: [10.1080/01933922.2021.1984620](https://doi.org/10.1080/01933922.2021.1984620)

[Jones, A., Esteban-Serna, C., Proctor, B. J., Yogarajah, M., & Agrawal, N. \(2021\). An evaluation of initial engagement with a virtual group-based psychological treatment for functional seizures. *Epilepsy & Behavior*, 125, 108384-108384. <https://doi.org/10.1016/j.yebeh.2021.108384>](#)