



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



CON 5351-OL Principles and Procedures in Group Counseling
FALL 2020
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, LCMHC-A, 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

10 a.m. - 2 p.m. Tuesdays and Thursdays (Please schedule appointment then access my personal room here <https://nccu.webex.com/meet/levette.scott>)

4 p.m. - 6 p.m. Wednesdays (*Tick Tock Moments*: What have you left off!)

About This Course

Orientation Class

Date: Thursday, August 27, 2020

Time: 6:00 p.m. – 8:00 p.m. via WebEx or Collaborate

Meeting Times: September 3, 10, 17, & 24; and October 1, 2020 from 6 pm - 8 pm.
Students need a PC with internet access, earphone and Webcamera.

Mandatory Residency Dates: October 7 & 8 (8am-5pm) and October 9 (8am-1pm).

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 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.

CACREP (2016) STANDARDS ADDRESSED IN THE COURSE

<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, Yalom Psychotherapy Group Observation</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, Yalom Psychotherapy Group Observation</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, Yalom Psychotherapy Group Observation</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, Yalom Psychotherapy Group Observation</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, Yalom Psychotherapy Group Observation</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, Discussion, TSC Video, Video Observation</p>	<p>Research Papers, Research PowerPoint, Quizzes, Evaluation of Group, polling, reflect, The Schopenhauer Cure Analysis, Community Group Observation, Client Population Paper, Yalom Psychotherapy Group Observation</p>
<p>Articulate ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)</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, Yalom Psychotherapy Group Observation</p>
<p>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 (CACREP 2.F.6.h)</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, Community Group Observation, Group Counseling Facilitation, Personal Reflection, Yalom Psychotherapy Group Observation</p>

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. (2018). National Counselor Exam Licensing Prep. Author <https://aatbs.com/counseling-study-volumes>
ISBN # - 978-1-941273-166

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

***DSMV. (2014). Overview Quick Study Academic.

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

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

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

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

***This will be provided to you in a copy format, but it can be purchased in a pamphlet form through amazon.

Extra Reading

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

Instructions for MindTap Unlimited Accessed Textbooks:

The materials required for this class and any others using Cengage products are included in ONE Cengage Unlimited subscription. You get access to ALL your Cengage online textbooks, and access codes, in one place. Hardcopy textbook rentals are also available for select titles. Download the free Cengage 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.

** I suggest getting the 12 month if you are taking Psychosocial development course in the summer or Principles of Group Counseling in the Spring. Make sure to link the image to 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-OL. 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.

Extra Reading

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

Technology Needed

Headphones, camera, speakers, working internet, WebEx account. WebEx can be downloaded on your phone. Please purchase Screencast-o-matic 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, WebEx account. WebEx can be downloaded on your phone, FlipGrid <https://auth.flipgrid.com/signup>

Course Structure

Students will also learn through lecture, reading, presentations, guest speakers, and active participation in WebEx setting, video, and role-play simulations. Mandatory orientation will be done on Thursday, Aug. 27th, 2020. Class attendance and participation are essential and integral parts of class. Students will be expected to participate in WebEx 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 WebEx, Blackboard for handouts, announcements, and all course documents.

ASSIGNMENTS

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.
- b) **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.

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 and one hour before class or WebEx time. 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 will have 40 minutes 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 - TSC Video: (CACREP II. G.6.a.b.e; CMHC C.3 & D.5; SC C.5 & D.1) This will be done in pairs or threes 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 parts in the assignment file in Blackboard.

Assignment 5: 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 (2013 – 2020) 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 5: Client Population File for instructions, rubric, and peer evaluation).

Assignment 6: 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;

Practice Group Counseling Facilitation: This assignment refers to you facilitating a practice group during the semester. You will be paired up and you will develop a practice group session. The topics will be the topics chosen from the textbook. Attempt to make every opportunity to collaborate because your group session should appear like you are working together. One leader can appear to be the lead but your co-leader should also be a part of the group session. This will only be 35 - 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. 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, 2020. A sample of a plan will be provided to you. You should book a 15-minute time slot on October 3, 2020.

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 September 10th 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

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 (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.

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?

Paper Requirement

- ✓ Written Communication: Written communication is free of errors that detract from The overall message. Must be written as an academic paper, in third person only conclusion to be written in first person.
- ✓ APA Formatting: APA formatted required (title page, and reference page). All citations must be formatted according to APA Manual 7th ed.
- ✓ Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
- ✓ Place reference at the end of the paper.
- ✓ Length of Paper: Enough to answer all of the questions at a scholarly level.
- ✓ Font and Font Size: 7th Edition requirement p. 44.

Please review APA style provided in Blackboard.

Please review a sample paper provided in Blackboard.

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

Assignment 8: 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.

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-disclosure? 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 Taskstream assignment. USE HEADERS FOR EACH SECTION OF YOUR PAPER. Your paper should therefore have nine headings.

Paper Requirement

- ✓ Written Communication: Written communication is free of errors that detract from The overall message. Must be written as an academic paper, in third person only conclusion to be written in first person.
- ✓ APA Formatting: APA formatted required (title page, and reference page). All citations must be formatted according to APA Manual 7th ed.
- ✓ Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
- ✓ Place reference at the end of the paper.
- ✓ Length of Paper: Enough to answer all of the questions at a scholarly level.
- ✓ Font and Font Size: 7th Edition requirement p. 44.

Please review APA style provided in Blackboard.

Please review a sample paper provided in Blackboard.

Assignment 9: Group in Actions Series Video Questions and Reflection - (CACREP II. G.6.h; CACREP II. G.6.e; CMHC C.3 & D.5; SC C.5 & D.1). PLEASE REVIEW APPENDIX ONE in Blackboard

1. Watch the videos in the Groups in Action Textbooks under Second Program: Challenges Facing Group Leaders and Part III: Challenges of Addressing Diversity Issues.
2. You will be directed on exact videos you need to watch and the questions will be determined.

Grade Breakdown

Course Requirement	Points	Due Date
Assignment 1: Video Activity, Helper Studio, Introduction, Observations	70 pts.	Every Week
Assignment 2: Quizzes - 4 quizzes at 5 pts each	20 pts.	Every Other Week
Assignment 3: Tests # 1, 2, 3, 4 (30 pts each)	120 pts.	Sept. 3 rd ; 17 th ,
Assignment 4: TSC Videos (Peer Evaluations – 5 pts.)	25 + 5 pts.	September 12 th & 19 th
Assignment 5: Client Population Paper	50 pts.	September 24 th
Assignment 6: Group Counseling Facilitation (Peer Evaluation - 5 pts.)	45 + 5 pts.	Oct 7, 8, 9
Assignment 7: Personal Reflection (Peer Evaluation – 5 pts)	45 + 5 pts.	October 15
Assignment 8: The Schopenhauer Cure Analysis – (Peer Evaluation - 5 pts)	75 + 5 pts.	October 24
Assignment 9: Group in Actions Series Videos and Questions	40 pts.	November 14
	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); Thursday (Th.); Saturday (S); No Assignment Due (NAD)

Week	Unit	Chap.,	Topic	Name of Assignment	Due Date
PRE-UNIT					
Pre-Unit	0	0	Review syllabus; Expectations	Review <i>"Start Here "Instructor Information" "Course Information"</i>	Aug. 22 (S)
UNIT 1					
1a	1	1	Introduction to the Course (JSMH);	Video Activity chapters 1 (Introducing the Group Leader (3 pts.)	Aug. 27 (Th.)
		2	Stages of Groups. Group Process, & Therapeutic Forces (JSMH)	Group Session Simulation	Aug. 27 (Th.)
			<i>Collaborate Orientation</i>	<i>WebEx or Collaborate Meeting 6:00 – 8:00 p.m.</i>	Aug. 27 (Th.)
			Introduction	Introduction (3 pts) & 1 Minute FlipGrid (2 pts)	Aug. 27 (Th.)
1b	1	2	Stages of Groups. Group Process, & Therapeutic Forces (JSMH)	Quiz 1 chapter 1 & 2 (5 pts.)	Aug. 29 (S)
			Stages of Groups. Group Process, & Therapeutic Forces (JSMH)	Helper Studio: Moving Through Discomfort (3 pts.)	Aug. 29 (S)
2	1	3	Purpose of Group (JSMH)	Video Activity: The Importance of Purpose (3 pts.)	Sept 3. (Th.)
		4	Planning (JSMH)	Video Activity: Groups that show a leader with a plan (3 pts)	Sept. 3 (Th.)
				<i>WebEx or Collaborate Meeting 6:00 – 8:00 p.m.</i>	Sept 3. (Th.)
	1	1, 2, 3, 4	Assignment 3: Test 1	Chapter (1, 2, 3, 4 (30 pts.: JSMH, CCH and AATBS Material)	Sept 5. (S)
3a	1	5	Getting Started (JSMH)	Video Activity: Beginning a Group (3 pts.)	Sept 10. (Th.)
		5	Getting Started (JSMH)	Practice Group Session # 1	Sept 10. (Th.)
		6	Basic Skills to Group Leaders (JSMH)	Helper Studio: Linking (3 pts.)	Sept 10. (Th.)
		6	Basic Skills to Group Leaders (JSMH)	Practice Group Session # 2	Sept 10. (Th.)
		5, 6	Getting Started & Basic Skills to Group Leaders (JSMH)	Quiz # 2 Chapter (5 & 6) – 5 pts.	Sept 10. (Th.)
				<i>WebEx or Collaborate Meeting 6:00 – 8:00 p.m.</i>	Sept 10. (Th.)
3b	1		Assignment 4: TSC Video Yalom Textbook	Chapter 1 - 3 (TSC) # 1 (15 pts.) Chapter 4 - 6 (TSC) # 2 Chapter 7-9 (TSC) # 3	Sept. 12 (S)
Week	Unit	Chap.,	Topic	Name of Assignment	Due Date
4a	1	7	Focus (JSMH)	Helper Studio – Holding the Focus - JSMH (3 pts.)	Sept. 17 (Th.)

			Focus (JSMH)	Practice Group Session # 3	Sept. 17 (Th.)
		8	Cutting off and drawing out (JSMH)	Video Activity (Cutting Off and Drawing Out – 3 pts.)	Sept. 17 (Th.)
		8	Cutting off and drawing out (JSMH)	Practice Group Session # 4	Sept. 17 (Th.)
		5, 6, 7, 8	Assignment 3: Test 2	Chapter (5, 6, 7, 8 (30 pts.: JSMH, CCH and AATBS Material)	Sept. 17 (Th.)
			WebEx or Collaborate Meeting	6:00 – 8:00 p.m.	Sept. 17 (Th.)
4b	1	-	Assignment 4- TSC Video Yalom Textbook	Chapter 10 - 12 (TSC) # 4 Chapter 13 -15 (TSC) # 5 Chapter 16 – 18 (TSC) # 6 Chapters 19 - 23 (TSC) # 7	Sept. 19 (S)
UNIT 2					
5	2	9	Rounds/Dyads (JSMH)	Video Activity A demonstration of rounds (3 pts.)	Sept. 24 (Th.)
		9	Rounds/Dyads (JSMH)	Practice Group Session # 5	Sept. 24 (Th.)
		10	Exercises (JSMH)	Helper Studio: Using a Chair as a Focus Exercise (3 pts)	Sept. 24 (Th.)
		10	Exercises (JSMH)	Practice Group Session # 6	Sept. 24 (Th.)
		9,10	Rounds/Dyads & Exercises (JSMH)	Quiz # 3 Chapter (9 & 10)	Sept. 24 (Th.)
			WebEx or Collaborate Meeting	6:00 – 8:00 p.m.	Sept. 24 (Th.)
			Assignment 5	Client Population Paper (50 pts.)	Sept. 24 (Th.)
				Submit Final Group Counseling Plan	Sept. 24 (Th.)
6	2	11	Introducing, Conducting, and Processing Exercise (JSMH)	Video Activity: Common Reading and Sculpture Exercise (3 pts.)	Oct. 1 (Th.)
		11	Introducing, Conducting, and Processing Exercise (JSMH)	Practice Group Session # 7	Oct. 1 (Th.)
		12	Leading the Middle Stage of a Group (JSMH)	Video Activity: Advanced Skills: Leading a Middle Session(3 pts.)	Oct. 1 (Th.)
		12	Leading the Middle Stage of a Group (JSMH)	Practice Group Session # 8	Oct. 1 (Th.)
		9, 10, 11, 12	Assignment 3: Test # 3	Chapter (9, 10, 11, 12) (30 pts.: JSMH, CCH and AATBS Material)	Oct 1. (Th.)
			WebEx or Collaborate Meeting	6:00 – 8:00 p.m.	Oct 1. (Th.)
			Reviewing the Final Group Counseling Plans (Set up a 15 min time slot)	Review Plans	Oct. 3 (S)

Unit 3					
Week	Unit	Chap.,	Topic	Name of Assignment	Due Date
7	3	-	<p>Group Counseling Sessions Wednesday, October 7, 2020: 9 am – 5 pm</p> <ul style="list-style-type: none"> ✓ Group Facilitations # 1 ✓ Group Facilitations # 2 ✓ Group Facilitations # 3 ✓ Group Facilitations # 4 <p>Thursday, October 8, 2020: 9 am – 5 pm</p> <ul style="list-style-type: none"> ✓ Group Facilitations # 5 ✓ Group Facilitation # 6 ✓ Group Facilitations # 7 ✓ Group Facilitations # 8 <p>Friday, October 9, 2020: 9 am – 2:30 pm</p> <ul style="list-style-type: none"> ✓ Field Site Coordinator 9am – 10:30 am <p>Assignment Observers and/or Peer Evaluation Class Activity (10 pts; <i>Must be present for these points</i>)</p> <p>October 16 - 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>		Oct. 7, 8, 9
UNIT 4					
8a	4	-		Assignment 7 Personal Reflection (50 pts.)	Oct. 15 (Th.)
8a	4	13	Using Counseling Theories in Group	Video Activity – Counseling Theories Employed in Group (4 pts)	Oct. 15 (Th.)
8a	4	14	Counseling and therapy in Groups	Helper Studio – Working with an individual (3 pts)	Oct. 15 (Th.)
8b	4	9, 10 11, 12		Assignment 3: Test # 3 Chapters 9, 10, 11, 12 – 30 pts. (CCH and AATBS Material)	Oct 17 (S.)
9	4	15	Closing a Session	Helper Studio – Responding to New Material (3 pts-JSMH)	Oct. 22 (Th.)
		16	Dealing with Problem Situation	Video Activity : Advanced Group Skills (3 pts.)	Oct. 22 (Th.)
10	4	-		Assignment 8 The Schopenhauer Cure Analysis (80 pts.)	Oct. 24 (S.)
11	4	17	Working with Specific Populations	Video Activity (Various Counseling Groups (3 pts.)	Oct. 29 (Th.)
		17	Working with Specific Populations	Helper Studio: (3 pts.)	Oct. 29 (Th.)

		13, 14, 15, 16	Assignment 3: Test # 4	Chapters 13, 14, 15, 16 (30 pts JSMH, CCH and AATBS Material)	Oct. 29 (Th.)
12a	4	-	Assignment 9: Group in Action	Group in Actions Series Video's and Questions (10 pts.)	Nov. 5 (Th.)
		-	Assignment 9: Group in Action	Group in Actions Series Video's and Questions (10 pts.)	Nov. 7 (S.)
		-	Assignment 9: Group in Action	Group in Actions Series Video's and Questions (10 pts.)	Nov. 12 (Th.)
		-	Assignment 9: Group in Action	Group in Actions Series Video's and Questions (10 pts.)	Nov. 14 (S)

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 “**ONLINE Introduction to School Counseling: (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. I will attempt to respond on some Saturday instruction days for the Fall 2020.

Late Work

Late homework/papers will be penalized 10% a day until they reach a score of 0.

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 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

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.symlicity/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.

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. 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 Taskstream account. Non-counseling majors are not required to use Taskstream unless specified by their own NCCU department.

- If you do not have a Taskstream account, contact Taskstream at 1-888-365-4639, extension 2. Note this information is on our website (www.nccuCounseling.com) on the student page.
- Documents from Summer 2019 coursework should be amended and uploaded into Taskstream.
- These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
- Only Fall 2009 and forward documents will be part of the official Taskstream portfolio checkout for graduation. Students who wish to use the portfolio for professional development are welcome to upload documents from courses completed prior to the Fall 2009.
- Faculty will evaluate your portfolio each semester so this will be an ongoing requirement. I will identify the Taskstream assignments as the course progresses.
- Please upload your Taskstream materials from last semester by January 2021