



GROUP COUNSELING: COUN 6067
Spring Semester
Three Credit Hours

I. CONTACT INFORMATION

Instructor: Sarah Tucker, PhD, LPC (TX), NCC, RPT
Email Address: stucker@ulm.edu
Office Location: Virtual, via Zoom: <https://zoom.us/j/84971154524>
Office Hours: By Appointment – please e-mail to request

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails will receive a response within 48 hours (during university operating hours).

II. COURSE DESCRIPTION/RATIONALE

1. One part of the course will be asynchronous on Moodle with discussion posts, reading quizzes, assignments.
2. There will also be a live component over Zoom on the following days:

Section 1 (CRN: 62279):
Mondays
6:00pm-9:00p CST
January 31st
February 21st
March 14th
April 4th

Section 2 (CRN: 63945):
Tuesdays
6:00p-9:00p CST
February 1st
February 22nd
March 15th
April 5th

Synchronous Virtual Classroom link:

<https://ulm.zoom.us/j/94610499339?pwd=aF1rbFh1aG8xVjgxN014UTJWbTRQQT09>

Meeting ID: 946 1049 9339
Passcode: 610226

Syllabus and schedule are subject to change

Course Description: An examination of the theories, processes, and evaluative methods of group counseling. Group supervision and group participation required. Knowledge of group counseling theories and processes is of critical importance to a professional counselor. Group counseling is utilized in a variety of professional counseling settings such as schools, community counseling centers, and substance abuse counseling. The application of group counseling skills must be driven by a consistent with the counselor's own personal theory of counseling. This course allows students the opportunity to further develop their own theory of counseling and to begin to integrate their counseling theory into the processes common to all groups.

Goals of the course: Students will actively participate in an experiential, intensive group setting and become exposed to various dynamics and concepts of group counseling. Students will study group dynamics and major approaches to group guidance and counseling, with emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results. Development of skills of group membership, leadership, and working with process groups is emphasized.

III. COURSE PREREQUISITES

5005 Theories of Counseling; 5010 Methods of Counseling

IV. COURSE OBJECTIVES

Objectives	CACREP Standards
This course is designed to enable the student to:	
Understand the theoretical complexity of groupwork	
Skills and techniques of groupwork	
Students will learn the following CACREP standards:	
	Core 2.F.
theoretical foundations of group counseling and group work	6.a
dynamics associated with group process and development	6.b
therapeutic factors and how they contribute to group effectiveness	6.c
characteristics and functions of effective group leaders	6.d
approaches to group formation, including recruiting, screening, and selecting members	6.e

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types of groups and other considerations that affect conducting groups in varied settings 6.f

ethical and culturally relevant strategies for designing and facilitating groups 6.g

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 6.h

V. COURSE TOPICS

Learning experiences will provide students opportunities to develop understanding of the group counseling process through an investigation of types of groups, group formation, group dynamics, stages of group development, group leadership characteristics, group counseling theories, group evaluation, and culturally competent leadership methods.

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

Involvement and learning in the course will be facilitated by means of: discussion, lectures, experiential activities, small group experiences, self-directed readings, discussion and reflection posts, and counseling demonstrations. Active class participation is expected and required both online and face-to-face for successful completion of this course. This course involves a high degree of commitment to personal growth and multiple reading assignments.

1. **Class and Group Participation (10%)**

This class has a synchronous meeting component via Zoom. Class and group participation includes arriving to live classes on time, coming prepared, and maintaining an active participation in discussions and groups.

2. **Discussion Prompts (15%)**

On asynchronous weeks, there will be 1 discussion prompt posted to Moodle (11 total). The prompt will be visible to students by Monday at 8am CST of each week. Students must make 1 original post AND 2 response posts in order to receive credit for that week's discussion. Students will have until Friday 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

Students are free to respond to the discussion prompts using a video post or through written format. Students can use varied formats for responses each week.

Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!", "I agree", "Thanks!", etc. are welcome but do not count towards the 50 word minimum.

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Video posts: Alternatively, students may fulfill **both** original and responses discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. In order to receive credit, each student should post the group discussion video link to his or her own separate discussion post.

3. **Reading Quizzes (15%)**

On asynchronous weeks, students will complete weekly multiple-choice quizzes based on the course content from the week (11 total; all readings and lectures may be included). Students will be given two opportunities to complete the quiz. The final quiz attempt will be the grade recorded.

4. **Counseling Group Observations (10% each = 20% total)**

During the semester, students will watch 2 group demonstrations to enhance their understanding of the group process as it unfolds. For each video, students will be asked to complete a reflection to integrate their observations in the video with course learning. Video links will be provided separately throughout the semester to allow time for students to integrate new learning into their reflections. Video 1 will be released Week 2 and Video 2 will be released Week 11. Instructions for reflections will be provided on Moodle with each video release.

5. **Group Co-Leadership (15%)**

Each student will have the opportunity to practice group facilitation skills by co-leading a psychoeducational group with their peers during the course. Co-leaders will be in charge of developing and facilitating group based on an assigned topic to engage in discussion of the course content. This is NOT a presentation-based format, rather, a psychoeducational group process format, which will be reviewed in the 1st live class meeting. Students will lead group one time, for 50-65 minutes, during the 2nd, 3rd, and 4th live class meetings. Co-leaders and topic assignments will be determined during our 1st live class meeting. Students will complete a brief written reflection of their co-leadership experience.

6. **Group Proposal (Capstone project) (25%)**

Students will develop a written proposal for the development, facilitation, and evaluation of a group. Choose a setting and population that is relevant to your professional area of interest. The instructor will schedule individual meetings with each student to support in the development of the proposal. See Group Proposal Instructions on Moodle for further details.

VII. EVALUATION AND GRADE ASSIGNMENT

10%	Class and Group Participation
15%	Discussion Prompts
15%	Reading Quizzes
20%	Counseling Group Observations
15%	Group Co-Leadership
25%	Group Proposal (Capstone project)

Final Grade:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

VIII. CLASS POLICIES AND PROCEDURES

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see catalog.ulm.edu/index.php?catoid=24). Additional class policies include:

A. COURSE TEXTBOOKS AND REQUIRED MATERIALS

Required Textbook: *Groups: Process and Practice* (10th ed)

Citation: Corey, C. (2015). *Groups: Process & Practice* (10th ed). Belmont, CA: Brooks/Cole-Thomson Learning

The theory and practice of group psychotherapy (6th ed.)

Citation: Yalom, I.D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.

Other required readings will be available on Moodle. View Moodle regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for reviewing any materials necessary for class preparation, and for all content on this website.

B. Attendance Policy: This is a hybrid class that includes both asynchronous and synchronous components.

- Moodle assignments are required weekly and students are required to check their ULM e-mails daily.
- Synchronous class meetings will be held via Zoom, according to the following schedule:

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6:00pm-9:00p CST
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Section 2 (CRN: 63945):

**Tuesdays
6:00p-9:00p CST
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February 22nd
March 15th
April 5th**

You are expected to attend **all** synchronous classes. Due to the abbreviated nature of our live meetings, **one** absence from a live class will result in a **full letter grade reduction**, and **two** absences will result in a **failing grade for this course**. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class.

- C. **Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. **Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.
- E. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- F. **Student Services:** Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.
- G. **Emergency Procedures:** N/A for online portion of class. In the event of an emergency during face to face classroom hours, please follow the safety guidelines outlined by ULM.
- H. **Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no response, respectfully email instructor again.

Late Policy: Papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Assignments will not be accepted after one week after the due date. No assignments will be accepted after the last day of class.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Covid Policies: Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities. As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website: www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

- Voice phone: [318-342-5220](tel:318-342-5220)
- Fax: [318-342-5228](tel:318-342-5228)
- Walk-In:

ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

If you require accommodations for this course, please contact me within the first week of class.

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Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: [318-342-5220](tel:318-342-5220)
- **The Marriage & Family Therapy and Counseling Clinic:** [318-342-5678](tel:318-342-5678)
- Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program. or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

- [Moodle Training Guide](#) (PDF)
- [Moodle Training Tutorial](#) (video)
- [Moodle Training Manual](#) (PDF)
- [Moodle Training Guide](#) (PDF)

Class Schedule

Week	Dates	Topic	Readings	Assignments
1	January 10-16 th	Introduction to Groups	<ul style="list-style-type: none">• Syllabus• Chapter 1 Corey• Chapter 1 Yalom & Leszcz	<ul style="list-style-type: none">• Discussion Post• Quiz
2	January 17-23 rd	Becoming a Group Leader	<ul style="list-style-type: none">• Chapter 2 Corey• Chapters 5-7 Yalom & Leszcz	<ul style="list-style-type: none">• Discussion Post• Quiz
3	January 24 th – 30 th	Ethical/Legal and Cultural Considerations in Group Work	<ul style="list-style-type: none">• Chapter 3 Corey• Week 3 Supplemental Materials on Moodle	<ul style="list-style-type: none">• Discussion Post• Quiz
4	January 31 st - February 6 th	First Class Meeting -Week 1-3 Content Discussions -Telehealth Considerations	<ul style="list-style-type: none">• Week 4 Supplemental Materials on Moodle	<ul style="list-style-type: none">• Discussion Post• Quiz

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5	February 7 th – 13 th	Group Cohesion	<ul style="list-style-type: none"> Chapters 2 & 3 Yalom & Leszcz 	<ul style="list-style-type: none"> Discussion Post Quiz Counseling Group Observation 1
6	February 14 th – 20 th	Forming a Group	<ul style="list-style-type: none"> Chapter 5 Corey Chapter 9 Yalom & Leszcz 	<ul style="list-style-type: none"> Discussion Post Quiz Group Proposal Idea
7	February 21 st – 27 th	Second Class Meeting (Group Co-Leadership) <ul style="list-style-type: none"> Group Cohesion Forming a Group 		
8	February 28 st - March 6 th	Initial Stage of a Group	<ul style="list-style-type: none"> Chapter 6 Corey Chapter 10 Yalom & Leszcz 	<ul style="list-style-type: none"> Discussion Post Quiz
9	March 7 th – 13 th	Transition Stage of a Group	<ul style="list-style-type: none"> Chapter 7 Corey 	<ul style="list-style-type: none"> Discussion Post Quiz
10	March 14 th -20 st	Third Class Meeting (Group Co-Leadership) <ul style="list-style-type: none"> Initial Stage Transition Stage 		
11	March 21 st - 27 th	Working Stage of a Group	<ul style="list-style-type: none"> Chapter 8 Corey 	<ul style="list-style-type: none"> Discussion Post Quiz Group Proposal Outline

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12	March 28 th – April 3 rd	Final Stage of a Group	<ul style="list-style-type: none"> • Chapter 9 Corey • “Termination” section in Yalom & Leszcz Chapter 11 (p 465) 	<ul style="list-style-type: none"> • Discussion Post • Quiz
13	April 4 th – 10 th	Final Class Meeting (Group Co-Leadership) <ul style="list-style-type: none"> - Working Stage - Final Stage 		<ul style="list-style-type: none"> • Counseling Observation 2
14	Apr 11 th -17 th	Spring Break No Reading or Moodle posts this week ENJOY YOUR SPRING BREAK!		
15	Apr 18 th –24 th	Group Theories and Techniques/Record Keeping in Group	<ul style="list-style-type: none"> • Chapter 4 Corey • Week 15 Supplemental Materials on Moodle 	<ul style="list-style-type: none"> • Discussion Post • Quiz • Final Group Proposal
16	Apr 25 th - May 1 st	Group in Schools/Group in Community Settings	<ul style="list-style-type: none"> • Chapter 10-11 Corey 	<ul style="list-style-type: none"> • Discussion Post • Quiz
17	May 2 nd – 8 th	No Final! Best wishes on the rest of your exams!		

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