



Master of Science in Counseling (MSC)

Syllabus

MSC 607, Section HYB – Group Counseling

Spring Semester 2024

3 Credit Hours

| | |
|---------------|--|
| Dates: | 01/08-04/26, Block Class Meetings – Wed 03/13 until Sat 03/16 |
| Day/Time: | 8:30 am – Getting Ready; 9:00 am - 5:00 pm Class |
| Room: | Moodle Collaborate |
| Settings: | Course also meets via Moodle (starts January 08 th); Collaborative Meetings via Moodle – Mandatory on 01/22, 04/16 at 6pm-8pm (MT) |
| Instructor: | Dr. Sylvia Lindinger-Sternart, CRC, LCPC (MT) Associate Professor of Counseling |
| Contact: | Email: Sylvia.Lindingersternart@uprovidence.edu Phone: 406-791-5353 Fax: 406-791-5990 |
| Office Hours: | Available by appointment via Collaborate Moodle |
| Website: | https://www.uprovidence.edu/clinical-mental-health-counseling/ |

I. Course Description

- A. Catalog Description: Group Counseling, MSC607, is a theoretical and skill development course for counselors, educators, and clinicians to strengthen knowledge, awareness, and skills in the competencies required to effectively counsel groups. The goal of this course is to provide counseling students an in-depth look at group counseling with an emphasis on practical knowledge and techniques for effective group leadership through simulated sessions and role-playing. Through analysis of the latest theory and participation in group sessions, the student develops guidelines for conducting counseling in various group settings.
- B. Methods of Instruction: This course will be taught as a graduate seminar, with lecture and group discussion, small group exercises, videotapes, oral presentations, and experiential exercises. It is expected that students will have read all readings and be prepared to engage in a conversation regarding major points and application of the readings. Students are expected to be respectful of others’ opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

II. Program Student Learning Objectives

GROUP COUNSELING AND GROUP WORK

By the end of this program, students will be able to ...

Determine theories of group counseling and group work.

Identify dynamics related to group process and development.

Synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.

III. Behavioral Objectives for Course / Anticipated Student Competencies / (CACREP Standards)

A. Upon completion of this course, the successful student will be able to:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Participating in a virtual class group experience (S2.F.6.h)
2. Exploring and analyzing their personal experience in a group (S2.F.6.c.)
3. Evaluating and applying theory and research to develop a group curriculum (S2.F.6.a).
4. Applying learned knowledge of group dynamics (including group process, developmental stages, and group members' roles) (S2.F.6.b)
5. Integrating ethics and culturally relevant strategies of group counseling and assessing their understanding of ethical issues (S2.F.6.g)
6. Developing and demonstrating their group leadership style (S2.F.6.d).
7. Identify and assess approaches to group formation. (S2.F.6.e)
8. Analyze various types of groups that affect conducting groups in different settings. (S2.F.6.f)

CACREP STANDARDS – Section 2 (S2)

6. Group Counseling and Group Work

- a. theoretical foundations of group counseling and group work (S2.F.6.a.)
- b. dynamics associated with group process and development (S2.F.6.b.)
- c. therapeutic factors and how they contribute to group effectiveness (S2.F.6.c.)
- d. characteristics and functions of effective group leaders (S2.F.6.d.)
- e. approaches to group formation, including recruiting, screening, and selecting members (S2.F.6.e.)
- f. types of groups and other considerations that affect conducting groups in varied settings (S2.F.6.f.)
- g. ethical and culturally relevant strategies for designing and facilitating groups (S2.F.6.g.)
- h. 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 (S2.F.6.h.)

CACREP Standards Section 3: Professional Practice

can be reviewed in the MSC Handbook for Practicum and Internship

- IV. Prerequisites to the Course and Requirements This Course Fulfills:**
A. This is a **required course for MSC students**, and it has **no prerequisites**. Students **must earn a B or better** to proceed to the next semester of coursework.

V. Required and/or Recommended Texts and Course Materials

REQUIRED TEXT

- A. Jacobs/Schimmel/Masson/Harvill's Group Counseling, 8th Edition
Ed E. Jacobs; Christine J. Schimmel; Robert L. Masson; Riley L. Harvill
<https://uprovidence.textbookx.com/institutional/index.php>

RECOMMENDED TEXTS

- B. American Psychological Association (2020). *Publication manual of the American Psychological Association*, Seventh Edition, published by the American Psychological Association. ISBN: 978-1-433-83217-8
- C. Yalom, I.D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy (latest ed.)*. New York: Basic Books.

VI. Course Requirements

A. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during class meetings.

B. Assignments:

1. **CLASS Participation – BLOCK** (20%)

Each student is required to attend all class meetings for the Block of four days in a row – 03/13–03/16 (Wed, Thu, Fri, Sat 8:30am – 5pm). Makeup assignments are exceptional and at the instructor's discretion only. To get full credit, students must meaningfully contribute to discussion on Moodle and during the block. Please prepare yourself for the class with completing your readings and required assignment. Students who miss classes due to participation in a university sanctioned event are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. It is important to inform the professor in advance about such an event. In isolated cases involving family or medical emergencies, students are encouraged to speak with the instructor. The instructor may require documentation of family or medical emergencies.

2. **MOODLE Discussion Participation** (10%).

You are encouraged to be active on the Collaboration/Discussion forum to learn from each other, minimum of 1 posting/week; up to 3 postings are recommended. Discussions on Moodle will be run with a seminar focus where students engage in active learning. Studies show that students with high participation records get better grades and comprehend more about a given subject.

Please sign into the course every other day (at a MINIMUM). Please be sure to read, contemplate, and respond to the postings provided by other students because reading, thinking, and discussing what other students have to say will deepen your learning of the material. If the professor of the course poses a question, you **MUST** respond. Sometimes the posting will be to an individual; sometimes the posting will be to all students in the course. Your initial posting must be completed by the date that is provided on Moodle of any given week. Each discussion posting must be "unique". Unique means 2 things: your posting must present material that has not already been posted by another student and your posting must be more than merely supportive. Support is a very important part of your postings, but you must factually argue why you are supportive based on material that is pertinent to the course (APA style). Points are mostly based on your presentation of factual material from the textbooks for this course so citing according to APA style is important.

3. LEADING two Specific Groups (20% - each 10%). Students will have to lead and demonstrate group counseling skills during the block of four days 03/13 – 03/16.

A. Psycho-Education Group Counseling Session – Real Life Demonstration

Every student must prepare at least one Psycho-Education Group Counseling Session for a real-life demonstration via videoconferencing. The group counseling session is 50-55 minutes. I suggest you decide your preferred topic

as soon as possible on Moodle (WEEK 3) but latest until **January 28th, 2024**. Otherwise, a date, time and topic will be assigned to you.

The **dates** and times of these sessions are planned tentatively during Thursday, March 14, 2024. We may attend a virtual mental health conference at the Indian reservation with high school students, and you may get the opportunity to lead a group counseling session that concentrates on psycho-education.

Tentative Topics (may change due to desired topics of high school students): *Healthy Coping Skills, Holistic Wellness, Domestic Violence Prevention, Addiction - Body/Mind/Spirit, Mindfulness and Mental Health, Healthy Relationships, Family Issues, Work and Career, Anxiety, Depression, Grief, Break Up or Divorce, Anger Management, Forgiveness, Positive Psychology and Optimism, Healthy Communication Skills, Healthy Parenting, Child Behavior Problems, Self-Esteem, Posttraumatic Stress Disorder (PTSD), Goal Setting – Personal and Professional, Suicide Prevention, Women Trafficking, Stress Management, Incarceration and Re-Integration, Trauma, Attachment Child & Caregiver.*

B. Therapeutic Group Counseling Session – Demonstration in Class

Every student must facilitate one therapeutic group counseling session via Collaborate for approximately one hour with peers during the block. Please select one of the therapeutic topics on Moodle that is significant and appropriate for you as the group facilitator. I recommend you decide your preferred topic as soon as possible on Moodle (WEEK 5) but latest until **February 11th, 2024**. Otherwise, a date, time and topic will be assigned to you. I encourage you to challenge yourself and choose something that you have not worked closely during your education. Prepare yourself for these sessions with reviewing the learned material and your personal counseling theory for such a group. Preparation includes researching ideas about your specific topic of the therapeutic group counseling session. You can decide whether you provide specific roles for your classmates or whether you let them decide whom they want to role play.

Topics are: *Depression, Grief and Loss, Miscarriage, Hoarding, Sex Offenders, Divorce, Immigrants, Addiction, Veterans, Gambling, Obsessive Compulsive Disorder, Insomnia, Eating Disorder, Transgender, Schizophrenia, Disability, Bipolar Disorder, Panic Disorder, Cancer Clients, Elder Abuse.*

Please feel free to approach me if you have another topic that is suitable.

4. Group Theory PRESENTATION (20%): At the last live class session, each student will prepare a 15-minute oral Power Point Presentation that illustrates at least one counseling theory for a specific group of clients. At least 4 references should be cited in APA format on the last page of your PowerPoint. Make handouts, could be the PowerPoint slides, for the class. The presentation should be submitted on Moodle and a shared folder on One Drive. **Due 3/15**. Your evaluation will be based on the provided rubric.

Rubric – Group Theory Presentation

| Criteria | 1 Emerging | 2 Progressing | 3 Proficient | 4 Exemplary |
|--|---|--|--|--|
| SOURCES / QUALITY of Information Theoretical foundation of group counseling and group work (S2. F.6.a.) (S2. F.6.b.) (S2. F.6.c.) (S2. F.6.e.) (S2. F.6.g.) 40% | Addressed none of the issues below in a precise & clear manner: Theory for Group Counseling of a Particular Group -Purpose of theory for these clients -Planning of Group / phases, length ... -Basic Skills of Leader -Dynamics associated with group process -Therapeutic factors that impact group -Ethical and culturally relevant strategies groups | Addressed 2 of the issues below but not precisely and clear: Theory for Group Counseling of a Particular Group -Purpose of theory for these clients -Planning of Group / phases, length ... -Basic Skills of Leader -Dynamics associated with group process -Therapeutic factors that impact group -Ethical and culturally relevant strategies groups | Addressed 3 of the issues below but not precisely and clear: Theory for Group Counseling of a Particular Group -Purpose of theory for these clients -Planning of Group / phases, length ... -Basic Skills of Leader -Dynamics associated with group process -Therapeutic factors that impact group -Ethical and culturally relevant strategies groups | Addressed all of the issues below in a precise & clear manner: Theory for Group Counseling of a Particular Group -Purpose of theory for these clients -Planning of Group / phases, length ... -Basic Skills of Leader -Dynamics associated with group process -Therapeutic factors that impact group -Ethical and culturally relevant strategies groups |
| POWER POINT Presentation SLIDES 30% | Failed to outline the required topic | Insufficiently outlines: Slides and handouts had spelling, grammatical or punctuation errors. Font size and design was not professional and accurate. | Sufficiently outlines: Slides had almost no spelling, grammatical or punctuation errors. Font size and design was partially professional and accurate. | Successfully outlines: Slides were without grammatical spelling or punctuation errors. Font size and design was professional and accurate. |
| PRESENTATION Skills 30% | Failed to present the required topic | Insufficient time management (<12 min). Inappropriate time for each part of the presentation. Lacked in 3 or > areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm. | Sufficient time management (>18 min). Appropriate time for each part of the presentation. Lacked in 1 to 2 areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm. | Excellent time management (15 min). Appropriate time for each part of the presentation. Fulfilled all areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm. |

5. Group Counseling - Academic Paper (30%) – DUE 04/07

Each paper must be based upon at least 5 research articles from peer-reviewed journals and professional books in the fields of counseling and/or psychology (this includes the texts). The major emphasis of the content is the theoretical foundation of group counseling.

The paper must be written according to the APA style manual. The paper must be a **minimum of 10 pages** long (excluding the title page, abstract, reference page(s) and any figures or tables). Failure to turn in the paper will result in 0 points for this assignment. The paper must be submitted on Moodle and is due **April 7th**. Your evaluation will be based on the provided rubric below.

Rubric – Group Counseling Academic Paper

| Criteria | 1 Emerging | 2 Progressing | 3 Proficient | 4 Exemplary |
|---|--|---|--|---|
| SOURCES/QUALITY of Information 10% | <p>Used no academic peer-reviewed articles/professional books but some Internet links to provide information.</p> | <p>Used one/two academic peer-reviewed articles/professional books but also Internet links to provide and partially support inform.</p> | <p>Used three/four academic peer-reviewed articles/professional books but also Internet links to provide and support information.</p> | <p>Used five or more academic peer-reviewed articles/professional books to provide and support accurate information.</p> |
| <p>Theoretical foundations of group counseling and group work (S2. F.6.a.)</p> <p>10%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below in a precise & clear manner:</p> <p>Group Theory Brief description of a group theory from your professional area (mental health, school counseling ...) that is evidence-based for the specific group. -Purpose of theory for these clients -Planning of Group / phases, length ...</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed 2 of the issues below but not precisely and clear:</p> <p>Group Theory Brief description of a group theory from your professional area (mental health, school counseling ...) that is evidence-based for the specific group. -Purpose of theory for these clients -Planning of Group / phases, length ...</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed 3 of the issues below but not precisely and clear:</p> <p>Group Theory Brief description of a group theory from your professional area (mental health, school counseling ...) that is evidence-based for the specific group. -Purpose of theory for these clients -Planning of Group / phases, length ...</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all the issues below in a precise & clear manner:</p> <p>Group Theory -Brief description of a group theory from your professional area (mental health, school counseling ...) that is evidence-based for the specific group. -Purpose of theory for these clients -Planning of Group / phases, length ...</p> |
| <p>Dynamics associated with group process and development (S2. F.6.b.)</p> <p>10%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>The dynamics associated with group process and developmental stages, and group members` roles & characteristics. Failed to identify associated dynamics related to the group process and development.</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>The dynamics associated with group process and developmental stages, and group members` roles & characteristics. Described a general aspect that may have influenced the group process.</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>The dynamics associated with group process and developmental stages, and group members` roles & characteristics. Described few general factors related to the group process and development of these specific clients.</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>The dynamics associated with group process & developmental stages, and group members` roles & characteristics. Provided precisely associated dynamics related to the group process & development of these specific clients.</p> |
| <p>Therapeutic factors and how they contribute to group effectiveness (S2. F.6.c.)</p> <p>10%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Therapeutic factors and how they contribute to group effectiveness (altruism, universality, cohesiveness, catharsis, interpersonal learning – Input/Output, guidance, family-reenactment, self-understanding, identification,</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Therapeutic factors and how they contribute to group effectiveness (altruism, universality, cohesiveness, catharsis, interpersonal learning – Input/Output, guidance, family-reenactment, self-understanding, identification,</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Therapeutic factors and how they contribute to group effectiveness (altruism, universality, cohesiveness, catharsis, interpersonal learning – Input/Output, guidance, family-reenactment, self-understanding, identification,</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Therapeutic factors and how they contribute to group effectiveness (altruism, universality, cohesiveness, catharsis, interpersonal learning – Input/Output, guidance, family-reenactment, self-understanding, identification,</p> |

| | installation of hope, existential factors) | installation of hope, existential factors) | installation of hope, existential factors) | installation of hope, existential factors) |
|--|---|--|---|---|
| <p>Characteristics and functions of effective group leaders (S2. F.6.d.)</p> <p>5%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the basic skills for effective group leaders for this specific group.in a precise & clear manner: (Active Listening, reflection, clarification & questioning, linking, summarizing, tone setting, modelling ...)</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed 5 of the basic skills for effective group leaders for this specific group.in a precise & clear manner: (Active Listening, reflection, clarification & questioning, linking, summarizing, tone setting, modelling ...)</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed 5 of the basic skills for effective group leaders for this specific group.in a precise & clear manner: (Active Listening, reflection, clarification & questioning, linking, summarizing, tone setting, modelling ...)</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the basic skills for effective group leaders for this specific group.in a precise & clear manner: (Active Listening, reflection, clarification & questioning, linking, summarizing, tone setting, modelling ...)</p> |
| <p>Approaches to group formation, including recruiting, screening, and selecting members (S2.F.6.e.)</p> <p>5%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below in a precise & clear manner: -Group formation -Selection of members -Recruiting -Screening</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed 1 of the issues below in a precise & clear manner: -Group formation -Selection of members -Recruiting -Screening</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed 2 of the issues below in a precise & clear manner: -Group formation -Selection of members -Recruiting -Screening</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Group formation -Selection of members -Recruiting -Screening</p> |
| <p>Types of groups and other considerations that affect conducting groups in varied settings (S2.F.6.f.)</p> <p>10%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below in a precise & clear manner: -Type of group -leadership -purpose -dynamics -stages</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Addressed 1 of the issues below in a precise & clear manner: -Type of group -leadership -purpose -dynamics -stages</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed 2 of the issues below in a precise & clear manner: -Type of group -leadership -purpose -dynamics -stages</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Type of group -leadership -purpose -dynamics -stages</p> |
| <p>Ethical and culturally relevant strategies for designing and facilitating groups (S2. F.6.g.)</p> <p>10%</p> | <p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Failed to Identify individual core issues related to ethical and culturally relevant strategies for designing & facilitating this particular group.</p> | <p>Integrated concepts from at least 1 cited source to support this section.</p> <p>Identified individual core issues related to ethical and culturally relevant strategies for designing & facilitating this particular group. Described a general aspect that may have influenced this view.</p> | <p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Identified & addressed individual core issues related to ethical and culturally relevant strategies for designing & facilitating this particular group. Described few general factors that may have impacted this view.</p> | <p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Identified & addressed individual core issues related to ethical and culturally relevant strategies for designing & facilitating this particular group. Provided specific factors in detail that may have contributed to these perspectives.</p> |

| | | | | |
|---|---|--|---|--|
| | Ethical and culturally relevant strategies for designing & facilitating groups -Examples of ideal strategies for this particular group | Ethical and culturally relevant strategies for designing & facilitating groups -Examples of ideal strategies for this particular group | Ethical and culturally relevant strategies for designing & facilitating groups -Examples of ideal strategies for this particular group | Ethical and culturally relevant strategies for designing & facilitating groups -Examples of ideal strategies for this particular group |
| Direct experiences in which students participate as group members in a group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (S2.F.6.h.) 10% | Personal Conclusion Did not summarize anything and did not develop a link to their personal class experience. | Personal Conclusion Summarized everything that was addressed in the text. Conclusion did not accomplish to restate the main idea and did not have a link to their personal class experience. | Personal Conclusion Summarized everything that was addressed in the text. Conclusion accomplished to restate the main idea but a developed link between their personal class experience and their academic group paper was missing. | Personal Conclusion Summarized everything that was addressed in the text. Conclusion accomplished to restate the main idea and developed a link between their personal experience in class and their academic group paper. |
| ORGANIZATION and PARAGRAPH CONSTRUCTION 5% | The information appears to be disorganized. Paragraphing structure was not clear, and sentences were not related within the paragraphs. | Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well. | Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations, or details, and concluding sentence. | Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations, or details, & concluding sentence. |
| MECHANICS and Academic LANGUAGE 5% | Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 10 pages (excluding the title page, abstract, reference page(s) and any figures or tables). | A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 10 pages or longer than 12 pages (excluding the title page, abstract, reference page(s)). | Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 10 pages (excluding the title page, abstract, reference page(s)). The paper does miss an abstract or title page. | No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 10 pages (excluding the title page, abstract, reference page(s)) |
| APA STYLE – SOURCES CITATION 10% | Some sources are not accurately documented in text and reference list. | All sources (information and graphics) are accurately documented, but many are not in the desired APA format. | All sources (information and graphics) are accurately documented, but a few are not in the desired APA format. | All sources (information and graphics) are accurately cited in the desired APA format. |

VII. Grading

A. Grade Calculation

1. There are 1000 points available for this course:

- (a) 200 points - **CLASS Participation - Block (20%)**
- (b) 100 points - **MOODLE Discussion Participation (10%)**.
- (c) 100 points - **Leading a Specific Psycho-Educational Group (10%)**
- (d) 100 points - **Leading a Specific Therapeutic Group (10%)**
- (e) 200 points - **Group Theory Presentation (20%) – Due March 15th**
- (f) 300 points - **Group Counseling - Academic Paper (30%) - April 7th**

2. At the end of the quarter, grades will be assigned as follows:
 - A: 100-90%
 - B: 89-80%
 - C: 79-70%
 - D: 69-60%
 - F: 59-0%

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

VIII. **University Policies and Information (REQUIRED)**

<https://www.uprovidence.edu/academics/>

- A. This Link includes access to the following important University Information: Academic Catalog (University Policies and Information) Academic Calendar, Library Services, Registrar's Office, Student Academic Support Services and more.
- B. Instructor's additions to the attendance policy

IX. **Academic Misconduct**

- UP Policy:

"Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.

To view the complete University of Providence Academic Misconduct policy please see the **Graduate Catalog** available on the University of Providence <https://www.uprovidence.edu/academics/> (REQUIRED)

- A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing, or copying another student's examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section*).

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy.

X. Provision for Special Needs

Accommodation for documented disabilities

(<https://www.uprovidence.edu/academics/student-academic-support/>): If you

have a documented disability and would like the professor to make accommodations, visit with Carilyn (Carrie Lynne) Voorhies, M.Ed., who can be reached at 406-791-5915 or by email at carilyn.voorhies@uprovidence.edu.

XI. Tentative Class Schedule and Outline

See last page of this syllabus.

XII. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. The participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is not acceptable.

XIII. Student Responsibilities and Tips for How to Do Well

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all the non-written cues that are missing. Please be careful and considerate.
- Come to the semester begin meeting each semester. The meeting will provide you the opportunity to know one another personally.
- If you are not doing as well as you would like, please make an appointment to consult with Dr. Lindinger-Sternart about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while

maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students.

<https://www.uprovidence.edu/academics/student-academic-support/>

- Trio Support Services
- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Academic Forms:

<https://www.uprovidence.edu/academics/registrars-office/academic-forms/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I welcome you and if you request a meeting, I will do everything possible to schedule an appropriate time with you to support you. You may email me with any questions or concerns. I encourage you to communicate with me via Collaborate on Moodle as this offers videoconferencing at any scheduled time. I look forward to working with you!

• **The grid - Goals & Objectives from the University:**

| Master degree requirement | Competency objectives CACREP Standards | MSC 607 (Group Counseling & Group Work: Behavioral/course objectives | Assessment / Measurements |
|--|---|--|--|
| Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases & to reflect on these applications | Therapeutic factors and how they contribute to group effectiveness (S2.F.6.c.) | 2.Exploring and analyzing their personal experience in a group (S2.F.6.c.). | Group Counseling Academic Paper |
| | Theoretical foundations of group counseling & group work (S2.F.6.a.) | 3.Evaluating and applying theory and research to develop a group curriculum (S2.F.6.a). | Group Counseling Academic Paper |
| Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study | Dynamics associated with group process and development (S2.F.6.b.) | 4.Applying learned knowledge of group dynamics (including group process, developmental stages, and group members' roles) (S2.F.6.b). | Oral Presentation about group counseling of a particular group of clients |
| | Types of groups and other considerations that affect conducting groups in varied settings (S2.F.6.f.) | 8.Analyzing various types of groups that affect conducting groups in different settings. (S2.F.6.f) | Oral Presentation about group counseling of a particular group of clients |
| | Direct experiences in which students participate as group members for a minimum of 10 clock hours over the course of one academic term (S2.F.6.h.) | 1.Participating in an in-class group experience (S2.F.6.h) | Oral Presentation about group counseling of a particular group of clients |
| | Characteristics and functions of effective group leaders (S2.F.6.d.) | 6.Developing and demonstrating their group leadership style (S2.F.6.d). | Group Counseling Academic Paper |
| Reflective Scholarship: Understand the major theoretical perspectives within their field of study | Multicultural and pluralistic characteristics within and among diverse groups nationally & internationally (S2.F.2.a) | 3.Evaluating and applying theory and research to develop a group curriculum (S2.F.6.a). | Group Counseling Academic Paper |
| | Ethical and culturally relevant strategies for designing and facilitating groups (S2.F.6.g.) | 5.Integrating ethics and culturally relevant strategies of group counseling and assessing their understanding of ethical issues (S2.F.6.g) | Group Counseling Academic Paper |
| | Approaches to group formation, including recruiting, screening, & selecting members (S2.F.6.e.) | 7.Identifying and assessing approaches to group formation. (S2.F.6.e) | Oral Presentation about group counseling of a particular group of clients |

TENTATIVE COURSE SCHEDULE

| Date | Readings | TOPICS | CACREP Standard |
|---|--|---|----------------------------|
| WEEK 1 Jan 08-Jan 14 | Chapter 1 Chapter 2 | Introduction – Types of Groups Stages of Groups, Group Process, Therapeutic Forces | (S2.F.6.f.) (S2.F.6.c.) |
| WEEK 2 Jan 15-Jan 21 | Chapter 3 Chapter 4 | Purpose of Groups Planning | (S2.F.6.a.) (S2.F.6.b.) |
| WEEK 3 Jan 22-Jan 28 | Chapter 5 Chapter 6 | Getting Started: The Beginning Stage & Phase Basic Skills for Group Leaders | (S2.F.6.b.) (S2.F.6.d.) |
| Jan 22 | Mandatory Monday 01/22 | Collaborate Meeting Room, 6pm-8pm (MT) | |
| Jan 28 | Due 01/28 | Select Topic – Psychoeducation Group | |
| WEEK 4 Jan 29-Feb 04 | Chapter 7 Chapter 8 | Focus Cutting Off and Drawing Out | (S2.F.6.f.) (S2.F.6.d.) |
| WEEK 5 Feb 05-Feb 11 | Chapter 9 Chapter 10 | Rounds and Dyads Exercises | (S2.F.6.f.) (S2.F.6.e.) |
| Feb 11 | Due 02/11 | Select Topic – Therapeutic Group | |
| WEEK 6 Feb 12-Feb 18 | Chapter 11 Chapter 12 | Introducing, Conducting & Processing Exercises Leading the Middle Stage of a Group | (S2.F.6.c.) (S2.F.6.e.) |
| WEEK 7 Feb 19 – Feb 25 | Chapter 13 Chapter 14 | Using Counseling Theories in Groups Counseling and Therapy in Groups | (S2.F.6.a.) (S2.F.6.d.) |
| WEEK 8 Feb 26 – Mar 03 | Chapter 15 Chapter 16 | Choosing a Session or Group Dealing with Problem Situations | (S2.F.6.d.) (S2.F.6.c.) |
| WEEK 9 Mar 04 – Mar 10 | SPRING BREAK | Have Some Relaxing Days! | |
| WEEK 10 Mar 11– Mar 17 | Chapter 17 | Working with Specific Populations | (S2.F.6.g.) |
| Mar 13 CLASS MEETS Wed (9am-5pm) | Discussion Practicing | BLOCK Starts Role Plays - Lead Specific Groups | |
| Mar 14 CLASS MEETS Thu (9am-5pm) | Due-Group Counseling Demonstrations | Share Selected Theory/Group for Presentation Demonstration of Therapeutic Group in Class Life Demonstration – Psychoeducational Group | |
| Mar 15 CLASS MEETS Fri (9am-5pm) | Due-Group Counseling Demonstrations | Outline of PAPER due (hardcopy to class) Demonstration of Therapeutic Group in Class Life Demonstration – Psychoeducational Group | (S2.F.6.h.) |
| Mar 16 CLASS MEETS Sat (9am-5pm) | PP Due 03/15 | PowerPoint Presentations (20%) Submission due 03/15 and Demonstration 03/16 | (S2.F.6.g.) |
| WEEK 11 Mar 18 – Mar 24 | | Work on your Final PAPER | (S2.F.6.a.) (S2.F.6.c.) |
| WEEK 12 Mar 25 – Mar 31 | | Work on your Final PAPER | (S2.F.6.d.) (S2.F.6.g.) |
| WEEK 13 Apr 01 – Apr 07 | Final Paper Due 04/07 | PAPER due (30%) – April 07, 23:55 pm | |
| WEEK 14 Apr 08 – Apr 14 | Article posted on Moodle | Review your Learning Material | (S2.F.6.g.) |
| WEEK 15 Apr 15 – Apr 21 | Mandatory Monday 04/16 | Collaborate Meeting Room – Review Monday 04/16 from 6pm – 8pm (MT) | (S2.F.6.g.) |
| WEEK 16 | 04/22–04/26 | Finals Week | |