

SYLLABUS

Course Information

PSYC 5345.001 Group Counseling and Therapy
Fall 2019; Wednesdays 5:00-7:45
BEP 215

Instructor Information

Instructor: Erin M. West, Ph.D.
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Office Hours: Tuesdays 2:00-5:00
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Course Catalog Description

An introduction to group dynamics, developmental stages of a group, and theoretical approaches to group counseling. Emphasis is on acquiring pragmatic knowledge and experience, and developing group leadership skills.

Required Text

Gladding, S. (2019). Groups: A counseling specialty (8th Edition). Pearson.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended Text

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615

Student Learning Outcomes

Students will develop theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and approaches in a multicultural society. Students will learn:

1. theoretical foundations of group counseling and group work (CACREP Section 2.F.6.a)
2. dynamics associated with group process and development (CACREP Section 2.F.6.b)
3. therapeutic factors and how they contribute to group effectiveness (CACREP Section 2.F.6.c)
4. characteristics and functions of effective group leaders (CACREP Section 2.F.6.d)
5. approaches to group formation, including recruiting, screening, and selecting members (CACREP Section 2.F.6.e)
6. types of groups and other considerations that affect conducting groups in varied settings (CACREP Section 2.F.6.f)
7. ethical and culturally relevant strategies for designing and facilitating groups (CACREP Section 2.F.6.g)
8. 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 Section 2.F.6.h)

Note: Items in parenthesis indicate CACREP standards for group counseling coursework met by each outcome. Only the Clinical Mental Health Counseling program at UT Tyler is CACREP-Accredited. Please look into your long term licensure plans to make sure you are in a program which will enable you to be licensed as a practitioner.

Counseling Program Assessment and Methodology

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

6.1 Assessment: Students in PSYC 5345: Group Counseling and Therapy will submit a written group proposal paper on topics approved by the instructor.

Teaching Strategies

Learning will occur in the context of dialogue, interactive exercises, participation in a group experience and reading. The instructor will facilitate the collaborative development of an invitational learning context. The quality of each student's learning experience depends upon his or her motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflexively, (e) interact with other scholars within and outside of the classroom, and (f) participate fully in classroom activities, including the group lab.

Throughout the course, all students will be invited to engage in an ongoing dialogue that is based upon reading and other learning experiences. Students are expected to complete assigned readings before each class. Classroom interaction is designed to provide students with opportunities to develop proficiency in applying fundamental group counseling skills.

Related Field Experience: This experiential class requires participation in a counseling group. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

EVALUATION AND GRADING

Midterm Exam

The midterm exam will cover material from the first half of class and is meant to prepare students for the CPCE and NCE.

Reflection Logs

Reflection logs are a component of the group lab experience that is included in this course. The logs are brief and informal reflections on the student's experience in group sessions. They are focused on what each student is learning about the group process they do not reflect upon the content of group sessions. The use and requirements of reflection logs will be explained when the group lab experience commences.

Group Proposal

In this class you will develop a proposal for a group you would like to run in a mental health setting. In class you will be provided with an outline including topics which need to be covered in this proposal.

Interactive Group Facilitation

Each student will work with a partner to facilitate **a one hour discussion/group experience** throughout the semester. These discussions will revolve around the chapters from Gladding (2019) which pertain to theory and groups across the lifespan. More information regarding expectations of the group facilitation will be reviewed in class.

<u>Assignment</u>	<u>Points Possible</u>	
Midterm Exam	100 points	
Participation	10 points	
Reflection Logs	40 points	A = 90-100%
Facilitated Discussion	50 points	B = 80-89%
Group Proposal	100 points	C = 70-79%
Total Possible Points	300 points	

Submitting Written Work

1. The group proposal will be submitted in APA format and is due when class begins. Assignments submitted late will receive a 10% (one letter grade) reduction for each day it is late. No credit will be awarded for assignments submitted more than four days late.

Tentative Course Schedule

DATE	TOPIC	ASSIGNMENTS/ACTIVITIES
8/28	Course Orientation, Introductions Syllabus Review	

9/4	Types of Group and Group Work Group Dynamics	Gladding Chapters 1 & 2
9/11	Effective Group Leadership Forming a Group	Gladding Chapters 3 & 4
9/18	The Transition Period in a Group The Working Stage in a Group	Gladding Chapters 5 & 6 Group Lab #1 & Reflection
9/25	Closing a Group Diversity & Social Justice in Group Work Ethical and Legal Aspects of Working with Groups	Gladding Chapters 7, 8, 10 Group Lab #2 & Reflection
10/2	Specialty Groups and Creativity with Groups	Gladding Chapter 9 Group Lab #3 & Reflection
10/9	Midterm Exam	Midterm Exam
10/16	Theoretical Approaches to Groups	Group Lab #4 & Reflection
10/23	GROUP FACILITATION 1. _____ & _____ 2. _____ & _____	Group Lab #5 & Reflection
10/30	GROUP FACILITATION 1. _____ & _____ 2. _____ & _____	Group Lab #6 & Reflection
11/6	GROUP FACILITATION 1. _____ & _____ 2. _____ & _____	Group Lab #7 & Reflection
11/13	GROUP FACILITATION 1. _____ & _____ 2. _____ & _____	GROUP PROPOSAL DUE Group Lab #8 & Reflection
11/20	GROUP FACILITATION 1. _____ & _____ 2. _____ & _____	Group Lab #9 & Reflection
11/27	NO CLASS - THANKSGIVING	
12/4	Wrap up and Review	Group Lab #10 & Reflection
12/11	FINALS WEEK	

Course Policies and Requirements

Attendance/Cell Phone/Laptop Policy

Due to the highly interactive nature of the class session, **attendance is expected** during our scheduled class periods. **If you are unable to attend a class session you must contact me prior to the class period.** **Tardiness also delays class activities and is discouraged. You are able to miss one class without penalty; further absences will impact your grade.** **Cell phones and laptops are to remain closed, on silent, and away during class and the group lab activities.** They are distracting, rude, and interfere with the learning process. This is a group process class and as such active participation is required.

Patriot E-Mail

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

Informed Consent Statement: Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
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Diversity Statement: Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through

Financial Aid State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses

during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by

plagiarism software. UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with

tutors on duty to assist students who are enrolled in early-career courses.

- [UT Tyler Counseling Center](#) (903.566.7254)