



## Department of Psychology and Counseling

PSYC 5345-060: Group Counseling and Therapy

Spring 2021 Online

3 Credit Hours

*"Whenever two people meet, there are really six people present. There is each man as he sees himself, each man as the other person sees him, and each man as he really is." (William James)*

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**Communication:** I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday-Thursday.

**Online Office Hours:** Wednesdays 8:30AM - 11:30AM. Please let me know if you would like [to set up a meeting](#).

## Dr. Grad's Professional Background Statement

Ramona I. Grad, Ph.D. is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Practice from Georgia State University. Dr. Grad teaches courses in the CACREP accredited master's level clinical mental health counseling program. Dr. Grad has an ongoing program of research and scholarship that focuses on experiences of individuals with a history of childhood interpersonal trauma as well as on therapeutic relationship aspects in counseling, counseling training and supervision. Dr. Grad's scholarly work also includes numerous peer reviewed articles and presentations focusing on topics such as post-traumatic growth and diversity issues in counseling process. Dr. Grad has an extended clinical experience, having worked as a counselor and supervisor in Romania and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

## Dr. Grad's Teaching Philosophy

My philosophy of teaching is rooted in Individual Psychology, which I have implemented in my role as a counselor, supervisor, researcher, and instructor over many years. Therefore, my focus is on building a **collaborative relationship** with students and an **encouraging climate** that enables them to explore and challenge their own beliefs, to take risks and to grow, to **take ownership of their learning** and develop an understanding of the new material presented, of themselves, and of each other's unique individual and group identities, experiences and perspectives. In the classroom I strive to create a respectful, optimistic, democratic, and growth-oriented atmosphere that emphasizes the unique skills, abilities, resources, and strengths of each student. I am implementing teaching strategies that encourage personal discovery and experiential learning. The natural character of experiential learning allows for greater transferability and application of the lessons to other situations outside of the classroom. Further, the variety of experiences associated with this type of learning tends to meet the needs of diverse learners. Promoting **intellectual and cultural humility** is critical for me as an instructor. I challenge students to share their diverse opinions and experiences with one another, I encourage brainstorming sessions, experiential projects, and group presentations. It is my hope that students leave the course knowing what it means to be a collaborator, and most of all feeling encouraged to work with people who are different than them, who have different opinions than the ones they have. Ultimately, I desire for students I work with to be inspired by the love I have for counseling process. **"We should feel enlarged by the people who are different"** is a key quote that best describes my views on learning and teaching and represents my goal in the roles that I embrace.

Content Area
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**Course Catalog Description**

PSYCH 5345 is an introductory course to familiarize students with group design, leadership, functions, ethics, diversity, and counseling. It is a course designed to introduce students to the principles of group dynamics and enable students to be effective group workers in a variety of professional settings.

**Course Prerequisites**

Grade of "B" or better in COUN 5312, COUN 5328 and, COUN 5391 and departmental consent.

**Course Objectives and Learning Outcomes**

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i		Lectures
Impact of technology on the counseling profession	2.F.1.j		Lectures, Online Group Leadership
Strategies for personal and professional self-evaluation and implications for practice.	2.F.1.k		Online Group Leadership
Ethical and culturally relevant strategies for establishing and maintaining in person and technology-assisted relationships.	2.F.5.d		Lectures, Online Group Leadership
Impact of technology on the counseling process	2.F.5.e		Lectures, Growth Groups, Group Reflections, Online Group Leadership
Counselor characteristics and behaviors that influence the counseling process.	2.F.5.f		Lectures, Growth Groups, Group Reflections, Online Group Leadership
Theoretical foundations of group counseling and group work	2.F.6.a		Lectures
Dynamics associated with group process and development	2.F.6.b		Lectures, Online Group Leadership, Group Observation, Article Review
Therapeutic factors and how they contribute to group effectiveness	2.F.6.c		Lectures, Online Group Leadership, Group Observation
Characteristics and functions of effective group leaders	2.F.6.d		Lectures, Online Group Leadership, Group Observation
Approaches to group formation, including recruiting, screening, and selecting members	2.F.6.e		Lectures
Types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f		Lectures, Online Group Leadership, Group Observation, Article Review
Ethical and culturally relevant strategies for designing and facilitating groups.	2.F.6.g		Lectures, Online Group Leadership, Group Observation, Article Review
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	2.F.6.h		Growth Groups
Roles and settings of clinical mental health counselors		5.C.2.a	Lectures, Group Observation

Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.		5.C.2.c	Lectures, Group Observation
Cultural factors relevant to clinical mental health counseling.		5.C.2.j	Lectures, Online Group Leadership, Group Observation, Article Review
Techniques and interventions for prevention and treatment of a broad range of mental health issues.		5.C.3.b	Lectures, Group Observation, Article Review

**Note:** Items in this table 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.

### Required Text(s)

- Gladding, S. T. (2019). *Groups: A counseling specialty* (8th ed.). Pearson
- Jacobs, E. E., Schimmel, C.J, Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th Ed.). Pacific Grove, CA: Brooks/Cole.

### Recommended Text(s)

- DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Brooks/Cole.
- Hulse-Killacky, D., Killacky, J., & Donigian, J, (2001) *Making task groups work in your world*. Upper saddle River, NJ: Merrill/Prentice Hall.
- Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic Books.
- Yalom, I. D. (2005). *The Schopenhauer Cure*. New York: Harper Collins.

\*Additional readings may be recommended/required throughout the semester in response to students' needs or requests.

\*\*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.

### Resources

- **Association for Specialists in Group Work (ASGW)** – [www.asgw.org](http://www.asgw.org)
- **American Counseling Association Code of Ethics** – <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832178

## Methods of Instruction

### Teaching Strategies

This course will be conducted completely online. There are 5 (FIVE) mandatory online synchronous meetings with your group facilitator, 5 (FIVE) mandatory online synchronous meetings with your instructor and online small group work will be required. The course format reflects the diverse and dynamic natures of group work and personal learning styles. Information about group work will be delivered through didactic video presentations, group discussions, demonstrations and structured experiential activities. Students will have the opportunities to participate as group members, group leaders and process observers over the course of this semester.

I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interactions. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. Traditional face to face instruction allows for approximately 42hours of in class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require

approximately 84 hours of clock time to complete. The course is set up in 14 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

### 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.

### Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and [get in touch with me immediately](#) if you are not clear about the requirements.

## Course Policies and Requirements

### 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.

### Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, and participate in class assignments. Students are also expected to participate to the synchronous meetings on Zoom at the assigned dates mentioned in the course calendar. **Students are required to attend all synchronous classes.** Each unexcused absence will result in a one-letter grade deduction from your final grade in the course (e.g., A → B). If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You will

then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable.

### Class Punctuality

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

### Class Participation on Zoom Policy

Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

The CMHC program at UT Tyler is a face-to-face program that is temporarily functioning virtually due to the COVID-19 Pandemic. We look forward to being back in the classroom with all of you soon, until then though, we want to make sure we are facilitating a meaningful virtual learning environment for all of you. Part of this meaningful environment involves you, the student. Generally speaking, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class. As such, we (the CMHC faculty) thought it would be helpful to share our expectations of students during synchronous portions of class (e.g., zoom based classes).

- We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class. Being in attendance for class also means that you are not concurrently engaged in other activities while attending online synchronous zoom classes (e.g., driving a car, working, attending an appointment, sitting in a waiting room).
- We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

### Use of Technology

This is an online synchronous course. As such, the following are requirements for this course:

- You will need to secure a quiet and private place for you to attend class. It is not appropriate for others to be present in the room in which you are attending class from.
- You must have your video running throughout class, unless directed otherwise by the professor (note: *in the event of a bad internet connection please contact the professor via the chat function on zoom and let them know that you will be turning off video*)
- You will need to consistently secure a strong enough internet connection to support both audio and video options on zoom.
- All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas helpdesk at (903)566-7439 or email them at [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949.**
- If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas.
- Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

**Online Communication**

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,':-) ) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dear Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

**Patriot E-mail**

University policy requires that all e-mail correspondence between students and instructor be done via the **Patriot account ONLY**. 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. Please do not contact the instructor via the Canvas messaging system. My email address is [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu).

**\*\*Note:** make sure that you do not send emails to [rgrad@patriots.uttyler.edu](mailto:rgrad@patriots.uttyler.edu), as I will not receive these messages. **\*\***

**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.

**Course Feedback and Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

## Student Performance Evaluation Criteria &amp; Procedure

## Course Assignments

- **Growth Group Experience** (required not graded)

To lead groups well, one has to know what is like to be a group member. This is so important that CACREP has required at least 10 hours of experience in a group. These growth groups are not therapy groups: they focus on growth goals related to personal and professional development as a counselor, openly describing one's experience as a group member, and providing greater understanding of normative group stages, dynamics, and member roles. **Attendance is required and not graded.**

- **Growth Group Reflection Logs** (2 points each – 10 points total)

Growth Group reflection logs are a component of the growth group 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. These reflection papers are intended to be personal reflections and should be written in a personal style. Each reflection paper should be typed, using 12point font and double spacing, and be 1-2 pages in length (2 pages maximum). The use and requirements of reflection logs will be further explained when the growth group experience starts. Growth Group Reflection Logs are due Mondays by 11:59 PM [important].

- **Group Observation** (15 points)

Groups are everywhere, and this assignment takes advantage of that. Students will spend time observing a group and write a short paper (2-3 pages) analyzing the group. You can be *creative in choosing a group to observe; try to expand your current experience*. Groups may be real (e.g., psycho educational, self-help, therapeutic) or fictional (e.g., from a movie). If real, you must obtain permission to observe from the group facilitator and group, must not interfere with the functioning of the group, and must omit any identifying information about the group or its members. *NOTE: Instructor pre-approval of group is required.*

Spend at least 45 minutes observing the group and noting your internal reactions. In your paper, discuss (A) such factors as group membership and makeup, member roles, group leadership style, group norms, theory and any events you believe affected group process—including cultural, age, or gender variables. Discuss (B) your own reactions as you observed. (C) Outline the approach you would take if you were to step in as group leader at the next group meeting. A grading rubric for the group observation paper can be found at the end of the syllabus (Appendix 1). Group Observation is due Monday March 15<sup>th</sup> by 11:59 PM [important].

- **Article Review & Research Based Intervention** (25 points)

Students will select one empirical article related to group work with a special population from a refereed, professional journal (e.g., *Journal of Specialists in Group Work*, *Journal of Counseling and Development*, *Journal of Counseling Psychology*, *Journal of Multicultural Counseling and Development*). Please select an article to read and critique that has been published within the past 4 years. The article should be relevant to your professional interests.

The article review should be written in APA Style and be no more than five (5) pages. The review will address four areas, with the following headings:

- *Summary*: An overview of the research question/s, methods, and outcome of the study.
- *Critique*: A discussion of the article's strengths and shortcomings.
- *Relevance*: A discussion of the article's relevance to group work (especially address group theory, process dynamics, efficacy, special populations, research contribution).
- *Intervention*: Justification for your intervention (see below) based that references findings from this study.

Title, abstract and reference pages are necessary; submit a copy of the article with the review. Attach a copy of your intervention. Be prepared to present/discuss your work in class. Articles from this collection may be selected as additional reading.



The research-based intervention will consist of a student-generated exercise or activity, based on the research findings from this article, for use in a group context. Students are asked to create an intervention to be used in a group for any one of the many types of groups and group populations. This intervention should be written up in text, diagram, images, or other format as appropriate, with instructions for application. Cite the article in APA format at the end of the instructions page. Please submit your intervention on a separate page(s) from the article review.

A grading rubric for the article review and research-based intervention can be found at the end of syllabus (Appendix 2). Article Review is due Monday April 5<sup>th</sup> by 11:59 PM [important].

- **Online Group Leadership (25 points)**

Each student will have the opportunity to plan and lead/co-lead an online group. Leaders will be responsible for planning and executing 30 minutes group meeting. Following the group leadership experience, leaders will be expected to write a critical reflection paper that addresses their learning points as leaders.

The topic for the online group will be chosen collectively by the group members and should address a topic that all members are comfortable sharing in the larger class. When not participating as a group leader, you will be expected to provide feedback to the group leaders. This leadership experience will include multiple performances. Primary to your grade will be your performances of planning, leading, and reflecting on the learning as leaders of an online group experience. Consideration for the full 20 points will consist of:

- Performance as a group leader (10 points)
- Participation as a member in the online group leadership experience (10 points). Group process is dependent upon the consistency of group members, and this course is no different. Because this course is highly experiential and because we will use the course as an example of a working group, active class participation is *vital*. Students are expected to attend and participate fully in online discussion, activities, role-plays and feedback exchange. The following descriptions are provided to give an idea of how participation will be evaluated:
  - Excellent (8-10pts): Proactive participation; leading, originating, informing, challenging contributions that reflect in-depth understanding and analysis of subject matter; a demonstrated ability to listen to and build upon the ideas of others; provides excellent and constructive feedback to peers.
  - Satisfactory (5-8pts): Reactive participation; supportive, follow-up contributions that are relevant and valuable, but rely on leadership of others; contributions that reflect opinion rather than in-depth study and contemplation of subject matter; provides constructive feedback.
  - Minimally Satisfactory (2-5pts): Passive participation; present and alert, but not actively involved; feedback is lacking depth.
  - Unsatisfactory (0-2pts): Uninvolved; tardy, present but not attentive, irrelevant contributions that inhibit the group discussion; no feedback provided.
- Submission of the critical reflection paper (5 points). The Critical Reflection Paper is due Monday, April 19<sup>th</sup> by 11:59 PM [important].

- **Final Exam (20 points)**

This exam will be an online, closed-book exam including multiple choice questions. The final will cover group development theories, ethical issues, and multicultural group counseling issues. Content for final exam will be drawn from the in-class PowerPoint presentations as well as the assigned readings and is meant to prepare students for the CPCE and NCE. The Exam will take place on April 27<sup>th</sup> during regular class time. [important]

- **Class Wrap Up Video (5 points)**

During last week, we will use Flipgrid to do our class wrap up videos. In the video, address the following questions in 3 minutes or less:

- When I entered this class my views about group work were ...
- Right now my views about group work are ...
- As I look to the future, my learning goals for working in groups include ...
- Something that I learned about myself as a group leader that surprised or delighted me was ...



- One important thing that I learned in this group that will help in my life outside of this group is ... You will have to watch and comment on your classmate's videos. Use this as a time to get to know one another in this online space. The Class Wrap Up Video is due Monday April 26<sup>th</sup> by 11:59 PM [important].

### Evaluation/Grading

The due dates for all assignment are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 4 days past due date.

Often time students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B". A grade of "A" denotes exceptional work beyond the basic and/or minimal expectation.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

Week	Assignment	Points
6 → 11	Growth Group Experience	Attendance required, not graded
6 → 11	Growth Group Reflection Logs	10 points
10	Group Observation	15 points
13	Article Review & Activity	25 points
12 → 14	Online Group Leadership	25 points
16	Class Wrap Up Video	5 points
16	Final Exam	20 points
Total: 100		
A → 100-90	B → 89-80	*C → 79-70
		*D → 69-60
		*F → 59-0 points

\*A grade of "C" or lower will require that you retake the course.

*Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.*

### Professional Disposition Assessment

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G; 4.H and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below and shown on the Final Grade Sheet. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the students' academic file.

Professional Disposition Assessment						
1. Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2. Respect for ideas and integrity of others	1	2	3	4	5	NA

3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Interaction with faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA
8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

**Professionalism.** The counseling program at UT Tyler lead directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional association (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

#### Tentative Course Schedule

**\*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.**

Week/Date	Topic	Readings
<b><i>Warm-up Phase January 12 – February 22</i></b>		
Week 1 1/12	Introduction and Orientation; Brief Course Overview <b>Zoom Synchronous class meeting</b>	Syllabus
Week 2 1/19	Group Work as a Counseling Specialty – History, Types, General Characteristics Balancing Process and Content	Gladding: Ch.1 Jacobs: Ch. 1
Week 3 1/26	Therapeutic Factors & Forces Group Dynamics	Gladding: Ch. 2 Jacobs: Ch. 2
Week 4 2/2	Models, Stages and Group Development Leadership Skills Overview I	Gladding: Ch. 4 Jacobs: Ch. 3, 4
Week 5 2/9	Planning, Promoting, and Preparation Leadership Skills Overview II	Gladding: Ch. 4, 5 Jacobs: Ch. 5, 12
Week 6 2/16	Leadership Skills Overview III Leadership Challenges  <b>Growth Group (GG) Begins GG#1 Synchronous</b>	Gladding: Ch. 6, 7, & 9 Jacobs: Ch. 6, 8, & 15
<b><i>Action Phase February 23 – April 12</i></b>		
Week 7 2/23	Ethical, Legal, and Multicultural Issues; Group Work with Specific Populations  <b>GG#2 Synchronous</b>	Gladding: Ch. 8, 10, 11,14 Jacobs: Ch. 17  Multicultural and Social Justice – Competence Principles for Group Workers
Week 8 3/2	Online Group Counseling  <b>GG#3 Synchronous</b>	Colon & Stern (2011). <i>Counseling Groups Online: Theory and Framework.</i>

Week 9 3/9	<b>Spring Break – No Class This Week</b>	<b><i>Practice your group facilitation skills with your family/friends</i></b>
Week 10 3/16	<b>GG#4 Synchronous</b>	
Week 11 3/23	<b>GG#5 Synchronous</b>	
Week 12 3/30	<b>Leadership Skills Demonstration – Zoom Synchronous Class Meeting</b>	
Week 13 4/6	<b>Leadership Skills Demonstration – Zoom Synchronous Class Meeting</b>	
<b>Closure Phase April 13 – April 30</b>		
Week 14 4/13	<b>Leadership Skills Demonstration – Zoom Synchronous Class Meeting</b>	
Week 15 4/20	Termination; Overview of Group Theories	Gladding: 6 & 8 Jacobs: 13 & 15
Week 16 4/27	<b>Final Exam Zoom Synchronous Meeting</b>	

#### Program and Departmental Policies

##### **Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

##### **UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

##### **UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

#### University Policies

##### **UT Tyler Honor**

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.

##### **Student 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](http://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 (**January 25<sup>th</sup>, 2021**) 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 purpose of this rule, a dropped course is any course that is dropped after the census (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.

**Accommodations for Students with Disability**

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.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

### **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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto: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](mailto:903.566.7254) (903.566.7254)

## Rubrics

## Appendix 1

## Group Observation Paper Grading Rubric

Criteria	Description of criteria	Points
<b>Group Dynamic</b>	<ul style="list-style-type: none"><li>• Presents group membership and makeup, member roles, group leadership style, group norms</li><li>• Theory and any events that affected group process are presented — including cultural, age, or gender variables</li></ul>	5
<b>Personal reaction</b>	<ul style="list-style-type: none"><li>• Discusses observer's own reactions while watching the group</li></ul>	5
<b>Your approach</b>	<ul style="list-style-type: none"><li>• Outlines the approach the author would take if he/she were to step in as group leader at the next group meeting.</li></ul>	5



## Appendix 2

## Article Review &amp; Activity Grading Rubric

Component	Exceeds expectations 5 points	Meets expectations 2.5	Below expectations 0
<b>Summary &amp; Relevance</b>	<ul style="list-style-type: none"> <li>Provides an excellent overview of the research questions, methods and outcome of the study.</li> <li>Clearly presents the purpose of the study</li> <li>Shows exceptional understanding of the article's relevance to group work (especially addresses group theory, process dynamics, efficacy, special population, research contribution)</li> </ul>	<ul style="list-style-type: none"> <li>Presents an overview of the research questions, methods and outcome of the study.</li> <li>Shows limited understanding of the article's relevance to the field of group work</li> <li>Addresses factors such as group theory, process dynamics, efficacy, special population, research contribution</li> </ul>	<ul style="list-style-type: none"> <li>Shows a fundamental lack of understanding of the article</li> <li>Does not provide a summary of the article</li> <li>Does not explain article's relevance to the field</li> <li>Does not address factors such as group theory, process dynamics, efficacy, special population, research contribution</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>Identifies article's strengths and limitation other than the one presented in the article</li> <li>Provides excellent evaluation of article's strengths and shortcomings; evaluation criteria are unique and interesting</li> </ul>	<ul style="list-style-type: none"> <li>Addresses strengths and limitations presented in the article</li> <li>Evaluation criteria are used</li> </ul>	<ul style="list-style-type: none"> <li>Poor to no attempt to present the strengths and shortcomings of the article</li> <li>No obvious criteria for evaluation</li> </ul>
<b>Writing/APA style</b>	<ul style="list-style-type: none"> <li>Exemplary writing quality</li> <li>Components are connected in a seamless way</li> <li>No grammatical, punctuation, and/or errors</li> <li>Exceptional use of APA style</li> </ul>	<ul style="list-style-type: none"> <li>Adequate writing quality</li> <li>Mostly clear, concise sentences</li> <li>May have minor grammatical, punctuation, and/or spelling errors</li> <li>Good use of APA style</li> </ul>	<ul style="list-style-type: none"> <li>Writing is confusing</li> <li>Structure is disorganized</li> <li>Many grammatical, punctuation, and/or spelling errors</li> <li>Lack of use of APA style</li> </ul>
<b>Justification for Intervention</b>	<ul style="list-style-type: none"> <li>Clearly articulates the justification for the proposed intervention based on the findings from the article</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat identifies a justification for the proposed intervention</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide a justification for the proposed intervention</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>Creative student generated exercise or activity for use in a group context</li> <li>Clearly presents the purpose of the activity, intended outcome, describes the activity, when is intended to be used, detailed instructions are provided</li> </ul>	<ul style="list-style-type: none"> <li>The exercise or activity is adapted from the one presented in the article review</li> <li>Presents the purpose of the activity, intended outcome, describes the activity, when is intended to be used, instructions are provided</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide an exercise or activity</li> </ul>
<b>Total</b>	<b>25</b>		