



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS
COUN 666 Group Counseling

Instructor:
Office:
Phone:
E-mail:
Office Hours:
Classroom:
Class Dates:
Class Times:
Zoom Address:

Email: Checked daily. SCSU/HuskyNet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

Course Description:

To explore and investigate theoretical concepts of group dynamics and group counseling. Students will acquire the skills necessary to facilitate various types of group interaction. During the course of the semester, students explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and experiential group work.

Our Husky Compact

"As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of

intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness”” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.
2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention or mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications
 - c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator
 - d. Develop a sense of empowerment through service, leadership, and participation in change
 - e. Care for community and environment
 - f. Continue to learn, grow and respond to an ever-changing world
6. Engage as a Member of a Diverse and Multi-Cultural World
 - a. Understand one's own culture and its influence on personal identity
 - b. Develop intercultural understanding and an appreciation for commonalities and differences
 - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
 - d. Recognize and value diverse perspectives and the interdependence among cultures
 - e. Demonstrate inclusivity in thought and action
 - f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one’s own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives: At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBH Licensure Core Are	Husky Compact	Program Learning Outcome
Experience group process personally and identify one’s personal style, strengths, and theoretical preferences both as a group facilitator and group member.	6h, 6b, 6d	1, 4, 5, 6	5a, 5b, 6a	2,6,8
Develop awareness of one’s own interpersonal style with attendant strengths and challenges.	6g, 6h, 6b, 3c	3, 4, 9, 10	5a, 5b, 6a	2,8
Develop and demonstrate group counseling skills in class through role-play and experience.	6h, 6e, 6g, 6c, 6a	1, 4, 8, 12	2a, 2b	6
Identify approaches and professional preparation standards for different types of group work	6f, 6a, 1k, 3c	7, 11, 12, 13, 14	2a, 2b, 2e	8
Identify ethical and legal issues of particular relevance for group counseling.	6a, 1k, 6g, 6f	10, 15	3d	2
Describe major group counseling theories and their implications for the design and conduct of counseling groups.	6a, 6b	1, 4, 6, 7	2a, 1b	6,7
Describe issues related to setting up a group such as appropriate selection criteria and evaluation methods.	6f, 6e, 6g	15, 16	1b, 1d, 2a	6,7

Develop understanding of group process, group dynamics, and group member roles including outcome issues that inform group experience.	6b, 6a, 6f, RC-3c	13, 14, 4	2a, 2e	6,8
Describe ways to evaluate group experiences.	6h, 6d, 1k, 6c	5, 9	2d, 2e	6
Develop awareness of the impact and effect of cultural and gender diversity in counseling groups.	6a, 6f, 6g	6, 16	6a, 5c, 5a	1,3,6

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don’t hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU).”

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text “MN” to 741-741

Classroom Conduct

“All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/ .”

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic

- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

“The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University.”

Student Accessibility Services

“St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or 320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

Item Name:	Points:
Video Reaction Paper	50pts
Attendance/ Participation	50pts
Journals	100pts
Integrative Paper	100pts
Final Project	50pts
Total Points	350

Grade scale

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

Participation

Participation is required in all aspects of the course regardless of modality student is attending. Some of the participation activities included:

Projects or Papers

Video Reaction Paper – 50 points

Students are to provide their personal insight and reaction to the video, what stood out for you, what you felt. What specific attitudes and beliefs might enhance or interfere with your ability to understand and work with people of color. (No more than 3-4 pages).

Journals – 100 points

Students will hand in a weekly journal of their perceptions, feelings, reactions, and personal insights. Also, students are to provide an analysis of the group dynamics and processes of each group session and personal growth to be turned in the following session. Journals are due at the beginning of class each week. **No more than 2-3 pages.**

Each journal entry for each session must include two observations. Be sure to put your name and the date of the group session on each journal entry.

For group observations, consider:

- (a) **Group Observation:** Briefly (1-2 paragraphs) describe an event that occurred during the group meeting.
- (b) **Inferences:** Speculate on possible explanations for each event's occurrence. Why do you think group members did that? Provide your own insights.
- (c) **Personal Reactions:** When this event occurred what was our person reaction? What did you think? What did you feel?
- (d) **Interventions:** What was the intervention, if any? What did you do? What did the other group members or leader do about it?

For personal growth observations, consider:

- (a) **Personal Growth Observation:** What personal insight or aspect of your personal growth experience did you have during this session?
- (b) **Inferences:** Speculate on what happened during the group session to trigger your insight or personal growth experience.
- (c) **Personal Reactions:** When this personal growth or insight occurred what was your personal reaction?

*I will not grade a journal that has major spelling or grammar issues. If your journal is poorly written (e.g., major formatting, spelling, grammar issues) then you will receive a zero for the week. If you are concerned about your writing, please utilize on-campus resources such as the Write Place <https://www.stcloudstate.edu/writeplace/>

Experiential Group Leading Reflection: After observing the instructor lead the group, students will take turns leading the group under the instructor's supervision. Each student is responsible for analyzing his or her performance. The analysis will include a discussion concerning one's thoughts, feelings and reactions to leading the group, along with specific events that went well and any changes to be made in future groups. The leader paper is due the week after leading the group (approximately **1-2 typed pages**). The leader does not need to turn a journal when they lead a group. This replaces the journal.

Integrative Paper – 100 points

A quarter of your grade will be based on an integrative paper that synthesizes the material learned over the semester. This assignment has two major components (A and B), which **combined, 8-10 pages and must not exceed 10 double-spaced pages.**

An analysis of your group experience. Write a paper about what you learned about yourself through participating in the large and small groups. This is an opportunity for you to **process your own group experience from the perspectives of group member and leader.** Be sure to **write in specific and concrete terms** rather than general and global terms (substantiate your points with concrete examples). If you mention other group members, use their initials only. Address not only what you learned, but how you learned it, and how the insight you gained

about yourself will impact your life personally and professionally. The following questions may help to guide your self-exploration:

1. What did you learn about yourself?

- Focus on personal qualities, beliefs, and attitudes that may enhance or detract from your effectiveness as a group leader
- Assess the extent to which you achieved the personal goals that you identified at the beginning of the semester
- Identify some countertransference issues that you may encounter in the future based on your experiences in the small and/or large groups
- Describe your strongest and weakest skills as a group leader and your plan for addressing skills that need improvement

2. What did you learn about group processes?

- Describe the personality of your group
- Discuss how you will translate what you learned in this course to future groups that you may lead

Attendance/ Participation – 50 points

Attendance and participation in all of the group activities and subsequent discussion are required. **More than TWO absences (excused or not) will adversely affect the student's grade. Three absences (excused or not) and the student must drop the course and take it another semester when they can attend.** This is an experiential course with no exams. Students must attend classes/sessions to earn a grade.

Final Presentations – 50 points

Your final for this course will be an individualized project which represents your experience as a group member and group co-leader. You can be creative (or not creative). Whatever you wish. Reflect on your semester and any insights you have gained about people, groups, or yourself. You have full-reign to decide how you would like to represent this experience. Some ideas:

- Poetry
- Painting/drawing
- Short story
- Baking/cooking
- Research paper
- Book review
- Crafting, Singing/song
- Video of some kind/movie

You are not limited to this list, these are just a few ideas. Students will **present** their projects to each other during the final class period.

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor's Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor's Outlook calendar, to be notified of any changes.

Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Welcome & Introduction Course overview & Syllabus Experiential Groups	1. Chapter 1 2. Video	6e, 6f, 6b
Week 2:	Introduction to Group work Experiential Groups	1. Reflection paper 2. Chapter 1	6a, 6e, 6b, 6f
Week 3:	Issues facing beginning group leaders, characteristics of an effective group leader	2. Chapter 2	6c, 6f, 6e
Week 4:	Group counseling in the school setting	1. Chapter 10	
Week 5:	Forming a Group	1. Chapter 5	6b, 6e, 6d, 6h
Week 6:	Initial stage of a group, some early concerns, resistance/hidden agendas	1. Chapter 6 2. Journal	1k, 6b, 6f, 6h
Week 7:	Transition stage	1. Chapter 7 2. Journal	RC-3c, 6h, 6c
Week 8:	Transition stage	1. Chapter 7 2. Journal	RC-3c, 6h, 6c
Week 9:	Working stage of a group	1. Chapter 8 2. Journal	6h, 6a, 1k, 6c
Week 10:	Ethical and legal issues, Rules for Professional conduct, Malpractice issues	1. Chapter 3 2. Journal	1k, 6g, 6h
Week 11:	Ethical and legal issues, Rules for Professional conduct, Malpractice issues	1. Chapter 3 2. Journal	1k, 6g, 6h
Week 12:	Theories and Techniques of Group Counseling	1. Chapter 4 2. Journal 3. Integrative paper	6h, 6a, 6g
Week 13:	Termination of Group	1. Chapter 9 2. Journal	6h, 6d, 6b
Week 14:	Termination of Group	1. Chapter 9 2. Journal	6h, 6d, 6b
Week 15:	Review of Semester-Work on Final Projects	1. Journal	6h, 1k
Final Exam Week:	Present final project	2. Final Project	6b, 6c, 6d, RC-3c

*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.