



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Group Counseling
Course Number: COUN 5243
Semester Credits: 3

Professor: Dr. Pam Midgett
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Office Hours: Online

Semester: POT B Spring 2024
Class Room: Online
Class Format: Online

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- Disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours, usually sooner. During holidays and weekends, I will also respond within 24 hours. Please do not hesitate to contact me.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

I. COURSE DESCRIPTION

Course content includes the theoretical and procedural aspects of effective group work, including group dynamics and the stages of group process. To gain experience in methods and practice, students participate as group members and as facilitators.

II. COURSE RATIONALE

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations.

III. REQUIRED TEXTBOOK

Berg, R. C., Landreth, G. L., & Fall, K.A. (2018). *Group Counseling Concepts and Procedures 6th Edition*. Routledge.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- 6.a. theoretical foundations of group counseling and group work
- 6.b. dynamics associated with group process and development (KPI, final)
- 6.c. therapeutic factors and how they contribute to group effectiveness
- 6.d. characteristics and functions of effective group leaders (KPI, group facilitating exercise)
- 6.e. approaches to group formation, including recruiting, screening, and selecting members
- 6.f. types of groups and other considerations that affect conducting groups in varied settings
- 6.g. ethical and culturally relevant strategies for designing and facilitating groups
- 6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
- 9.1.e. psychological tests and assessments specific to clinical mental health counseling

Learning Objectives

1. Student learn the theoretical model of different types of groups.
2. Students experience the process of counseling groups.(KPI)
3. Students learn therapeutic factors and how they contribute to group effectiveness
4. Students learn the characteristics and functions of effective group leaders (KPI)
5. Students learn the techniques and timing used by facilitators

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Inclusivity: It is my intent to present material and activities that are respectful of different backgrounds. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that student learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusion in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software (does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity).

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. No exceptions. If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered 10%. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will, most likely, significantly lower your grade. Please begin planning your semester schedule accordingly.

Semester Course Outline

Class Dates	Class Topics	Assignments/Due Dates
1. Week of Saturday, March 9 - Friday, March 15, 2024 Spring Break	Review your Syllabus	Nothing due this week
2. Week of Saturday, March 16 - Friday, March 22nd, 2024	Class Introductions Read chapters one through four Be working on your group observation and 10-clock hours of direct experience groups and paper.	Post a discussion and reply to classmate's post Read chapters one through four
3. Week of Saturday, March 23 - Friday, March 29th, 2024	Be working on your group observation and 10-clock hours of direct experience groups and paper. Read chapters five through eight Turn in Group Observation Reflection Paper Appendix B	Read chapters five through eight Turn in Group Observation Reflection Paper Appendix B
4. Week of Saturday, March 30, - Friday, April 5th, 2024 6a, 6b, 6c, 6d, 6f, 6g. Turn in to D2L	Work on group observation and 10-clock hrs of direct experience groups & paper. Read chapters nine through thirteen Turn in Group Observation Reflection Paper App B (due April 5 by 11:59pm)	Post a discussion and reply to classmate's post Read chapters nine through thirteen Turn in Group Observation Reflection Paper Appendix B (due April 5 at 11:59pm)
5. Week of Saturday, April 6th, - Friday, April 12th, 2024	Work on your group observation and 10-clock hrs of direct experience groups and paper. Read Appendix A, B, C, D and E	Post a discussion and reply to a classmate's post Read Appendix A, B, C, D and E

<p>6. Week of Saturday, April 13 – Friday, April 19, 2024</p> <p>KPI: TK20 6d and 6g Turn in to TK20 and D2L</p>	<p>Review readings</p> <p>Work on your 10-Clock Hours of Direct Experience Groups.</p> <p>Record and Conduct a Group Appendix D</p> <p>Turn in Record and Conduct a Group to D2L (due April 19 at 11:59pm)</p>	<p>Post a discussion and reply to a classmate's post.</p> <p>Review readings</p> <p>Work on your 10-Clock Hours of Direct Experience Groups.</p> <p>Record and Conduct a Group Appendix D</p> <p>Turn in Record and Conduct a Group to D2L (due April 19 at 11:59pm)</p>
<p>7. Week of Saturday, April 20 – Friday, April 26, 2024</p> <p>6h</p>	<p>Review Readings</p>	<p>Post a discussion and reply to a classmate's post.</p> <p>Review readings</p>
<p>8. Week of Saturday, April 27 – Friday, May 3, 2024</p>	<p>Review Readings</p> <p>Turn in 10-clock Hours of Direct Experience Paper Appendix C to D2L (due May 3 at 11:59pm)</p>	<p>Post a discussion and reply to classmate's post</p> <p>Review readings</p> <p>Study for final exam</p> <p>Turn in 10-Clock Hours of Direct Experience Appendix C to D2L (due May 3 at 11:59pm)</p>
<p>9. Week of Saturday, May 4 – Friday, May 10, 2024</p>	<p>Review Readings</p> <p>Complete Final Exam Appendix E</p>	<p>Post a discussion and reply to a classmate's post</p> <p>Review readings</p> <p>Study for final exam</p> <p>Complete Final Exam Appendix E</p>

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