



**The Citadel Graduate College
Zucker Family School of Education
Division of Counselor Education**

EDUC 552: Group Counseling (Section 81)	
Fall Semester 2016	
<i>Instructor:</i> George T. Williams, EdD, NCC www.citadel.edu/root/counselor-education?id=1024	<i>Class Meetings:</i> Tuesdays
<i>Office:</i> Capers 308	<i>Class Hours:</i> 5:30 – 8:00 pm
<i>Telephone:</i> 843.953.2205 (o); 843.478.2198 (c)	<i>Meeting Room:</i> Bond 365
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<i>Credit Hours:</i> 3	

Catalog Description: Overview of selected approaches to group guidance and counseling theory and practice.

Prerequisites: EDUC 515 (Introduction to the Counseling Profession) or EDUC 537 (Student Development Services in Higher Education), and EDUC 551 (Counseling Theories and Practice).

Required Texts and Media:

1. Corey, G., Corey, M.S., & Haynes, R. (2006). *Groups in action: Evolution and challenges video and workbook*. Belmont, CA: Thomson Brooks/Cole.
2. Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th Ed.). Belmont, CA: Thomson Brooks/Cole.
3. Corey, G. (2016). *Theory and practice of group counseling* (9th Ed.). Belmont, CA: Thomson Brooks/Cole.
4. Corey, G. (2016). *Student Manual for theory and practice of group counseling* (8th Ed.). Belmont, CA: Thomson Brooks/Cole.

Student Information: This course is part of the School Counseling program and Student Affairs and College Counseling program and is intended to contribute to the completion of a Master’s degree in Counselor Education.

Learning and Developmental Goals:

The course is constructed to provide school counseling and student affairs/college counseling students a variety of didactic and experiential activities for learning how to apply different theoretical approaches to group counseling. Three different major areas of focus for the course include the following parts:

Part 1 of the course deals with an overview of basic elements of group process, with a focus on stages of group development:

1. Introduction to group work
2. Ethical and professional issues in group practice
3. Group leadership
4. Early stages of groups
5. Later stages of groups

Part 2 of the course includes a survey of contemporary approaches to group counseling. Each class a different theoretical perspective is discussed in seminar, with emphasis on practical applications to group work. The different theoretical approaches to group work that will be focused upon include:

1. Psychoanalytic Approach to Groups
2. Adlerian Group Counseling
3. Psychodrama in Groups
4. Existential Approach to Groups
5. Person-Centered Approach to Groups
6. Gestalt Therapy in Groups
7. Transactional Analysis in Groups
8. Cognitive Behavioral Approaches to Groups
9. Rational Emotive Behavior Therapy in Groups
10. Reality Therapy in Groups
11. Solution-Focused Brief Therapy in Groups

Part 3 of the course focuses on application and integration. Students are expected to be able to write about and articulate and verbally present their own personalized approach to working with groups. The emphasis is on comparing and contrasting the ten major theoretical models of group work along the following dimensions:

1. Goals of group counseling
2. Roles and functions of group leaders
3. Use of techniques
4. Methods of evaluation

Towards the end of the course, class sessions are devoted to discussion of an integrated eclectic model of group counseling along with a consideration of application of the integrated eclectic group model. Also, throughout the course some time is given to applying the basic concepts and group procedures in designing special types of groups for the following populations:

1. Groups for children
2. Groups for adolescents
3. Groups for parents
4. Groups for school staff
5. Groups for the elderly
6. Groups for special populations

There will be a focus on the stages in the evolution of groups, which include: forming a group, or the pre-group phase; initial stage; transition stage; working stage; and ending a group, including final and follow-up stages.

Conceptual Base of the Zucker Family School of Education:

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the place where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrates this self -knowledge with content knowledge, knowledge of students , and in the context of becoming professional change agents are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical professionals**:

Knowledgeable *Principled Educational Leaders*. . .

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning; and
5. Demonstrate a commitment to lifelong learning.

Reflective *Principled Educational Leaders*. . .

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;

9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
10. Reexamine their practice by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders. . .

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures; and
14. Establish rapport with students, families, colleagues, and community; and
15. Meet obligations on time, dress professionally, and use language appropriately.

DISABILITY DISCLOSURE

Students needing accommodations because of a disability must register with The Citadel Academic Support Center (ASC) located in Room 117 Thompson Hall. Appointments may be made via email at ascenter@citadel.edu or calling (843) 953-1820. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements. Please see me privately, either after class or in my office, to let me know how I may best assist your special needs.

Relationship of this course to the conceptual base:

This course will provide students with the following while referencing CACREP (Council for Accreditation of Counseling and Related Educational Programs) 2009 Standards and The Citadel Zucker Family School of Education conceptual framework (CF):

1. To provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II, G6a);
 - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP Section II, G6b);
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP Section II, G6c);
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP Section II, G6d); and
 - e. 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 II, G6e).
2. To assess the complex nature of socio-psychological interaction processes (CACREP Standard 7h, 7i; *CF: 1, 2, 7-12*).
3. To understand the different stages of a group's development (CACREP Standard 6a, 7h; *CF: 1-3, 6-9, 11, 13, 14*).

4. To appreciate the value of feedback mechanisms for group process evaluation (CACREP Standard 6d; *CF: 4, 5, 6-10*).
5. To develop self-awareness and self-understanding as a group leader (CACREP Standard 5d, 6a, 6b; *CF: 3, 5, 6-15*).
6. To appreciate the professional literature and current trends related to group counseling (CACREP Standard 6c, 7f; *CF: 1-5, 9-15*).
7. To understand the professional codes of ethics and professional preparation standards for group leaders (CACREP Standards 6a, 6b, 7i; *CF: 1-15*).
8. To receive supervised practice in leading a group session (CACREP Standards 2b, 5b, 5c, 6a, 6b; *CF: 1-17*).
9. To experience the group process as a group member (CACREP Standard 6e; *CF: 6-15*).
10. To understand group procedures in designing special types of groups (including task groups, psycho-educational groups, and counseling/therapy groups) for different populations (CACREP Standard 6d, 6e; *CF: 1-15*).
11. To understand the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
 - a. group counselor working with diverse populations and ethnic groups (CACREP Section II: K.2.c; CACREP Standards 2c, 5a; *CF: 1, 7, 13, 14*);
 - b. group counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP Section II: K.2.d; CACREP Standards 1f, 2b, 2d; *CF: 1-4, 6-14*); and
 - c. theories of multicultural counseling applicable to group work, theories of identity development, and multicultural competencies (CACREP Section II: K.2.e; CACREP Standards 2e, 5c; *CF: 1-5, 7, 8, 10-15*).
12. To provide the student an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
 - a. theories of learning and personality development pertaining to group work (CACREP Section II: K.3.b; CACREP Standards 3b, 5c, 6c; *CF: 1-4*) and
 - b. ethical and legal considerations for group work (CACREP Section II: K.3.e; CACREP Standards 2f, 3e, 5g, 6g, 7i; *CF: 11-15*).
13. To provide the student an understanding of the role of racial, ethnic, and cultural beliefs, occupation, physical, emotional, and mental states, and equity issues in group work (CACREP School Counseling Standard A.7; CACREP Standard 7h; *CF: 1-15*).
14. To provide the student knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (CACREP School Counseling Standard A.8; *CF: 1-15*).

Recommended Supplemental Textbooks and Journals:

In addition to the basic textbooks, students are expected to select some readings from supplemental sources. Below are listed some of the recommended supplemental textbooks and professional journals.

1. Bertcher, H.J. (1994). *Group participation: Techniques for leaders and members* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
2. Brigman, G., & Earley, B. (2008). *Group counseling for school counselors: A practical guide* (3rd Ed.). Portland, ME: J. Weston Walch, Publisher.
3. Carroll, M., Bates, M., & Johnson, C. (2012). *Group leadership: Strategies for group counseling leaders* (4th Ed.). Denver, CO: Love Publishing Co.
4. Capuzzi, D., Gross, D.R., & Stauffer, M.D. (2009). *Introduction to group work* (5th Ed.). Denver, CO: Love Publishing Co.
5. Corey, M.S., & Corey, G. (2010). *I never knew I had a choice* (9th Ed.). Belmont, CA: Thomson Brooks/Cole.
6. Corey, G., Corey, M.S., Callanan, P.J., & Russell, J.M. (2003). *Group techniques* (3rd Ed.). Pacific Grove, CA: Brooks/Cole.
7. DeLucia-Waack, J.L. (Ed.). (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage.
8. Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. Monterey, CA: Brooks/Cole-Wadsworth.
9. Forester-Miller, H. (Ed.). (1990). Special Issue: Ethical and legal issues in group work. *The Journal for Specialists in Group Work*, 15 (2).
10. Gazda, G.M. (1989). *Group counseling: A developmental approach* (4th Ed.). Boston, MA: Allyn and Bacon.
11. Gladding, S.T. (2012). *Group work: A counseling specialty* (6th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
12. Greenberg, K.R. (2003). *Group counseling in k-12 schools*. New York, NY: Allyn and Bacon.
13. Johnson, D.W., & Johnson, F. P. (2013). *Joining together: Group theory and group skills* (11th Ed.). Boston, MA: Allyn and Bacon.
14. Kottler, J. (1994). *Advanced group leadership*. Pacific Grove, CA: Brooks/Cole.
15. Morganett, R.S. (2000). *Skills for living: Group counseling activities for young adolescents, Volume 2*. Champaign, IL: Research Press.
16. Rudestam, K.E. (1982). *Experiential groups in theory and practice*. Monterey, CA: Brooks/Cole.
17. Trotzer, J.P. (1989). *The counselor and the group: Integrating theory, training and practice* (2nd ed.). Munci, IN: Accelerated Development Inc., Publishers.
18. Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th Ed.). New York, NY: Basic Books.
19. Yalom, I.D. (1983). *Inpatient group psychotherapy*. New York, NY: Basic Books.

Professional Journals:

1. [The Journal for Specialists in Group Work](#).
2. [International Journal of Group Psychotherapy](#).

Course Requirements:

1. Each student will give a 30 minute classroom presentation on one of the 11 major theoretical approaches to group counseling or one of the topics applicable to groups. The topics will be assigned during the second class meeting. Each student is expected to provide handouts for all class members of her/his presentation. The course instructor will discuss during class the guidelines for students to follow while giving their classroom presentations.
2. Each student will read a minimum of two current professional journal articles dealing with some aspect of group work (i.e., theory, practice, and/or research) and write two separate one to one and one-half page, typed and double-spaced critiques of the articles. Do not summarize the articles. The reference citation and name of the student should be typed only on the back side of the last page of each critique. Be certain that all pages are stapled together!
3. Each student will participate as a member and as a leader of an in-class training group. This will enable students to experience leading a group while applying the learning from the course and developing self-awareness and self-understanding as a school counselor candidate. Students will remain in the same group for the duration of the course. The training group experience will occur during the later part of each class meeting (7:00 pm – 8:00 pm), beginning Tuesday, September 10th and ending Tuesday, December 22, 2016. During each training group session, different students will have an opportunity to lead the group. Each session will be structured around the theoretical approach that was discussed during the earlier didactic portion of class (i.e., 5:30 pm – 6:50 pm). The course instructor will supervise the experiential training groups. The format for each of the group sessions will consist of first a group session being led (co-led) by class members for 45 minutes (while thinking in a particular therapeutic orientation), and the next 15 minutes will be a processing and discussion session facilitated by the course instructor.
4. Each student will write a major paper (total of 11 ½ - 15 ½ pages) relating to a variety of subtopics. Each of the papers is to be typed and double spaced. The guidelines for the paper assignment are as follows:

Guidelines for Paper (includes four subsections)

- a. Compare and/or contrast two theories of group counseling. Do this analysis on the basis of such aspects as role of group leader, role of group members, view of group process, key concepts, major techniques, etc. (Length of 3 ½ to 4 ½ pages).
- b. Select one of the various theories of group counseling and write an essay. Do not select either of the theories that you compared or contrasted above. Your essay should be a personal reaction paper to key aspects of the approach. Emphasize ways that you might apply the approach to your own way of working with groups, and emphasize a critical evaluation of the limitations and contributions of the approach. (Length of 2 ½ pages).

- c. **Group Membership/Leadership Issue**: Write a position paper on one specific issue, question, topic, problem, or concern of interest to you (as it pertains to group membership/leadership), and then build your paper around this topic. If you want, you can select some aspect of techniques in groups as it applies to being a group member or leader. Feel free to select a topic from any of the required or recommended class readings. (Length of 2 ½ pages).
 - d. **Your view of Your Integrated Eclectic Model of Group**: (Refer to Chapter 17 of *Theory and Practice of Group Counseling*). Describe your integrated and eclectic model of group counseling. Show how the major concepts and techniques are drawn from any of the theoretical approaches, and discuss your basis and rationale for selecting these concepts and techniques. Include in this essay a brief description of your style of group leadership, which hopefully is an expression of your personalized approach to group work. (Length of 3 - 5 pages).
5. Each student will complete a written midterm and a written final examination. The exams include multiple-choice items. The content of the exam includes the material contained in the course text *Theory and Practice of Group Counseling*.
 6. Each student will lead a group outside of class for a minimum of six (6) forty-five (45) minute sessions. The course instructor will discuss the specific guidelines for leading these outside of class groups.
 7. Each student is expected to keep up to date with the assigned readings, to participate in class discussions, role plays, demonstrations, experiential training group sessions, and to attend class regularly and to be punctual. Class participation grades are determined only by the didactic portion of each class (i.e., 5:30 pm – 6:50 pm). Therefore, students are not evaluated for participation in the training groups, either as a group member or as a group leader.

Grading Criteria and Process

Final Course grades will be based upon evaluation in several areas which relate to the above stated course objectives and requirements. The weighing for the different components of the course are as follows:

- 10% - 30 minute oral classroom presentation (as determined during the second class meeting)
- 10% - Journal Article Critiques (two, 1 - 1 ½ page typed critiques)
- 25% - Midterm Exam
- 20% - Major Paper
- 25% - Final Exam
- 10% - Class Participation
- 100% - Final Course Grade

Grading Scale

Final course grades are determined based upon the following scale:

- A = 93 – 100%

- B+ = 89 – 92%
- B = 85 – 88%
- C = 75 – 84%

A grade below 75% will result in the student repeating the course. **Please Note: A student who is absent more than three scheduled classes cannot earn a final course grade of “A”.**

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CACREP/GROUP COUNSELING COURSE RUBRIC

Knowledge	Learning/Activity	Outcome/Assessment
1. Know the historical, philosophical, and theoretical foundations of group work and group counseling (CACREP Sec. II G6.a.).	Readings: History of Group Work PowerPoint/Prezi: History, Present Reality and Trends in Group	Final Exam Classroom Discussion
2. Describe the stages that groups progress through from inception to closure (CACREP Sec. II G6.a.).	Readings: Beginning a Group Transition Period in a Group Working Stage Closing a Group PowerPoint: Stages of Groups	Midterm Exam Final Exam Classroom Discussion Course In-Class Experiential Group
3. Identify the personal characteristics of effective group leaders (CACREP Sec. II G6.b.).	Readings: Group Leadership PowerPoint/Prezi: Effective Group Leadership	Midterm Exam Final Exam Facilitation of Group Session
4. Be informed of the legal and ethical guidelines of group work (CACREP Sec. II G1.j.).	Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups	Midterm Exam Final Exam Classroom Exercises
5. Know principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Sec. II G6.a.).	Readings: Group Dynamics PowerPoint/Prezi: Group Dynamics	Midterm Exam Final Exam Classroom Discussion Course In-Class Experiential Group Course Outside-Class Group

<p>6. Explain group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP Sec. II G6.a.).</p>	<p>Readings: Group Leadership PowerPoint/Prezi: Effective Group Leadership</p>	<p>Midterm Exam Classroom Exercises Course Final Paper</p>
<p>7. Understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP Sec. II G6.c.).</p>	<p>Readings: Eleven theoretical approaches to groups: Psychoanalytic, Adlerian, Psychodrama, Existential, Person-Centered, Gestalt, Transactional Analysis, Cognitive Behavioral Approaches, Rational Emotive Behavior Therapy, Reality Therapy, & Solution-Focused Brief Therapy. PowerPoint/Prezi: Group Work Theory</p>	<p>Midterm Exam Final Exam Classroom Exercises Course In-Class Experiential Group Journal Article Critiques</p>
<p>8. Identify group methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP Sec. II G6.a.).</p>	<p>Readings: Procedures and Strategies for Groups PowerPoint/Prezi: Group Counseling Strategies</p>	<p>Midterm Exam Final Exam Classroom Exercises Journal Article Critiques Course Final Paper</p>
<p>9. Explain approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups (CACREP Sec. II G6.a.).</p>	<p>Readings: Types of Groups PowerPoint/Prezi: Types of Groups and Group Work</p>	<p>Midterm Exam Classroom Exercises Course Outside-Group Sessions Course Final Paper</p>
<p>10. Know professional preparation standards for group leaders (CACREP Sec. II G6.a. & b).</p>	<p>Readings: Ethical/Legal Aspects/Group Leadership Training PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups/Effective Group Leadership</p>	<p>Midterm Exam Final Exam Classroom Discussion Classroom Exercises</p>
<p>11. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.</p>	<p>Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups Activity: Review ACA, ASGW, ASCA, ACPA, and NASP ethical standards</p>	<p>Midterm Exam Final Exam Classroom Discussion Classroom Exercises</p>
<p>12. Identify the types of</p>	<p>Readings: Types of Groups</p>	<p>Midterm Exam</p>

groups (CACREP Sec. II G6.a.).	PowerPoint/Prezi: Types of Groups and Group Work	Final Exam Classroom Exercises
13. Discuss the legal and ethical guidelines of group work (CACREP Sec. II G1.j.).	Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups	Midterm Exam Final Exam Classroom Exercises
14. Identify theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP Sec. II G2.c.).	Readings: Group Work with Diverse Populations PowerPoint/Prezi: Group Work with Culturally Diverse Populations	Midterm Exam Final Exam In-Class Group Topic Presentation Classroom Exercises Course Final Paper
Skills and Practice	Learning/Activity	Outcome/Assessment
1. Demonstrate successful skills and techniques in small group counseling (CACREP Sec. II G6.a. & d.).	Readings: Procedures and Strategies for Groups PowerPoint/Prezi: Group Counseling Strategies Activity: Facilitate Group Sessions	Facilitation of Group Session Course In-Class Experiential Group In-Class Group Topic Presentation
2. Apply ethical guidelines for group counselors in classroom guidance and small group activities (CACREP Sec. II G1.j.).	Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups	Classroom Exercises Facilitation of Group Session In-Class Group Topic Presentation
3. Assess school level environments and design strategies to effect behavior change through group counseling.	Readings: ASCA National Model: A Framework for School Counseling Programs PowerPoint/Prezi: Developing a School Counseling Program	Classroom Exercises Group Plan
4. Demonstrate their knowledge of the S.C. Comprehensive Developmental Guidance and Counseling Program model use of classroom guidance activities and small group counseling by accurately demonstrating the ability to identify children's needs, conducting groups and integrating activities in the following three broad	Readings: SC Comprehensive Developmental Guidance and Counseling Program PowerPoint/Prezi: SC School Counselors	Classroom Exercises Course Outside-Group Sessions In-Class Group Topic Presentation

<p>areas: “learning to live” (knowledge of self and others), “learning to learn” (education and academic knowledge) and “learning to work” (career planning and knowledge) into group counseling process.</p>		
<p>5. Demonstrate the ability to integrate the current professional literature in their evaluation of the efficacy of group work.</p>	<p>Readings: The Effect of Positive and Negative Variables on Group Dynamics PowerPoint/Prezi: Group Dynamics</p>	<p>Classroom Exercises Journal Article Critiques Course In-Class Experiential Group Course Final Paper</p>
<p>6. Demonstrate the ability to investigate and discuss how consultation enhances group work.</p>	<p>Readings: Group Leadership Training PowerPoint/Prezi: Effective Group Leadership</p>	<p>Classroom Exercises Journal Article Critiques</p>
<p style="text-align: center;">Dispositions</p>	<p style="text-align: center;">Learning/Activity</p>	<p style="text-align: center;">Outcome/Assessment</p>
<p>1. Adhere to all professional ethical standards (CACREP Sec. II G1.j.).</p>	<p>Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups</p>	<p>Classroom exercises</p>
<p>2. Assume responsibility for adjusting group plan and strategies based on client feedback and reflections.</p>	<p>Readings: Developing Group Counseling Plans PowerPoint/Prezi: Group Counseling Plans</p>	<p>Facilitation of Group Session Group Counseling Plan</p>
<p>3. Recognizes and accepts individual differences within students, including persons with exceptionalities (CACREP Sec. II G2.b.; 3.e.).</p>	<p>Readings: Groups for Children, Adolescents, Adults, Older Adults PowerPoint/Prezi: Groups Throughout the Life Span</p>	<p>Classroom Exercises Course Outside-Group Sessions In-Class Group Topic Presentation</p>
<p>4. Are aware of the importance of membership in and affiliation with professional organizations (CACREP Sec. II G1.f.).</p>	<p>Activity: Encourage student membership in national/state/local professional organizations (e.g., ASCA, ACA, ACPA, NASP, ASGW, SCCA, SCSCA, SCCPA, TCCA)</p>	<p>Classroom Discussion Student membership in national/state/local professional organizations (e.g., ASCA, ACA, ACPA, NASP, ASGW, SCCA, SCSCA, SCCPA, TCCA)</p>
<p>5. Candidates are committed to becoming effective leaders (CACREP Sec. II G1.h. & i.).</p>	<p>Readings: Skills of Effective Group Leaders PowerPoint/Prezi: Effective Group Leadership</p>	<p>Classroom Discussion Course In-Class Experiential Group Course Outside-Group Sessions Facilitation of Group Sessions</p>

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EDUC 552: Group Counseling

Student Name: _____ **Start Time:** _____ **End Time:** _____
Date: _____

The in-class professional presentation is worth 100 points (10% of final course grade). Points assigned according to following criteria: Content = 50 pts.; PowerPoint/Prezi Backdrop Visuals = 20 pts.; Handouts = 10 pts.; Organization & Delivery of Presentation = 20 pts.; TOTAL = 100 pts.

CONTENT: (50 points)

- ___ Comprehensive overview of group counseling theoretical approach, including major theorists, or topic applicable to groups
- ___ Inclusion of key developmental tasks/goals related to group counseling theory or topic applicable to groups
- ___ Descriptions how to utilize specific techniques and identification of questions to consider related to the group counseling theory or topic applicable to groups
- ___ Identification of group leader and group members' role and tasks relevant to the theory or topic applicable to groups
- ___ Identification of strengths & weaknesses of the theory or topic applicable to groups, including application to P-20 school settings & multicultural populations

For each category above, 0-10 points can be earned as follows:

- (9-10 points) Content was covered comprehensively, scholarly, and factual.
- (7-8 points) Content was factual, eliminating important ideas or concepts.
- (5-6 points) Numerous ideas/content were neglected and some content was inaccurate.
- (3-4 points) Content lacking in important tenets of topic.
- (1-2 points) Majority of content was incorrect or irrelevant to topic.
- (0 points) Content is not reflective of a Master's level candidate.

POWERPOINT/PREZI BACKDROP VISUALS: (20 points)

- ___ All large screen visuals were used appropriately.
- ___ All large screen visuals were appealing and contained appropriate animation.
- ___ Each slide's layout was appropriate for its content.
- ___ All slides contained correct information.
- ___ The slides added appreciably to students' learning experience.

For each category above, 0-4 points can be earned as follows:

- (4 points) Statement is completely true.
- (3 points) Statement is mostly true.
- (2 points) Statement is partially true.
- (1 point) Statement is mostly false.
- (0 points) Statement is false.

HANDOUTS: (10 points)

- Handouts were clear, well organized allowing content to be easily grasped.
- Content of handout was appropriately comprehensive (i.e., adequate amount of information)
- Handouts were visually appealing.
- Handouts contributed to students' learning experience and will be helpful resource.
- Digital copy was provided to course instructor prior to presentation.

For each category above, 0-2 points can be earned as follows:

- (2 points) Statement is completely true.
- (1 point) Statement is partially true.
- (0 points) Statement is false.

ORGANIZATION & DELIVERY OF PRESENTATION: (20 points)

- Presentation was well organized, flowed smoothly, and presented for audience to easily acquire the salient knowledge concerning topic.
- Presentation contained variety of appropriate delivery methods.
- Presentation topic generated interest among the audience.
- Individual presenter demonstrated competence and depth of knowledge for topic.
- Individual presenter engaged the audience.

For each category above, 0-2 points can be earned as follows:

- (2 points) Statement is completely true
- (1 point) Statement is partially true
- (0 points) Statement is false.

PRESENTATION POINTS TOTAL & LETTER GRADE: (100 points)

The presentation is worth 100 points as listed in the categories above.

<input type="checkbox"/> Content	(50 points maximum)
<input type="checkbox"/> PowerPoint/Prezi Backdrop Visuals	(20 points maximum)
<input type="checkbox"/> Handouts	(10 points maximum)
<input type="checkbox"/> Organization & Delivery of Presentation	(20 points maximum)
<input type="checkbox"/> Total	(100 points maximum)
<input type="checkbox"/> Letter Grade	(A, B+, B, C)

The Citadel, Zucker Family School of Education
Division of Counselor Education
WRITING RUBRIC

Student/Candidate: _____ **Date:** _____

Evaluator: _____

Context:

Personal Group Interview Group Counseling Course Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Organization	Document is easy to read; smooth progression of ideas; clear organization of subtopics; excellent selection of subtopics.	Document is somewhat easy to read; somewhat smooth progression of ideas; fairly good organization of subtopics; adequate selection of subtopics.	Document is hard to follow & comprehend; poor organization, progression of ideas, and/or selection of subtopics.
Content	Document completely addresses assignment; multiple artifacts & specific, concrete samples/examples are included; interest level of material is superior; introduction & conclusion are interesting & balanced.	Document addresses assignment sufficiently; includes some artifacts & samples/examples; interest level of material is average; introduction & conclusion are included.	Document does not address assignment; artifacts or examples are lacking or minimal; interest level of material is below average; both introduction & conclusion are nonexistent, dull, or weak.
Style & Mechanics	Document includes standard English with proper punctuation, grammar, and correct spelling; adheres to specific assignment requirements (e.g., APA Writing Style; following a template or format).	Document includes standard English with fewer than 4 errors in punctuation, grammar, or misspelled words; somewhat follows specific writing assignment requirements (e.g., APA Writing Style, following a template or format).	Document does not include standard English & contains 4 or more errors in punctuation, grammar, or misspelled words; does not follow specific writing assignment requirements (e.g., APA Writing Style, following a template or format).

The Citadel, Zucker Family School of Education
Division of Counselor Education
PUBLIC SPEAKING RUBRIC

Student/Candidate: _____ **Date:** _____

Evaluator: _____

Context:

Personal Group Interview Group Counseling Course Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Delivery	Choices of language, examples, research & aids heighten listener's interest; speaks clearly with physical gestures demonstrating energy & interest; manipulates tone, speed, & volume to guide listener's attention.	Speaker's word choices & explanations are clear, & with enthusiasm; relevant aids & research are included; adequate pacing.	Presentation is monotonous & uninteresting; vocabulary is awkward or inappropriate; gestures are lacking or awkward; poor pacing; speaker difficult to understand.
Self- Confidence	Speaks while expressing range of emotions; excellent eye contact with entire audience; has comfortable mannerisms & enjoys being with audience; uses humor; engages audience in discussion.	Speaks with limited range of emotions; some eye contact with audience; interaction with aids & mannerisms are natural & fluid.	Speaker depends heavily on written speech or notes, appears overly anxious, lacks eye contact with audience; mannerisms are awkward.
Content	Opening remarks highlight importance of topic & relevant background information; topic & purpose clearly stated; well organized; valuable information with stories & examples; strong closing/summarization of main idea(s).	Introduces topic & some background information; fairly well organized; worthwhile information provided with a few examples or stories; brief closing/summarization of main idea(s).	The purpose is not evident; lacks organization; transitions are abrupt & distracting; many ideas unsupported by additional information or explanation; stories & examples are missing or unrelated; speech ends without a summary.

The Citadel, Zucker Family School of Education

Division of Counselor Education

INTERPERSONAL COMMUNICATION RUBRIC

Student/Candidate: _____ **Date:** _____

Evaluator: _____

Context:

Personal Group Interview Group Counseling Course Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Listening	Always attentive to others speaking; not distracted; empathizes consistently.	Occasionally inattentive to others speaking or distracts others' listening; sometimes empathic.	Consistently inattentive to others speaking; conveys little or no interest in others; lacks empathy.
Eye Contact	Maintains excellent eye contact while others speak without being a distraction.	Maintains eye contact with the speaker; occasionally loses or removes eye contact distracting the speaker.	Does not face or maintain eye contact with the speaker; distracts speaker.
Voice Articulation/Clarity	Always speaks with understandable voice, using clear tone, enunciation, vocabulary clearly understood, & flowing pace.	Voice is usually understandable & clear; sometimes tone, enunciation, vocabulary, or pace interferes with message; sometimes needs prompting.	Voice is frequently difficult to understand due to poor tone, enunciation, vocabulary, or pace even after listener requests repeating message.

Course Outline

- (1) T 8/23 Introduction, course overview.
- (2) T 8/30 Introduction to Group Work (Ch. 1, pp. 1-14), Group Leadership (Ch. 2, pp. 15-46)
Groups: Process and Practice (GPP) Introduction to Group Work (Ch. 1, pp. 1-26)
- (3) T 9/6 Ethical and Professional Issues in Group Practice (Ch. 3, pp. 47-69)
GPP – The Group Counselor (Ch. 2, pp. 25-62); Ethical and Legal Issues in Group Counseling (Ch. 3, pp. 63-102)
Videotape: *Groups in Action: Evolution and Challenges* (Demonstration Video, 2006)
ASGW Best Practice Guidelines (1998); ACA Code of Ethics (2014)
ASGW Professional Standards for the Training of Group Workers (1992)
First session of In-Class Training Group (Theme: Reviewing Your Childhood and Adolescence)
Group Co-leaders: _____ & _____
- (4) T 9/13 Early Stages in the Development of a Group (Ch. 4, pp. 69-93) and Later Stages in the Development of a Group (Ch. 5, pp. 94-120).
GPP – Forming a Group (Ch. 4, pp. 105-130), Initial Stage of a Group (Ch. 5, pp. 131-176), Transition Stage of a Group (Ch. 6, pp. 177-224)
The Psychoanalytic Approach to Groups (Ch. 6, pp. 123-160)
Student Presenter (1): _____
Groups for Parents
Student Presenter (2): _____
Journal article critique #1 due.
Small Group (#2) Theme: Adulthood and Autonomy
Group Co-leaders: _____ & _____
- (5) T 9/20 Adlerian Group Counseling (Ch. 7, pp. 161-188)
Student Presenter (3): _____
GPP – Groups for Children (Ch. 9, pp. 291-326)
Student Presenter (4): _____
Small Group (#3) Theme: Your Body and Wellness
Group Co-leaders: _____ & _____
- (6) T 9/27 Psychodrama (Ch. 8, pp. 189-224)
Student Presenter (5): _____
GPP – Working Stage of a Group (Ch. 7, pp. 225-266)
GPP – Groups for Adults (Ch. 11, pp. 363-398)
Student Presenter (6): _____
Small Group (#4) Theme: Managing Stress
Group Co-leaders: _____ & _____
- (7) T 10/4 The Existential Approach to Groups (Ch. 9, pp. 225-255)

Student Presenter (7): _____

Small Group (#5) Theme: Love

Group Co-leaders: _____ & _____

(8) T 10/11 The Person-Centered Approach to Groups (Ch. 10, pp. 256-290)

Student Presenter (8): _____

Journal article critique #2 due.

Small Group (#6) Theme: Relationships

Group Co-leaders: _____ & _____

(9) T 10/18 **Midterm Exam (Chapters 1-10)**

Small Group (#7) Theme: Becoming the Woman or Man You Want to Be and Sexuality

Group Co-leaders: _____ & _____

(10) T 10/25 Gestalt Therapy in Groups (Ch. 11, pp. 291-324)

Student Presenter (9): _____

Groups for Adolescents

GPP – Groups for Adolescents (Ch. 10, pp. 327-362)

Student Presenter (10): _____

Small Group (#8) Theme: Work and Recreation

Group Co-leaders: _____ & _____

(11) T 11/1 Transactional Analysis (Ch. 12, pp. 325-346)

Student Presenter (11): _____

Groups for the Elderly (Ch. 12, pp. 399-436)

Student Presenter (12): _____

Small Group (#9) Theme: Loneliness and Solitude

Group Co-leaders: _____ & _____

(12) T 11/8 Cognitive Behavioral Approaches to Groups (Ch. 13, pp. 347-380)

Student Presenter (13): _____

Small Group (#10) Theme: Death and Loss

Group Co-leaders: _____ & _____

(13) T 11/15 Rational Emotive Behavior Therapy in Groups (Ch. 14, pp. 381-396)

Student Presenter (14): _____

Groups for Special Populations

Student Presenter (15): _____

GPP – Final Stage of a Group (Ch. 8, pp. 267-288)

Small Group (#11) Theme: Meaning and Values

Group Co-leaders: _____ & _____

(14) T 11/22 Fall Break, No Class. Happy Thanksgiving!

(15) T 11/29 Choice Theory/Reality Therapy in Groups (Ch. 15, pp. 397-418)

Student Presenter (16): _____

Groups for School Staff

Small Group (#12) Theme: Pathways to Personal Growth

Group Co-leaders: _____ & _____

(16) T 12/6 Solution-Focused Brief Therapy in Groups and Motivational Interviewing
(Ch. 16, pp. 419-447)

Student Presenter (17): _____

Groups for Special Populations

Small Group (#13) Theme: Future Personal/Professional Goals

Group Co-leaders: _____ & _____

(17) T 12/13 Integration and Application:

Comparisons, Contrasts, and Integration (Ch. 17, pp. 454-478)

Small Group (#14) Theme: Last Session, Closure.

Group Co-leaders: _____ & _____

The Evolution of a Group: An Integrative Perspective (Ch. 18, pp. 479-502)

Major papers due.

Small Group (#15) Theme: Last Session, Closure.

Final Exam (Comprehensive)

Documentation of leading/co-leading outside of class group and Self-Analysis of Group Leading Experience due.