



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

| EDUC 552: Group Counseling Summer II Evening 2020 Online (June 29 – August 11) | |
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| <i>Instructor:</i> George T. Williams, EdD, NCC www.citadel.edu/root/counselor-education?id=1024 | <i>Class Meetings:</i> M & W, Online |
| <i>Office:</i> Capers 308 | <i>Class Hours Virtual Zoom:</i> 6:30 pm– 8:00 pm |
| <i>Telephone:</i> 843/953.2205 | |
| <i>Email:</i> williamsg@citadel.edu | <i>Virtual Office Hours:</i> Mon & Wed 10 am – 1 pm By appointment only. |
| <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 Resources (Texts and Media):

1. Corey, G. (2015). *Theory and practice of group counseling* (9th Ed.). Boston, MA: Cengage Learning.
2. Corey, G. (2016). *Student manual for theory and practice of group counseling* (9th Ed.). Boston, MA: Cengage Learning.

Strongly Recommended Supplemental Resources:

1. Corey, G. (2020). *Personal reflections on counseling*. Alexandria, VA: American Counseling Association (ISBN 9781556203954 [paperback])
2. Corey, G., Corey, M.S., & Haynes, R. (2006). *Groups in action: Evolution and challenges video and workbook*. Belmont, CA: Thomson Brooks/Cole.
3. Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th Ed.). Boston, MA: Cengage Learning.
4. Muratori, M., & Haynes, R. (2020). *Coping skills for a stressful world: A workbook for counselors and clients*. Alexandria, VA: American Counseling Association (ISBN 9781556203893 [paperback])
5. Williams, R., DeBard, S., & Wehrman, J.D. (2019). *Create connections: How to facilitate small groups*. Champaign, IL: Research Press Publishers (ISBN: 978-0-87822-721-1)

Student Information:

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

Online Course Requirements:

- Computer with webcam
- Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
- Access to Citadel Online

Course Structure:

This course is delivered entirely online through the Citadel's Learning Management System, Citadel Online. You will need your Citadel CWID and password to login to the course from the Citadel Online home page (<https://lesesnegateway.citadel.edu/cp/home/displaylogin>).

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem you can:

- Email the Helpdesk
- Visit the Citadel Online tutorials found in your course on the left hand navigation bar and on the Getting Started Page

COURSE RESOURCES:

Citadel Online/Citadel's Approved Learning Management System: Over the duration of the course, I will post reading notes, lesson plans, discussion prompts, self-guided lectures, grades, and other administrative information on the course Citadel Online site. Students must check Citadel Online each lesson for pertinent updates and other critical information daily.

COURSE COMMUNICATION:

Instructor-Student Communication: I will respond to student emails to the best of my abilities and within 24 hours Monday- Friday unless there is an extenuating circumstance. I will do my best to respond within 48 hours on weekends.

Announcements:

Announcements will be posted in Citadel Canvas on a regular basis. They will appear on your course homepage. Please make certain to check Canvas regularly, as they will contain important information about upcoming projects or class concerns.

Email:

In this course we will use Canvas to send emails to your Citadel Canvas account. Please check your Canvas regularly.

- Assignments will not be accepted via email.
- Check your Citadel Canvas regularly.

Discussion Forums:

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the Discussion Board link in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the prompt and follow the criteria outlined on the forum rubric.

Virtual Office Hours:

Twice a week, Wednesdays and Fridays, from 10:00 am – 1:00 pm (EDT), I will be available for virtual office hours.

Course 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. Choice Theory/Reality Therapy in Groups
11. Solution-Focused Brief Therapy and Motivational Interviewing 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 11 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

Throughout the duration of the course, class discussion of an integrated eclectic model of group counseling along with a consideration of application of the integrated eclectic group model. Additional course time is devoted 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 POLICY:

The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services with Disabilities in the Student Success Center (SSC). 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 contact the Student Success Center at 1-843-953-6877. Please let me know how I may best assist your special accommodations.

Relationship of this course to CACREP 2016 Group Counseling and Group Work Standards and ZFSOE Conceptual Framework:

This course will provide students with the following while referencing CACREP (Council for Accreditation of Counseling and Related Educational Programs) 2016 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 1. Group Counseling and Group Work, a.);

- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP 1. Group Counseling and Group Work, b.);
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP 1. Group Counseling and Group Work, c.);
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP 1. Group Counseling and Group Work, d.); 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 1. Group Counseling and Group Work, g.).
2. To assess the complex nature of socio-psychological interaction processes (CACREP 1. Group Counseling and Group Work a; CF: 1, 2, 7-12).
 3. To understand the different stages of a group's development (CACREP 1. Group Counseling and Group Work, a.; CF: 1-3, 6-9, 11, 13, 14).
 4. To appreciate the value of feedback mechanisms for group process evaluation (CACREP 1. Group Counseling and Group Work, a.; CF: 4, 5, 6-10).
 5. To develop self-awareness and self-understanding as a group leader (CACREP 1. Group Counseling and Group Work, c.; CF: 3, 5, 6-15).
 6. To appreciate the professional literature and current trends related to group counseling (CACREP 1. Group Counseling and Group Work, b.; CF: 1-5, 9-15).
 7. To understand the professional codes of ethics and professional preparation standards for group leaders (CACREP 1. Group Counseling and Group Work, f; CF: 1-15).
 8. To receive supervised practice in leading a group session (CACREP 1. Group Counseling and Group Work, c; CF: 1-17).
 9. To experience the group process as a group member (CACREP 1. Group Counseling and Group Work, a.; 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 1. Group Counseling and Group Work, e; 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 (CACREP 1. Group Counseling and Group Work, f):
 - a. group counselor working with diverse populations and ethnic groups (*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 *CF: 1-4, 6-14*); and
 - c. theories of multicultural counseling applicable to group work, theories of identity development, and multicultural competencies (*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 1. Group Counseling and Group Work, a; *CF: 1-4*) and
 - b. ethical and legal considerations for group work (CACREP Section II: K.3.e; CACREP 1. Group Counseling and Group Work, f; *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 1. Group Counseling and Group Work, f; *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 1. Group Counseling and Group Work, e; *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. Kottler, J.A. (2001) *Learning group leadership: An experiential approach*. Boston, MA Allyn and Bacon.
16. Morganett, R.S. (2000). *Skills for living: Group counseling activities for young adolescents, Volume 2*. Champaign, IL: Research Press.
17. Rudestam, K.E. (1982). *Experiential groups in theory and practice*. Monterey, CA: Brooks/Cole.
18. Trotzer, J.P. (1989). *The counselor and the group: Integrating theory, training and practice* (2nd ed.). Munci, IN: Accelerated Development Inc., Publishers.
19. Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th Ed.). New York, NY: Basic Books.
20. 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 25-30 minute Zoom classroom presentation on one of the 11 major theoretical approaches to group counseling or one of the topics applicable to groups. Students will select their presentation topics during the first module. Each student is required to post a copy of their presentation (as a pdf/PowerPoint/Prezi/etc.) and a note-taking handout for all class members to guide them and highlight key information. The course instructor will discuss during class the guidelines for students to follow while giving their classroom presentations. There will be the option for students to present live using Screen Share on Zoom OR to prerecord presentations using Studio in Canvas. If you are choosing to not present live on Zoom please let course instructor know one week in advance. Please post any links to videos beforehand (if possible) so that classmates can watch ahead of time.
2. Each student will read a minimum of one current professional journal article dealing with some aspect of group work (i.e., theory, practice, and/or research) and type two separate one to one and one-half page, typed and double-spaced critique of the article. Do not summarize the article. The reference citation and name of the student should be included.
3. Each student will participate as a member and as a leader of an in-class virtual Zoom 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 professional school counselor candidate. Students will remain in the same group for the duration of the course. The training group experience will occur during the latter part of each virtual Zoom class meeting (7:15 pm – 8:00 pm), beginning Wednesday, July 1st and ending Wednesday, August 5th. During each training group session,

different students will have an opportunity to lead the group. Each session will include the theoretical approach focused upon during the earlier didactic portion of class (i.e., 6:30 – 7:10 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 30 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 15 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 two quizzes and a comprehensive final examination. The quizzes/exam include multiple-choice and may include true/false items. The content of the quizzes and final exam includes the material contained in the course text *Theory and practice of group counseling*. Sample exam items are included in the *Student manual for theory and practice of group counseling*.
 6. Each student will lead or co-lead a group outside of class for a minimum of six (6), thirty (30) - forty-five (45) minute sessions. At the end of course, student will submit a “**Small Group Reflection Paper**” (1-2 typed pages) on Canvas including, the type of group, purpose and goals of

group, designated leader/co-leaders, number of members, demographics of members, group meeting dates and times, evaluation of group, and a brief narrative self-analysis (75-150 words) of what you learned about yourself from this experience. The course instructor will discuss more 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 Zoom meetings regularly and to be punctual. Class participation grades are determined only by the online Discussion Boards and the early didactic portion of each class (i.e., 6:30 pm – 7:10 pm), not by 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% - 25-30 minute Zoom classroom presentation (as determined during the first module)
- 5% - Journal Article Critique (one, 1 - 1 ½ page typed critiques)
- 20% - Two, 10 point Quizzes Canvas Discussion Board
- 20% - Major Paper
- 25% - Comprehensive Final Exam
- 5% - Small Group Reflection Paper
- 15% - Class Participation
- 100% - Final Course Grade

Grading Scale

Final course grades are determined based upon the following scale:

- A = 90 – 100%
- B+ = 87 – 89%
- B = 80 – 86%
- C+ = 77 --79%
- C = 70 – 76%
- F = 69 and below

A grade below 70% 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”.**

The Citadel Graduate College
Zucker Family School of Education, Division of Counselor Education
EDUC 552: Group Counseling
CACREP/GROUP COUNSELING COURSE RUBRIC

| Knowledge | Learning/Activity | Outcome/Assessment |
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| 1. Know the historical, philosophical, and theoretical foundations of group work and group counseling (CACREP 1. Group Counseling & Group Work, a.). | Readings: History of Group Work PowerPoint/Prezi: History, Present Reality and Trends in Group | Comprehensive Final Exam Classroom Discussion |
| 2. Describe the stages that groups progress through from inception to closure (CACREP 1. Group Counseling & Group Work, a.). | Readings: Beginning a Group Transition Period in a Group Working Stage Closing a Group PowerPoint: Stages of Groups | Quizzes Comprehensive Final Exam Classroom Discussion Course In-Class Experiential Group |
| 3. Identify the personal characteristics of effective group leaders (CACREP 1. Group Counseling & Group Work, c.). | Readings: Group Leadership PowerPoint/Prezi: Effective Group Leadership | Quizzes Comprehensive Final Exam Facilitation of Group Session |
| 4. Be informed of the legal and ethical guidelines of group work (CACREP 1. Group Counseling & Group Work, f.). | Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups | Quizzes Comprehensive 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 1. Group Counseling 7 Group Work, a., b.). | Readings: Group Dynamics PowerPoint/Prezi: Group Dynamics | Quizzes Comprehensive Final Exam Classroom Discussion Course In-Class Experiential Group Course Outside-Class Group |
| 6. Explain group leadership styles and approaches, including characteristics | Readings: Group Leadership PowerPoint/Prezi: Effective Group Leadership | Quizzes Classroom Exercises Course Major Paper |

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| <p>of various types of group leaders and leadership styles (CACREP 1. Group Counseling & Group Work, c.).</p> | | |
| <p>7. Understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP 1. Group Counseling & Group Work, a., b.).</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>Quizzes Comprehensive Final Exam Classroom Exercises Course In-Class Experiential Group Journal Article Critique</p> |
| <p>8. Identify group methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP 1. Group Counseling & Group Work, d.).</p> | <p>Readings: Procedures and Strategies for Groups PowerPoint/Prezi: Group Counseling Strategies</p> | <p>Quizzes Comprehensive Final Exam Classroom Exercises Journal Article Critique Course Major Paper</p> |
| <p>9. Explain approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups (CACREP 1. Group Counseling & Group Work, e., f.).</p> | <p>Readings: Types of Groups PowerPoint/Prezi: Types of Groups and Group Work</p> | <p>Quizzes Classroom Exercises Course Outside-Group Sessions Course Major Paper</p> |
| <p>10. Know professional preparation standards for group leaders (CACREP 1. Group Counseling & Group Work, f.).</p> | <p>Readings: Ethical/Legal Aspects/Group Leadership Training PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups/Effective Group Leadership</p> | <p>Quizzes Comprehensive 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>Quizzes Comprehensive Final Exam Classroom Discussion Classroom Exercises</p> |

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| 12. Identify the types of groups (CACREP 1. Group Counseling & Group Work, e.). | Readings: Types of Groups PowerPoint/Prezi: Types of Groups and Group Work | Quizzes Comprehensive Final Exam Classroom Exercises |
| 13. Discuss the legal and ethical guidelines of group work (CACREP 1. Group Counseling & Group Work, f.). | Readings: Ethical/Legal Aspects PowerPoint/Prezi: Ethical and Legal Aspects of Working with Groups | Quizzes Comprehensive Final Exam Classroom Exercises |
| 14. Identify theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP 1. Group Counseling & Group Work, f.). | Readings: Group Work with Diverse Populations PowerPoint/Prezi: Group Work with Culturally Diverse Populations | Quizzes Comprehensive Final Exam In-Class Group Topic Presentation Classroom Exercises Course Major Paper |
| Skills and Practice | Learning/Activity | Outcome/Assessment |
| 1. Demonstrate successful skills and techniques in small group counseling (CACREP 1. Group Counseling & Group Work, g.). | 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 1. Group Counseling & Group Work, f., g.). | 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 Counseling 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 | Readings: SC Comprehensive Developmental Guidance and Counseling Program PowerPoint/Prezi: SC School Counselors Association | Classroom Exercises Course Outside-Group Sessions In-Class Group Topic Presentation |

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| <p>demonstrating the ability to identify children’s needs, conducting groups and integrating activities in the following three broad 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 Critique Course In-Class Experiential Group Course Major 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 Critique</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 1. Group Counseling & Group Work, f.).</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 1. Group Counseling & Group Work, d., e., f.).</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</p> | <p>Activity: Encourage student membership in national/state/local professional organizations (e.g., ASCA, ACA, ACPA, NASP,</p> | <p>Classroom Discussion Student membership in national/state/local professional organizations (e.g., ASCA, ACA,</p> |

| | | |
|--|---|---|
| affiliation with professional organizations (CACREP 1. Group Counseling & Group Work, a., b., c., d., e., f.). | ASGW, SCCA, SCSCA, SCCPA, TCCA) | ACPA, NASP, ASGW, SCCA, SCSCA, SCCPA) |
| 5. Candidates are committed to becoming effective leaders (CACREP 1. Group Counseling & Group Work, c.). | Readings: Skills of Effective Group Leaders PowerPoint/Prezi: Effective Group Leadership | Classroom Discussion Course In-Class Experiential Group Course Outside-Group Sessions Facilitation of Group Sessions |

EDUC 552: Professional Presentation Rubric

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, 0-4 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.

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+, 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

Module 1

- (1) M 6/29 Introduction, course overview.
Introduction to Group Work (Ch. 1, pp. 3-14), Group Leadership (Ch. 2, pp. 15-44)
Groups: Process and Practice (GPP) Introduction to Group Work (Ch. 1, pp. 1-26)
- (2) W 7/1 First Zoom class session
Ethical and Professional Issues in Group Practice (Ch. 3, pp. 45-68)
GPP – The Group Counselor (Ch. 2, pp. 25-62); Ethical and Legal Issues in Group
Counseling (Ch. 3, pp. 63-102)
Quiz on Canvas
Videotape: *Groups in Action: Evolution and Challenges* (Demonstration Video, 2006)
ASGW Best Practice Guidelines (2008); ACA Code of Ethics (2014)
ASGW Professional Standards for the Training of Group Workers (1992)
First Zoom session of In-Class Training Group (Theme: *Reviewing Your Childhood and
Adolescence* (**Professor George Williams**))
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Module 2

- (3) M 7/6 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)
Professor George Williams & Guest Speaker Dr. Gerald Corey
- (4) W 7/8 Psychoanalytic Approach to Groups (Ch. 6, pp. 123-160)
Student Presentation
Small Group (#2) Theme: Adulthood and Autonomy
-

Module 3

- (5) M 7/13 Adlerian Group Counseling (Ch. 7, pp. 161-188)
Student Presentation
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)
Groups for Parents
GPP – Groups for Children (Ch. 9, pp. 291-326)
Professor George Williams
Small Group (#3) Theme: Your Body and Wellness
- (6) W 7/15 Psychodrama (Ch. 8, pp. 189-224)
Student Presentation
GPP – Working Stage of a Group (Ch. 7, pp. 225-266)
GPP – Groups for Adults (Ch. 11, pp. 363-398)
Small Group (#4) Theme: Managing Stress
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Module 4

- (7) M 7/20 Existential Approach to Groups (Ch. 9, pp. 225-255)
Guest Speaker Dr. Gerald Corey

- (8) W 7/22 Person-Centered Approach to Groups (Ch. 10, pp. 256-290)
Professor George Williams
*Small Group (#5) Theme: Love/Relationships/ Becoming the Woman or Man
You Want to Be and Sexuality*
Journal article critique due
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Module 5

- (9) M 7/27
Gestalt Therapy in Groups (Ch. 11, pp. 291-324)
Student Presentation
Groups for Adolescents/Young Adults
Professor George Williams
Small Group (#6) Theme: Work and Recreation
- (10) W 7/29 Transactional Analysis (Ch. 12, pp. 325-346)
Student Presentation
Cognitive Behavioral Approaches to Groups (Ch. 13, pp. 347-380)
Professor George Williams
Small Group (#7) Theme: Loneliness and Solitude
-

Module 6

- (11) M 8/3 Rational Emotive Behavior Therapy in Groups (Ch. 14, pp. 381-396)
Student Presentation
GPP – Final Stage of a Group (Ch. 8, pp. 267-288)
Choice Theory/Reality Therapy in Groups (Ch. 15, pp. 397-418)
Professor George Williams
Small Group (#8) Theme: Death and Loss
- (12) W 8/5 Solution-Focused Brief Therapy and Motivational Interviewing in Groups (Ch. 16, pp. 419-447)
Student Presentation
Small Group (#9) Theme: Meaning and Values/Personal Goals
GPP – Groups for the Elderly (Ch. 12, pp. 399-436)
Professor George Williams
Groups for Special Populations; Groups for School Staff;
Integration and Application:
Comparisons, Contrasts, and Integration (Ch. 17, pp. 451-475)
The Evolution of a Group: An Integrative Perspective (Ch. 18, pp. 476-496)
Major papers due
Small Group (leading/co-leading outside of class) Reflection Paper due
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Module 7

- (13) M 8/10 Last Zoom Class Meeting
Small Group (#10) Theme: Last Group Session, Closure.

Final Exam (Comprehensive) due
