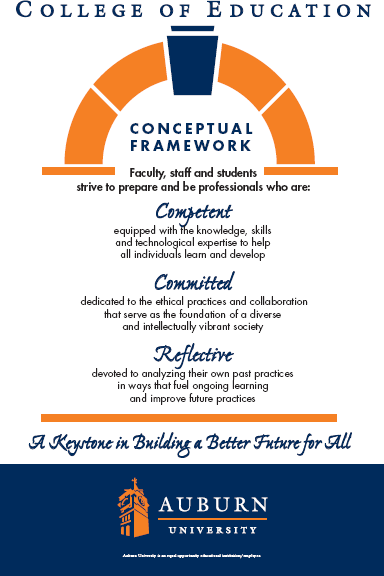
COUN 7340 (section 002)

**Group Counseling**

***Spring 2025***

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**Department of Special Education, Rehabilitation, Counseling**

**College of Education**

Instructor Information:

**John McCall, Ph.D.**

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**334-844-7614**

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Office Hours:

**By appointment**

# AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** COUN 7340-002

**Course Title:** Group Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7410

**Co-requisites:** None

**Place and Time:** Haley Center, Room 1212, Thursdays, 4:00 p.m. CST

**https://auburn.zoom.us/j/8723217656**

**Instructor:** John McCall, Ph.D. [jrm0204@auburn.edu](mailto:jrm0204@auburn.edu)

1. **Date Syllabus Prepared:** Reviewed and updated fall 2024

# Texts or Major Resources:

Jacobs, E., Schimmel, C. J., Masson, B., and Harvill, R. (2022) Group Counseling: Strategies and Skills. San Diego, CA: Cognella, Inc.

ISBN 978-1-7935-3719-5

# Recommended Resources:

American Counseling Association (2014). American Counseling Association Code of Ethics. Alexandria, VA: Author.

Bevilacqua, L. J. and Jongsma, A. E. (2002) Group Therapy Homework Planner. New York: John Wiley and Sons, Inc.

ISBN-13: 978-1119230656

Paleg, K. & Jongsma, A. E. (2015). The Group Therapy Treatment Planner. Hoboken, NJ: John Wiley and Sons, Inc.

Yalom, I. D. (2017). The gift of therapy: An open letter to a new generation of therapists and their patients. New York, NY: HarperCollins Publishers.

Additional reading will be selected and assigned throughout the semester (See Appendix A).

# Course Description:

This course fosters knowledge, awareness and culturally competent (inclusive and responsive) skill development for facilitating (leading and co-leading), developing, and evaluating counseling groups by way of understanding counseling group dynamics, process (treatment planning and session development across group stages as well as the use of group interventions). This course integrates theoretical and experiential learning of group work practice, leadership methods, skills, and approaches.

# Course Objectives:

Upon completion of this course, students will demonstrate knowledge and understanding of the following:

* 1. principles of group dynamics, including group processes, developmental stage theories, leader and members’ roles and behaviors, and therapeutic factors of group work; SDE 290-3-3.50(2)(a)1; SDE 290-3-3.50(2)(a)3; SDE 290- 3-3.50(2)(a)6; SDE 290-3- 3.50(2)(a)7; SDE 290-3-3.50(2)(b)2
  2. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature; SDE 290-3- 3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)12
  3. group counseling methods, including group counselor orientation and behavior, selection- criteria and methods, and methods of evaluating effectiveness; SDE 290-3- 3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)7
  4. approaches for use of various types of group work; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6
  5. group leadership styles and approaches, and professional preparation standards for group leaders; SDE 290-3- 3.50(2)(a)14
  6. ethical and legal considerations for group counselors; including the ability to recognize and respond appropriately to group crisis; SDE 290-3- 3.50(2)(a)14; SDE 290- 3-3.50(2)(b)8
  7. managing groups in community mental health settings and agency environments and schools; and for diverse populations
  8. ability to implement group counseling interventions informed by relevant theories of group therapy, evidence-based practices, and needs of the group and group members; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)12

# CACREP Standards

# Upon completion of this course, students will be able to demonstrate knowledge and skills related to the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 standards listed below.

# Theoretical foundations of group counseling and group work (CACREP 3.F.1)

# Dynamics associated with group process and development (CACREP 3.F.2)

# Therapeutic factors of group work and how they contribute to group effectiveness (CACREP 3.F.3)

# Characteristics and functions of effective group leaders (CACREP 3.F.4)

# Approaches to group formation, including recruiting, screening, and selecting members (CACREP 3.F.1)

# Application of technology related to group counseling and group work (CACREP 3.F.1)

# Types of groups, settings, and other considerations that affect conducting groups (CACREP 3.F.1)

# Culturally sustaining and developmentally responsive strategies for designing and facilitating groups (CACREP 3.F.1)

# Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities (CACREP 3.F.1)

# Direct experiences in which counseling 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 3.F.1)

# Course Content and Schedule:

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| --- | --- |
| * History of group work in mental health and school settings * Ethics, professional guidelines, and standards of practice * Definitions and conceptual perspectives of groups * Principles of group dynamics * Planning, facilitating, evaluating, and managing groups * Types and timing of groups * Developmental stages of effective groups | * Group member's roles and behaviors * Group leadership styles and approaches * Member feedback and disclosures * Facilitation of curative and therapeutic factors * Analysis and synthesis of group counseling theories * Structures and foci for different ages of group members * Critical Incidents and challenges in group work * Observational skill development * Flexibility development and learning to trust the process |

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| **Date:** | **Class Topic:** | **Readings & Assignments Due:** |
| 01/16  **Week 1** | Course Overview and Syllabus:  Requirements  Introduction to Group Counseling | Syllabus  ***Sign up for Group Leadership Dates (Due 1/23)*** |
| 01/23  **Week 2** | Course Overview and Syllabus:  Review  Stages of Groups. Group Process, and Therapeutic Forces | Jacobs et al. (2022) text chapter 1 and 2  ACA Code of Ethics & Others  *Persona Development Work (In Class)* |
| 01/30  **Week 3** | Purpose of Groups, Planning, and Getting Started: The Beginning Stage and Phase Group | Jacobs et al. (2022) text chapter 3 & 4  *Persona Development Work (In Class)* |

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| 02/06  **Week 4** | Basic Skills for Group Leaders | Jacobs et al. (2022) text chapter 5  ***Persona Description Due*** |
| 02/13  **Week 5** | Counseling Groups: Focus  **Experiential Group 1: Beginning Stage** | Jacobs et al. (2022) text chapter 6  ***Group Leadership Plan 1 Due*** |
| 02/20  **Week 6** | Counseling Groups: Cutting Off and Drawing Out | Jacobs et al. (2022) text chapter 7  ***Group 1 Leadership Self-Assessment and Progress Note Due***  ***Group Leadership Plan 2 Due***  ***Group Reflections 1 Due*** |
| 02/27  **Week 7** | Counseling Groups: Rounds and Dyads  **Experiential Group 2: Transition Stage** | Jacobs et al. (2022) text chapter 8  ***Group Leadership Plan 3 Due***  ***Group Proposal Population/Topic Idea Due*** |

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| 03/06  **Week 8** | Counseling Groups: Introducing, Conducting, and Processing Exercises  **Experiential Group 3: Transition**  **Stage** | Jacobs et al. (2022) text chapter 9  ***Group 2 Leadership Self-Assessment and Progress Note Due***  ***Group Leadership Plan 4 Due***  ***Group Reflections 2 Due*** |
| 3/13  Week 9 | **Spring Break** | Spring Break – No Class |
| 03/20  **Week 10** | Using Counseling Theories in Groups  **Experiential Group 4: Working Stage** | Jacobs et al. (2022) text chapter 10  ***Group 3 Leadership Self-Assessment and Progress Note Due***  ***Group Leadership Plan 5 Due***  ***Group Reflections 3 Due*** |
| 03/27  **Week 11** | Counseling Groups: Leading the Middle Stage of Group  **Experiential Group 5: Working Stage** | Jacobs et al. (2022) text chapter 11 & 12  ACA Code of Ethics  ***Group 4 Leadership Self-Assessment and Progress Note Due***  ***Group Proposal Overview Due***  ***Group Reflections 4 Due*** |
| 04/03  **Week 12** | Counseling Groups: Closing a Session or Group | Jacobs et al. (2022) Ch. 13  ***Group 5 Leadership Self-Assessment and Progress Note Due***  ***Group Leadership Plan 6 Due***  ***Group Reflections 5 Due*** |

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| 04/10  **Week 13** | Counseling Groups: Working with Specific Populations and Problem Situations Pt. 1 (4/10)  **Experiential Group 6: Termination Stage** | Jacobs et al. (2022) text chapter 14  ***Group Leadership Plan 7 Due*** |
| 04/17  **Week 14** | **Counseling Groups:** Working with Specific Populations and Problem Situations *(continued*  **Experiential Group 7: Termination Stage**  **Final Group Proposal Presentations** | Jacobs et al. (2022) Ch. 15  ***Group 6 Leadership Self-Assessment and Progress Note Due***  ***All Final Group Proposal Presentations Due***  ***Group Reflections 6 Due*** |
| 04/24  **Week 15** | Course Wrap-Up  **Final Group Proposal Presentations** | Jacobs et al. (2022) text chapter 16  ***Group 7 Leadership Self-Assessment and Progress Note Due***  ***Diversity in Group Counseling Article Due*** |

1. **Course Requirements/Evaluation:**

Students are reminded that the course syllabus provides a general plan for the course. The general format of the class includes discussion of course content and experiential groups. However, the format may be altered in response to the learning needs of the class. The course will provide opportunities for students to examine relevant issues and to demonstrate their group counseling skills in working with diverse clients over a broad range of mental health settings.

The course includes didactic content, personal reflection, and experiential elements designed to facilitate students' growth and development as competent group workers. Lecture, discussion, role-plays; small group interactions, structured large group exercises, and brief in-class presentations and activities are learning strategies that will be used in this course. All these activities are designed to complement the assigned readings and other didactic information provided in class to increase understanding of various group work concepts, to increase personal awareness of group and interpersonal dynamics, and to help increase understanding of oneself as a group leader. Therefore, personal, and active involvement in the process is essential for successful completion of this course.

This course emphasizes the theoretical and experiential aspects of group counseling. This includes the development of knowledge and skills related to developing, conducting, and evaluating groups within various settings. As part of this experience students will participate in a minimum 10 hours of an experiential group. The groups will be goal focused and ***will not be an actual counseling/therapeutic groups.*** Students will be required to lead (co-lead) one – 1-hour session, participate in an after-session supervision debrief, and provide peer feedback to each group counseling leader of the simulated counseling group.

9. **Assignments:**

**A.** **Experiential Group Session Leadership Demonstration (70 points):** Each student will lead one experiential group session. Students will submit a plan for the session, a progress note, and a self-assessment of leadership. Student’s plans for session must be submitted one week prior and will be consistent with the goals, topic, and stage of group. The student must state how the simulated group leadership plan is consistent with evidence-based practice and cite relevant resources. Sessions will be followed with a supervision/debriefing in class lead by the course instructor. Subsequently, the leader will submit a one session progress note and individual self-assessment of group leadership skills. Self-assessment and a progress note reflecting the group leadership experiences are due one week after the session and are to be submitted electronically to the instructor. For this purpose, students will develop a group member persona for the simulated group experience and provide peer feedback to each group counseling leader of the simulated counseling group that takes place in class.

**This assignment is a CACREP 2024 Key Performance Indicator (CACREP 3.F. Demonstrates knowledge and needed to conduct group counseling and group work.) and will be uploaded to your comprehensive portfolio in Tevera.**

**Client Persona Development (10 points \*separate from total 70 points):** Students will develop a client persona to act out during the group sessions. Students will type up a brief description of their client persona and submit to canvas. Students are required to adopt a client persona for these group sessions, as the groups will not cover students’ real-life concerns. The client needs to be the same persona for the entirety of the semester. As a class we will decide on the topic of the group to develop personas.

**Group Leadership Plan (15 points):** One week before leading, students are required to submit on Canvas a *Group Session Leadership Plan/Goals Form*. This form helps determine general goals for the group session, along with possible interventions or leadership strategies for making progress toward those goals. The goals and interventions should consider the group’s developmental stage and recent events in the group. Because this is a process group, interventions/strategies should be broad and flexible rather than highly structured and time-consuming.

**Group Session Co-Facilitation (40 points):** On the day of leadership, students will facilitate the 50-minute experiential group. All students will then engage in a debriefing session (approximately 20-30 minutes) led by the instructor immediately after the group.

**Leadership Self-Assessment and Progress Note (15 points):** By the start of class the week following week, students will submit a self-reflection of their leadership as well as a progress note of the group that was led. This self-reflection should be 2 to 3 pages (double spaced) in length.

**B. Diversity in Group Counseling Article Review (50 points):** Students will select and review a journal article (from a peer-reviewed journal) focused on working with a particular diverse population or diversity factor in group counseling. “Diversity” in one or more of the following areas is appropriate for this assignment: race, ethnicity, national origin, disability, socioeconomic status, sexual orientation, sex, gender identity, and religion. The article can be empirical (analyzing quantitative or qualitative data) or based on a review of the available literature. The article must have been published in the last 10 years.

After reading the article, students will write a 2-to-3-page (double spaced) review/reaction to the article. The reference citation for the article should be included at the top of the paper (in APA format).

The review should include the following sections with headings:

1. Summary – a very brief summary of the article
2. Evaluation – an assessment of how the article relates to other class material
3. Future Implications – how will this article help you and other future counselors
4. Response – your reactions to the thought of working with the particular diversity factor(s) in group counseling.

\*Students should be prepared to discuss their articles in class in the future.

**C. Psychoeducational Group Proposal (80 points):** In groups students will write a detailed proposal for the development of an 8-session psychoeducational group in their preferred setting with a specific client population. The purpose of this assignment is to give you the opportunity to think through the various theoretical and practical issues involved in starting and conducting a short-term therapy group that is psychoeducational in nature. Although you may find group programs that are similar to what you want to develop, you are required to develop your own unique group; any exercises adapted from other sources must be given proper credit. You will submit this course requirement in four waves:

* + - 1. **Idea for Population/Presenting Issue (10 points):** Groups will submit (on Canvas) a brief description of the population/presenting issue for which they intend to develop their group proposal and what made you choose this population/topic. Students are highly encouraged to submit their idea prior to the due date to allow for more time to complete later assignment requirements, and students who submit this assignment early will be given feedback to be able to begin the next stages of this assignment.
      2. **Group Proposal Overview (20 points):** This summary page is designed to provide a rationale for the need for your group. This should be in outline form using full sentences. This summary should include a brief overview of the population/presenting concern of interest that shows the scope of the problem (i.e., shows why your group is needed), recruitment and screening plan (inclusion/exclusion criteria, age, etc.), identification and brief description of the theoretical orientation(s) that will inform your group (including a rationale for why this theory is appropriate), and rationale for group-based treatment. The overview is due in Canvas. The instructor will then provide feedback via Canvas, including any suggestions or requirements for modifying your proposal for the final presentation.
      3. **Final Group Proposal Presentation (50 points):** The Group Proposal is to be presented to the class and must include the following sections:

Overview of the population/Presenting Concern

Theoretical Orientation

Rationale for Group Based Treatment

Recruitment and Screening Plan

Session Outlines/Overviews (8)

Ethical, Cultural, and Therapeutic Factor Considerations

Evaluation plan

References

* + - 1. The completed Group Proposal is to be submitted in Canvas. Please use either PowerPoint, Canva, or Prezi to complete your presentations. Be prepared to present your group proposals at our final class meeting. Further details regarding the assignment will be provided in Canvas and discussed in class.

**D.** **Group Reflections (10 points per reflection/60 total):** After each group leadership session students who are **NOT** leading/co-leading the group will reflect on their experience, the application of course material, and growth as a group member/leader. This is not a summary of the session. Papers should be 1-2 pages (double spaced).

**F.** **Class Participation (60 points):** Students are expected to be in class every week and be prepared. Because this course relies heavily upon the ongoing experience of class members with one another in understanding in-class exercises, every effort should be made to attend all class sessions, to be punctual, and to reflect on your experiences. Skill-based learning occurs best when students are open to self-exploration and reflection, as well as a willingness to learn about diverse perspectives. Thus, open and active participation is expected from students. Points are earned with consistently active participation in class or in discussion posts.

**\* When meeting via Zoom, students must have video feed throughout the entire class session and must participate in class discussion in order to receive class participation points.**

1. ***Evaluation and Grading Scale:***

Grading rubrics for each course requirement are posted on Canvas. Students are highly encouraged to review these grading rubrics prior to assignment completion in order to ensure they meet expectations for each assignment.

As described above, course requirements total to 300 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

***Grading Scale:***

**Assignments Maximum Points**

Experiential Group Session Leadership Demonstration 70

Client Persona 10

Diversity in Group Counseling Article 20

Psychoeducational Group Proposal 80

Group Reflections 60

Class Participation 60

**Total 300 points**

|  |
| --- |
| A = 90 – 100% |
| B = 80 – 89.99% |
| C = 70 – 70.99% |
| D = 60 – 69.99% |
| F = <60 |

***All late assignments will receive a 10% grade reduction per day.*** No assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements.

# Class Policy Statements:

* 1. Active, cooperative, and collaborative learning is a strongly emphasized in this course. Learning often takes place when students are open to self- awareness and exploration, to becoming knowledgeable of diverse perspectives, and to being reflective about what is learned. Students are expected to participate in all class discussions and participate in all exercises. This class an opportunity to strengthen counseling and cultural competence skill and ability. Course planning, instruction and evaluation will emphasize cultural inclusiveness and responsiveness.
  2. Please *turn off* or turn to vibrate all electronic devices before entering class. Cell phones or watches are not to be answered in class or use for text or instant messaging. If you receive a call or a message (text/IM), please exit the classroom or wait until a scheduled break before answering the call or respond to a message. Lap top computers, tablets, and IPads will be permitted only to take notes in class. Any use of a laptop, tablet, and/or IPad to connect to the internet, answer email, or to work on other unrelated class activities is prohibited. If it is determined or suspected that a laptop, tablet, and/or IPad is being used for reasons other than those appropriate for class use, the student will be prohibited from using the laptop, tablet, and/or IPad for the remainder of the semester in class.
  3. Attendance is required at each class meeting. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. If an assignment, exam is missed; make-ups will be given only for university-approved excuses as outlined in the Tiger Cub. Arrangement to complete a make- up must be made in advance. Students who miss an assignment or exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Submitting an assignment after the due date *without* prior communication with the instructor, the assignment will be penalized *two* points per day it is late. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.
  4. Regarding assignments, paper copies and/or handwritten work ***will not be*** accepted. It is incumbent upon the student to notify the instructor how the assignment will be submitted no later than the day the assignment is due and at least two hours before class begins. Assignments that do not meet the guidelines will not be graded. When guidelines are not followed one point per day will be deducted until the assignment is resubmitted.
  5. There will be no unannounced quizzes and examinations
  6. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Suggested Outline for the Group Proposal Paper:**

1. **Introduction:** This section of your paper will introduce your group idea, including the need that will be met by this group. Use literature to support your idea and make your theoretical approach clear to the reader.
2. **Literature Review:** Include a thorough review of scholarly literature that relates to your proposal. You will support your choice of theoretical orientation in this review and elaborate on why it may work well for your population.
3. **Methodology:** Discuss whether your group will be open or closed, how often it will meet, how many members will be accepted, how many leaders you will have, and any accommodations that will be available. Additionally, discuss how you will select and screen members.
4. **Purpose and Goals:** What is the purpose of your group? NOTE: This is different than the need. What specific outcomes do you hope to achieve? How will you measure achievement of your goals? Goals should be congruent with both the population and theoretical orientation you choose.
5. **Role of the Leader:** The role of the leader is dependent on theoretical orientation as well as the type of group you are proposing. Is the leader active in group? Does the leader take an expert or collaborative role? Does the leader engage in instruction?
6. **Ethical and Multicultural Issues:** Discuss ethical and multicultural issues important to your group. What issues may you need to consider? How are you making this group appropriate to a diversity of members?
7. **Activities:** Discuss your expected progression of the group including a general schedule for topics, activities, etc. Discuss your rationale for choosing these activities and the ways in which they fit with your theoretical orientation. The schedule may be included in the style of an appendix.
   1. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
      * Engage in responsible and ethical professional practices
      * Contribute to collaborative learning communities
      * Demonstrate a commitment to diversity
      * Model and nurture intellectual vitality

**CED Policy Statements**

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
  + You should dress and behave as you would in a normal F2F classroom.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
  + Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
  + Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
* You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
* As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
* If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

**Diversity Statement**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice. 

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

# Appendix

**COUN 7340 Group Counseling Resources Spring 2024**

## Videos

ASGW Developmental Aspects of Group Counseling – **Part 1 Segment**

<https://www.youtube.com/watch?v=NKeg4KgXpng>

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778828/developmental-aspects-group-counseling-early-development](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778828/developmental-aspects-group-counseling-early-development)

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778845/developmental-aspects-group-counseling-working-stagetermination](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778845/developmental-aspects-group-counseling-working-stagetermination)

ASGW Developmental Aspects of Group Counseling – **Part 2 Segment**

<https://www.youtube.com/watch?v=kO4sG0hZeZY>

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778896/developmental-aspects-group-counseling-transitionworking-stage](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778896/developmental-aspects-group-counseling-transitionworking-stage)

## Various Counseling Group Sessions

Group Counseling for Children - <https://www.youtube.com/watch?v=JOpdhvCBZ28>

Counseling Groups with Adolescents - <https://www.youtube.com/watch?v=0vQYxxSByPM>

Group Counseling for Adults - <https://www.youtube.com/watch?v=GdvE3g8jK1U>

## Book Chapters/Journal Articles

Bemak, F., & Chung, R. C. Y. (2015). Critical issues in international group counseling. *The Journal for Specialists in Group Work*, *40*(1), 6-21. doi: 10.1080/01933922.2014.992507

Bohecker et al. (2016). A Mindfulness Experiential Small Group to Help Students Tolerate Ambiguity. *Counselor Education and Supervision.* DOI: 10.1002/ceas.12030

Bohecker & Horn (2016). Increasing students’ empathy and counseling self-efficacy through a mindfulness experiential small group. *Journal for Specialists in Group Work.* DOI: 10.1080/01933922.2016.1232322

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## Websites

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* American Psychological Association: [http://www.apa.org](http://www.apa.org/)
* APA Division 49: Group Psychology and Group Psychotherapy[:](http://www.apa.org/about/division/div49.html) https://[www.apa.org/about/division/div49.html](http://www.apa.org/about/division/div49.html)
* Association for Specialists in Group Work: [http://www.asgw.org](http://www.asgw.org/)
* American Society of Group Psychotherapy andPsychodrama: <http://www.asgpp.org/index.php>

**NOTES**