AUBURN UNIVERSITY

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

SPRING 2025 SYLLABUS

Course Number: COUN 7340-D01

Course Title: Group Counseling

Prerequisites: COUN 7410

Credit Hours: 3 semester hours

Class Meeting: Thursdays, 12:00 PM – 2:50 PM via Zoom

Office Hours: By appointment

Instructor(s): Sara Ellison, PhD, LPC, ACS, NCC

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## COURSE DESCRIPTION:

This course will include a didactic (theoretical and empirical) and experiential introduction to group counseling. Topics include group dynamics, therapeutic factors of group counseling, developmental stages of groups, effective group leadership, ethics and diversity in group work, planning and implementation of groups, and evaluation of effectiveness.

## COURSE OBJECTIVES & CACREP STANDARDS:

Through assigned readings, in-class exercises, and satisfactory performance on assignments and the final examination, students will demonstrate knowledge of:

1. theoretical foundations of group counseling and group work (CACREP 3.F.1.)
2. dynamics associated with group process and development (CACREP 3.F.2.)
3. therapeutic factors of group work and how they contribute to group effectiveness (CACREP 3.F.3.)
4. characteristics and functions of effective group leaders (CACREP 3.F.4.)
5. approaches to group formation, including recruiting, screening, and selecting members (CACREP 3.F.5.)
6. application of technology related to group counseling and group work (CACREP 3.F.6.)
7. types of groups, settings, and other considerations that affect conducting groups (CACREP 3.F.7.)
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups (CACREP 3.F.8.)
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities (CACREP 3.F.9.)
10. 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.10.)

## REQUIRED TEXTBOOK:

Corey, G. (2023). *Theory and practice of group counseling* (10th ed.). Cengage.

***This textbook is available via AU All Access:*** [http://aub.ie/allaccess](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C02%7Cszm0194%40auburn.edu%7Ce7ad9e60ccbf44ddb8c308dcbd8a8285%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638593649861057819%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=SCunxRiOb7tTYHqaDg%2Bx2vf3ms7JPRc0PcwREj6kav4%3D&reserved=0)

Additional required readings will be posted on Canvas.

## ASSIGNMENTS:

1. **Participation:** Students are expected to be present in class each week and participate in discussions related to course content. Skill-based learning occurs most effectively when students are open to self-exploration and reflection, as well as willingness to learn about diverse perspectives. ***When meeting via Zoom, students are expected to enable their camera for the duration of the course meeting.***
2. **Group Observation and Evaluation:** Students will observe group process via an assigned video recording (provided in Canvas) and respond to prompts facilitating evaluation of group process. ***This assignment does not require APA formatting; however, please cite any referenced course material appropriately.***
3. **Experiential Group Leadership Demonstration:** This activity is designed to give students experience in the role of group leader. During the first class, students will choose partners as well as a class meeting in which their group leadership will be conducted. Students will lead or co-lead a group experience appropriate to one of the group stages: initial, transition, working, or ending. ***A 1-2 page outline detailing leadership activities is due one week in advance.***

Participation in this group experience is not graded based on performance, but active participation is required. If group sessions are missed, students will not be eligible for participation points unless the absence is excused. If excused, students will be asked to complete an alternative assignment. This assignment is a CACREP 2024 Key Performance Indicator and will be uploaded to student’s portfolio in Tevera.

1. **Process Journal:** Students will keep a process journal of their experience during Experiential Group Activities. It is recommended that that students write their entries shortly after each session to accurately capture relevant thoughts and reactions. Each journal entry should contain application of course material *and* reflection on personal experience and growth as a group member. Please do not summarize the session except as necessary to make connections to course material and/or personal experience. During the week students lead, they will submit a document focused on their leadership experience. ***Journal entries should be 1-3 pages and do not require APA formatting.***
2. **Psychoeducational Group Proposal and Presentation:** In small groups, students will write a detailed proposal for the development of a psychoeducational group in their preferred setting and with a specific client population. At the end of the semester, students will present an overview of their proposal to their peers. A rubric can be found in Canvas; please review this before starting this assignment.

**Part 1 – Psychoeducational Group Proposal Outline:** An outline of your paper including (at minimum) information related to your type of group, targeted population, primary focus, and rationale will be submitted for feedback prior to the paper.

**Part 2 – Psychoeducational Group Proposal Paper:** The group proposal paper should reflect the use of a particular counseling theory and approach that is appropriate to student’s chosen population. ***This paper should be 6-8 pages (not including title page or references), written in APA format (7th ed.), and contain a minimum of 6 peer-reviewed references.***

**Part 3 – Psychoeducational Group Proposal Presentation:** Using slides as a visual aid, students will present an overview of their group proposal to the class. The presentation should include a demonstration of one activity that would be included in the group experience. ***Presentations should be no more than 20 minutes to allow time for Q&A.***

1. **Final Exam:** There will be an oral final exam in which students will demonstrate application of knowledge. Students will be expected to prepare for the exam by watching assigned material and developing notes for discussion. ***NOTE: Due to the nature of this exam, students are expected to be present on the day scheduled.***

**GRADING:**

**Assignments Maximum Points**

Participation 10

Group Observation and Evaluation 15

Experiential Group Leadership Demonstration 65

Process Journal Entries 40

Group Proposal Outline 5

Group Proposal Paper 35

Group Proposal Presentation 10

Final Exam 20

**Total 200 points**

**Grading Scale:**

A: 180–200 B: 160–179 C: 140–159 F: 139 and below

**COURSE SCHEDULE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **CACREP Standard** | **To Prepare for Class** | **Content** | **Assignments &****Readings Due** |
| **Week 1**1/13 – 1/19  | 3.F.2; 3.F.7. | Chapter 1 | Course overview & syllabus reviewIntroduction to group work | Leadership Activity sign-up |
| **Week 2**1/20 – 1/26 | 3.F.2.; 3.F.4; 3.F.8. | Chapter 2 | Effective group leadership | Group Observation 1 |
| **Week 3**1/27 – 2/2 | 3.F.6; 3.F.7; 3.F.8.; 3.F.9. | Chapter 3ASGW MCSJ competencies | Ethical & multicultural issues in group practice | Psychoeducational Group Proposal sign-up |
| **Week 4**2/3 – 2/9 | 3.F.2; 3.F.3.; 3.F.4.; 3.F.5.; 3.F.7; 3.F.10. | Chapter 4 | Forming a GroupInitial stage  | Group Observation 2 |
| **Week 5**2/10 – 2/16 | 3.F.2; 3.F.3.; 3.F.4.; 3.F.7; 3.F.8.; 3.F.10. | Chapter 5 | Transition stageDifficult behaviors in groupExperiential Group 1 | Process Journal 1 |
| **Week 6**2/17 – 2/23 | 3.F.2.; 3.F.3.; 3.F.4.; 3.F.10. | Leszcz & Yalom (2020) | Working stageYalom’s therapeutic factorsExperiential Group 2 | Process Journal 2 |
| **Week 7**2/24 – 3/2 | 3.F.1.; 3.F.4.; 3.F.6; 3.F.10. | Weinberg (2021) | Final stageVirtual GroupsExperiential Group 3 | Process Journal 3 |
| **Week 8**3/3 – 3/9 | 3.F.1.; 3.F.4.; 3.F.10. | Chapter 6-7 | The Psychoanalytic and Adlerian group counselingExperiential Group 4 | Process Journal 4Group Proposal Outline |
| 3/10 – 3/16No class! |  |  | **University Spring Break** | **Take a break and enjoy some time off!** |
| **Week 9**3/17 – 3/23Asynchronous | 3.F.1.; 3.F.4. | Chapter 8-9 | Psychodrama & Existential approachesGroup Project Workday | Group Observation 3 |
| **Week 10**3/24 – 3/30 | 3.F.1.; 3.F.4.; 3.F.10. | Chapter 10 | The Person-Centered approachExperiential Group 5 | Process Journal 5 |
| **Week 11**3/31 – 4/6 | 3.F.1.; 3.F.4.; 3.F.10. | Chapter 11-12 | Gestalt & CBT approachesExperiential Group 6 | Process Journal 6 |
| **Week 12**4/7 – 4/13 | 3.F.1.; 3.F.4.; 3.F.10. | Chapter 13-14 | REBT & Choice/Reality approachesExperiential Group 7 | Process Journal 7 |
| **Week 13**4/14 – 4/20 | 3.F.1.; 3.F.10. | Chapter 15 | SFBT & MI approachesExperiential Group 8 | Process Journal 8 |
| **Week 14**4/21 – 4/27 | 3.F.3.; 3.F.5.; 3.F.7.; 3.F.8.; 3.F.9. | Chapters 16 | Integrative approachesGroup Proposal Presentations | Group Proposal Paper |
| **Week 15**4/28 – 5/4 | 3.F.2.; 3.F.3.; 3.F.8.; 3.F.9. | Final Video |  | Final Exam (in class) |

## COURSE POLICIES:

1. **Class Attendance:** Students are expected to be present and on time for all course meetings. Students are responsible for communicating with the instructor related to any absences and making arrangements to catch up on relevant coursework and/or assignments. Because this is an experiential course, missing class may result in the loss of points associated with in-class assignments. When feasible, the student must notify the instructor prior to the occurrence of any absences. Appropriate documentation for excused absences may be required.
2. **Readings and Participation:** Due to the experiential nature of this course, class participation is essential and expected of all students. Students are expected to review required readings and materials posted in Canvas prior to weekly class meetings to support effective discussion and engagement.
3. **Assignment Format:** Written reports will be submitted to the instructor **in accordance with APA 7th ed. formatting** via Canvas unless otherwise specified. Additional guidance and format requirements may be given for specific assignments.
4. **Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments, nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

1. **Late Work:** No assignments will be accepted late or allowed to be made-up except in the case of emergencies with proper documentation or if previous arrangements have been made with the instructor. No assignment will be accepted for grading past the due date.
2. **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.
3. **Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6):** 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 work, 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.

1. **Policy Related to the use of AI for Classroom Assignments:** The Counselor Education Program (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.