
TENNESSEE TECH UNIVERSITY

College of Education
Counseling and Psychology

COUN 6320 Group Counseling *Tentative Course Syllabus*

Course Description

COUN6320. Group Counseling. Introductory course in group counseling; objectives, principles, and techniques of group counseling. (3 credit hours)

Instructor & Course Information

Instructor:

Katherine M. Hermann-Turner, Ph.D., PLPC, NCC

- Office: TJ Farr 303C
- Phone: 931-372-3057
- E-mail: khturner@tntech.edu
- Office Hours: By Appointment

Course Information:

- Meeting Time & Location:
- Section 001: Tuesday 1:00 – 3:50pm
- Section 002: Wednesday 1:00 – 3:50pm

Conceptual Framework



Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Prerequisites

Prerequisite: COUN 6300, COUN 6360, and COUN 6362. *Admission to a licensure-track program in Counseling & Psychology.*

Recommended Co-Requisite: COUN 6800

Texts and References

Required:

Corey, Corey, & Corey (2018). *Groups: Process and Practice*, 10th Edition. Cengage. ISBN- 9781337111850

Tk20 assessment system. [Link to Tk20](#)

Supplemental Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Assigned Readings:

All assigned readings are outlined on the Course Calendar of this syllabus.

IDEA Essential and Important Learning Objectives Associated to this Course

1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

Tk20 at TTU

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

Course CACREP Objectives/Student Learning Outcomes

CACREP Standards F.6.a – h.

Standard	Outcome	Reading	Formative	Summative
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2.F.6. a.	Students will identify theoretical foundations of group counseling and group work.	Corey Chapter 4	Weekly Group Participation AP Notes Quizzes	Group Facilitation
2.F.6.b.	Students will describe dynamics associated with group process and development	Corey Chapters 5-9	Weekly Group Participation AP Notes Quizzes	Group Facilitation
2.F.6.c.	Students will identify therapeutic factors and how they contribute to group effectiveness	Corey Chapter 8	Weekly Group Participation AP Notes Quizzes	Group Facilitation
2.F.6.d.	Students will identify characteristics and functions of effective group leaders	Corey Chapter 2	Weekly Group Participation AP Notes Quizzes	Group Facilitation
2.F.6.e.	Students will discuss approaches to group formation, including recruiting, screening, and selecting members.	Corey Chapter 5	Weekly Group Participation AP Notes Quizzes	Group Proposal
2.F.6.f.	Students will identify types of groups and other considerations that affect conducting groups in varied settings.	Corey Chapter 1	Weekly Group Participation AP Notes Quizzes	Group Proposal
2.F.6.g.	Students will discuss ethical and culturally relevant strategies for designing and facilitating groups.	Corey Chapters 1, 3	Weekly Group Participation AP Notes	Group Proposal
2.F.6.h.	Students will participate in 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.	Corey Chapter N/A	Weekly Group Participation AP Notes Quizzes	Group Facilitation
Contextual Dimensions: School Counseling 5.G.3.f.	Student will communicate understanding of techniques of personal/social counseling in school settings (school counseling students)	Corey Chapter 10	Weekly Group Participation AP Notes Quizzes	Group Facilitation if in school setting or in

				Group Project
NASP Standards for Graduate Preparation of School Psychologists				
2.4 Intervention s and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of bio- logical, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.	Corey 1-11	Weekly Group Participation AP Notes Quizzes	Group Proposal Group Facilitation
	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	Corey 1-11	Weekly Group Participation AP Notes Quizzes	Group Proposal Group Facilitation

Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. [Counseling and Psychology Graduate Program Information](#)

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to asses one’s own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Major Teaching Methods

Instruction will consist of lecture, demonstration, role-play, group participation, small reflection and writing assignments, and supervised feedback.

Special Instructional Platform/Materials

Instructional Materials

- A. iLearn
- B. laptop/computer

Topics to Be Covered:

1. Introduction to Group Work.
2. The Group Counselor.
3. Ethical and Legal Issues in Group Counseling.
4. Theories and Techniques of Group Counseling.
5. Forming a Group.
6. Initial Stage of a Group.
7. Transition Stage of a Group.
8. Working Stage of a Group.
9. Final Stage of a Group.
10. Groups in School Settings.
11. Groups in Community Settings.
12. CPCE-Prep on Group Counseling

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

Category	Assignment	Percentage	Overall Category Weight
Learning Goals & Outcomes	Learning Goals for the Semester	2%	5%
	AP Composite Note Paper	3%	
Quizzes	Chapter Quizzes	22%	25%
	CPCE/NCE-Prep Group Quiz	3%	
Group Experiences	Group Participation	25%	45%
	Weekly AP Notes	15%	
	Group Experience in the Community AP Note	5%	
Group Facilitation	Lead a Group in Class	8%	10%
	Group Skills Self-Assessment	2%	
Group Competency	Group Plan Proposal	15%	15%
Total		100%	

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

Late Assignments

All submitted work is final. Your submissions should reflect your best professional effort. **All assignments should be completed on or before the announced due date.** Ten percent will be deducted from an assignment each day it is late. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.). Assignments not meeting these minimum standards will be returned and counted as late.

Additional Evaluation Areas

Exploring methods of group facilitation and participating in group dynamics is an exciting, eye-opening, complex and risky business. There are many new concepts to learn, understand, practice, and experience. However, group dynamics cannot be effectively taught or learned by simply sharing concepts. The students participating in this course inherently make up a group. These dynamics provide a unique and wonderful environmental opportunity for in vivo, experiential, and interactive group learning.

Students are encouraged to take some risks, take some chances, but above all, to approach the course with an open mind. Our goal is to learn about and practice group dynamics. This will help you remember how your clients may experience being a member of a group. It is important to note, our group work in class is intended to be moderate-intensity process group work; the task is to experience and apply group dynamics. **While introspective learning can be therapeutic at times, the work we do in group for this class is NOT intended to be therapy.**

Pay close attention to those who facilitate the group processes. They also provide you with models of group facilitation (albeit, models you may or may not want to emulate). Moreover, **respect** all the members of the group. Each group member has the right to “pass” at any time, for any reason. This right will be respected; though, it is reasonable to **expect to be “challenged” at times** by the group. Lastly, the information shared in group can be personal in nature.

Group dynamics occur in a variety of settings for a variety of reasons. Each class will be split into two major parts. The first part of class will be devoted to information sharing, using a seminar format and interactive activities. Specifically, didactic course topics will include the history of group work, different types of group work, group facilitation, forming groups, group stages, group therapeutic factors, group facilitation with culturally diverse population and different age groups (life span), ethical issues specific to group work, and leading groups using various theoretical perspectives.

The second part of class will be devoted to experiential opportunities, primarily small group work. The class will divide into two-three small experiential groups. A student in each group will facilitate two groups each. This process format will provide experience participating in an actual small group, in order to address relevant, here-and-now thoughts, feelings, and behaviors.

Experiential Groups: Groups will meet during the second portion of class in breakout rooms through Zoom. Sessions will initially be facilitated by a doctoral student and will move on to co-facilitation with each of you. I will remain in the Zoom main room in case we choose to debrief as a class- process only, not content. Since the final number of students in the course may vary through the first week of classes, the number and structure of groups will be determined in class. Depending on the final number of students in the course, students may have the opportunity to volunteer for additional practice in facilitation or co-facilitation. If this is the case, instructions will be distributed in class.

Confidentiality must be maintained regarding information shared during group interactions. Students must read and sign an Informed Consent before participating in the work of the group.

Academic Misconduct Policy

“Academic Misconduct” – any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage. Students who do any of these actions or attempted actions may receive a reduction in

grade on the assignment, an “F” or a “0” for the assignment, or an “F” for the course. All of the procedures will follow the guidelines established by the Student Academic Misconduct Policy No. 217 at Tennessee Technological University.

Attendance

Attendance, on-time arrival, and working video capabilities (screens on the entire class) are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. *Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.* You are responsible for making sure you receive the necessary assignments and class notes you miss.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A student’s grade may be affected negatively by low participation. In particular, the instructor will evaluate students’ participation on the basis of the following criteria.

- a) Frequency and accuracy of feedback. Feedback should illustrate an understanding of the concepts presented in assigned readings and course lectures. Nonobjective feedback that does not address issues illustrated in the group sessions will not be considered accurate.
- b) Openness to feedback. Students’ participation should illustrate a desire to seek and hear feedback. Students who make specific requests for feedback regarding their skills, interpersonal impact in role-plays as a counselor, effectiveness as a skills group member during feedback exchange, and developing counseling style illustrate openness to feedback.
- c) Implementation of feedback. Students’ should illustrate the implementation of supervisor feedback.
- d) Willingness to participate as a group participant (see parameters for participation).

Assignments and Related Policy

A) Reading Assignments

Students are expected to complete all reading assignments per the Course Schedule.

B) Group participation

Role-plays in the classroom setting are essential to simulate the counseling experience and represent the traditional counseling format. Role-plays will be performed in a group setting, in front of the class or in skills groups. In role-plays, it is necessary for students to function as both the client and the counselor. To simulate accurately the content, verbal, and nonverbal behaviors of the client in a counseling session, students may use but are not required to use scenarios based on personal experiences. The types of issues appropriate for role-plays will be discussed in detail in class. These types of experiential learning afford students the opportunity to self-observe skill development as well as receive feedback from both the instructor and peers. Please note the following:

1. To replicate the counselor professionalism, this class will strive to have information

shared by participants during groups as being considered confidential. Students are not to discuss groups outside of class with members of the class or with anyone not in class. Breach of group confidentiality is regarded very seriously and may result in an administrative withdrawal from the class.

2. As a counselor-trainee, students are not providing personal counseling or therapy.
3. In order to keep classroom exercises within the boundaries of an academic experience and not move into the realm of personal counseling, students are strongly encouraged not use current personal issues that disclosure to the group may cause embarrassment or unnecessary emotional distress to themselves or others.

C) Weekly Assessment & Plan (AP) Notes

Each week a group meets (starting week four) you will complete an “AP Note” answering the following seven questions: What is the numerical grade would you give yourself in regard to participation in this group experience? How come? What is the greatest challenge you had in this week’s group? Based on upon the readings, what are your thoughts about your group experience? How could you use this group to improve your thinking, problem solving, and decisions? How could you use this group to develop specific skills, competencies and points of views needed by professionals in your professional identity (SC, SP, CMHC)? And, How could you use this group to apply knowledge and skills to benefit others or serve the public good? These papers should be about one typed page in Times New Roman 12-point font and double spaced. Please do not mention any of your fellow students by name in your papers. Please use the template provided on iLearn. AP Notes are due before the following week’s group.

D) Group Plan Proposal

Each student will prepare a comprehensive written plan that s/he would follow in order to conduct a 6-8 week group. You are strongly encouraged to plan a group that you really may facilitate in the future. Topic, theoretical foundation, structure, documents, tasks, activities, termination, etc. will be created to match the clientele and context.

The Group Plan should include and will be evaluated on the following items: (1) statement of purpose/rationale for the group, (2) clientele description and membership process, (3) theoretical format of the group, (4) group ground rules plus time, place and frequency of meetings, (5) completely developed group documents/forms (e.g., informed consent form, written confidentiality statement, group ethics statement), (6) plan for publicizing or generating interest in the group, (7) selection of members and leaders (co-facilitators), (8) structure and specific tasks planned (e.g., ice breakers, goals and contracts, limit setting, promoting positive interchange, etc.) and order, based on group stages, you plan to conduct these tasks, (9) strategies for dealing with challenges (e.g., silent members, resisters, monopolizers, manipulators, clowns, sarcastic masks, redirectors, coalescing, colluding, etc.), and (10) termination procedures.

You are encouraged to consult with the course instructor regarding your group focus/purpose/topic. This assignment equates to a research paper and should be completed thoroughly and carefully. Incorporate as much as you can from course readings and discussion. Students are to cite and reference (text and reference list) at least five (5) outside resources. The Group Plan should be about 8 to 10 pages, written in APA style, typed using Times New Roman

12-pt. font, and double-spaced. The paper should be free of spelling and grammatical errors. You do not need to include an abstract. Use the above elements as subheadings (when appropriate).

E) Quizzes

Students will complete online quizzes on chapters from the Corey (2018) textbook. These quizzes will test your knowledge of the individual chapter's content. You have 30 minutes to complete each 20-question quiz. You are permitted to use your textbook as a resource, but you are not permitted to use the internet. See the course calendar for more details. A CPCE-Prep Group Quiz will also be given near the end of the semester to aid students in preparation for the group content in the CPCE comprehensive exam. An additional reading will be provided on iLearn to assist with this quiz. **Quizzes are due before the start of each individual class.**

F) Learning Goals & AP Composite Note Paper

Student will complete two papers based on their learning goals on outcomes from the semester.

1. The **Learning Goals Paper** is a one-to-two-page paper that will be due at the beginning of the semester. The paper should include the following:
 - a. What do you hope to learn from this course?
 - b. Review the Group Competencies Scale and provide a self-assessment:
 - i. Strengths – What do you perceive as your strengths as they pertain to this course and skill set?
 - ii. Weaknesses – What do you perceive as areas for growth or needed improvement coming in to this course?
 - iii. Opportunities – What do you perceive as opportunities to use this course and become the professional that you desire?
 - iv. Threats – What do you perceive as threats towards your learning and professional development?
 - c. The numerical and letter grade that the student is striving for this semester (e.g., 95-A) and a description of how you will obtain it throughout the semester.
 - d. How you plan on participating with Dr. Hermann-Turner to make the related IDEA objectives below be achieved within this course?
 - i. Learning to apply course material (to improve thinking, problem solving, and decisions).**
 - ii. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.**
 - iii. Learning to apply knowledge and skills to benefit others or serve the public good.**
2. **Assessment & Plan (AP) Composite Note Paper** will compile all of your weekly reflections in to one large document. In addition, students will include the following information at the beginning of the paper:
 - a. A sentence that details the total hours or group experience earned during the course
 - b. Two paragraphs that include a review of the learning goals paper from the

- beginning of the semester and whether the goals were obtained.
- c. What numerical grades the student views he or she earned through both assignments and participation throughout the semester.

G) Group Experience in the Community Assessment & Plan (AP) Note.

Students will participate in a group experience within the community and write a one-page reflection paper on the experience. A template for the paper is posted in the Week One module of iLearn.

***If you have any problems with assignments and/or due dates, please contact me prior to the due date so possible accommodations may be made if necessary.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

Technology Statement

Because of the personal, interactive nature of the counseling profession and this course, students are asked to refrain from using technology (cell phones, laptops, iPads, etc.) for purposes other than videoconferencing during the class meetings. Cameras should be on for the entire class. Phones should be turned off or set to “silent” prior to class.

Flexibility Statement

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful.**

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.

4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Class Plan by Weeks or Days

Please see Course Schedule