GROUP COUNSELING
EDGC 667-001 Hybrid (Internet and Face-to-Face)
Spring 2010

Professor: Dr. Lynn Kell Spradlin
Office Location: 503 Ginger Hall
Office Phone: 859-230-7155 (voicemail)
E-Mail: l.spradlin@moreheadstate.edu

Course Description from MSU Catalog:

Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include school, family, and community.

Additional Description:

This is a conceptual and experiential introductory group dynamics, process, and facilitation course. The following topics are addressed: group leadership, group styles and types (including group conducted in schools, agencies, and within the community), group process and dynamics, group stages, group facilitation, ethical and effective multicultural practice, and counseling group approaches. This course examines theories and principles of group process and leadership as well as a focus on characteristics of individual group members' behavior in reaction to group process dynamics.

Counselors must have expertise in working effectively with diverse students. They must have cultural literacy. Cultural literacy involves knowledge of various cultural groups' values, beliefs and worldviews, knowledge of different cultural groups' histories in the U.S., the willingness to learn about different cultural groups, and the ability to seek out and attend to information about and from different cultural groups and to accommodate that knowledge so that it results in new insight and ways of looking at the world. For students to become culturally literate, they also must be knowledgeable about their own cultural identities and committed to developing into advocates for all clients including those whose cultural backgrounds may differ from their own.

Conceptual Framework: (CF)

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality instruction that is informed by best practice, national and international research and scholarship, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all activities.

Conceptual Framework Outcomes: (CFO)s

The Unit and the faculty within individual programs assess the degree to which its graduates:

1.) master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to "whole" student learning in education settings;

2.) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;

3.) demonstrate professional dispositions;

4.) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students; and

5.) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes: (SLO)s

Through course activities candidates will be able to:

1.Identify and apply principles of group dynamics including group process components, developmental theories, group counseling techniques, group member roles, and therapeutic factors in group counseling;

2. Demonstrate a knowledge of group counseling methods including counselor theoretical orientations and techniques, group member selection criteria, group termination, and methods for evaluating group counseling effectiveness;

3. Exhibit an awareness of group leadership styles and group types and associated characteristics;

4. Explore individual member and leader style preferences, strengths, weaknesses and effectiveness;

5. Identify differences in approach, leadership, and group member expectations for task,

psycho-educational, therapy, counseling, and self-help groups;

6. Demonstrate an awareness of ethical and effective multicultural group membership leadership;

7. Participate in group counseling in the role of group members and demonstrate a knowledge of what effective group membership entails;

8. Participate in group counseling in the role of group leader and demonstrate a knowledge of what effective group leadership entails;

9. Apply ethical and legal components of group work in practice; and

10. Demonstrate a knowledge of literature and empirical research on group counseling.

EDGC 667: KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFOs and SLOs:

Course Assessments Aligned with **Course Assessment (Percent Values)**	**Kentucky Teacher Standards (KYS)** http://kyepsb.net/teacherprep/standards.asp	**Kentucky Education Reform Act (KERA)** http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/	**National Council for the Accreditation of Teacher Education (NCATE)** www.ncate.org	**Education Professional Standards Board (EPSB)** http://kyepsb.net/	**Kentucky Standards for Guidance Counseling Programs** approved by the 2005 EPSB and derived from CACREP Standards
Course Content Assessments 1, 2, 3& 4 (25 %) **CFO** 1, 4 **SLO** 1,2,3,4,5,6,7,8,9,10	1.1, 1.2, 1.3, 1.4,2.1,2.2,2.3, 2.4, 2.5, 3.1,3.2,3.3, 4.1,4.3,4.5, 5.4,,5.5,5.6	1.2,4.5,5.3,6.1, 6.2,6.3	1	Diversity, Assessment, Literacy,	A1; A3; A10' B4' B5' B6' C2a; C2b; C2d; C2e; D6a; D6b; D6c; D6d; D6c; D6f; D6g
	1.1,1.2,1.4, 1.5, 2.1,2.2,2.3,2.4, 2.5,3.1,3.2,3.3, 3.4,3.5, 4.1,4.3, 4.4,4.5,5.4,5.5,5.6, 6.1,6.2	1.2,1.11,4.5,4.6, 5.3,6.1,6.2,6.3	1	Diversity, Assessment, Literacy	A1; A3; A10' B4' B5' B6' C2a; C2b; C2d; C2e; D6a; D6b; D6c; D6d; D6c; D6f; D6g
Group Member Exercise Fulfillment and Evaluation (25%) **CFO:** 1,3,4,5 **SLO:** 1,7,8	1.1,1.2,1.4,1.5, 2.1,2.2,2.3,2.4, 2.5, 3.1,3.2,3.3,3.4, 3.5,4.1,4.3,4.4, 4.5,5.4,5.5,5.6, 6.1,6.2,	1.2,1.11,2.14, 2.16, 2.20,4.5,4.6,5.3, 6.1,6.2,6.3	1,4,	Diversity, Assessment, Literacy	A1; A3; A10' B4' B5' B6' C2a; C2b; C2d; C2e; D6a; D6b; D6c; D6d; D6c; D6f; D6g
Group Leadership Exercise Fulfillment and Evaluation (25%) **CFO:** 1,2,3,4,5 **SLO:** 1,2,3,4,5,6,8,9,10	1.1,1.2,1.4, 1.5, 2.1,2.2,2.3,.2.4,2.5, 3.1,3.2,3.3, 4.1,4.3,4.4,4.5, 5.3,5.4,5.4,5.5, 5.6, 6.1,6.2,6.3,	1.3,1.11,2.162.38, 4.5,4.6,5.1,5.2, 5.3,6.1,6.2,6.3	1,3,4	Diversity, Assessment, Literacy	A1; A3; A10' B4' B5' B6' C2a; C2b; C2d; C2e; D6a; D6b; D6c; D6d; D6c; D6f; D6g

	Brief Assignment Descriptions
Course Content Assessments 1-4 (25%)	Complete short answer assessments that are designed to assess general knowledge and understanding of, and ability to apply course concepts encountered in course readings.
Discussion Board Assignments 1-4 (25%)	Complete discussion board short answer assignments in response to course readings and reply to classmates' posts. Discussion board assignments will also have an experiential exercise component that will require students to explore group concepts in their environment.
Group Member Exercise Fulfillment and Evaluation (25%)	Participate as a group member in a counseling group conducted in class and reflect on your group member behavior strengths, weaknesses and effectiveness. In addition, you will identify group process and leader characteristics, dynamics and strategies.
Group Leadership Exercise Fulfillment and Evaluation (25%)	Research and prepare a group proposal and facilitation strategies. Act as a group leader in a counseling group conducted in class and reflect on your group leader and group member behavior strengths, weaknesses and effectiveness. In addition, you will identify group process and leader characteristics, dynamics and strategies.

Required Readings:

1.Corey, M.S., Corey, G. & Corey, C. (2010). Groups: Process and practice. (8th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

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2. Additional articles may be distributed online throughout the semester

Evaluation and Grading Criteria

Point Distribution for Assignments		**Grading Criteria (percentages)**
Four (4) Course Content Assessments (25 points each)	100 pts.	
		90-100 % = **A**
Four (4) Discussion Board Entries and Responses (25 points each)	100 pts.	80-89.5 % = **B**
		70- 79.5 % = **C**
Group Member Exercise Fulfillment and Evaluation	100 pts.	60-69.5 % = **D**
		59% and below = **E**
Group Leadership Exercise Fulfillment and Evaluation	100 pts.	
TOTAL POINTS POSSIBLE	**400 pts.**	

Attendance Policy:

This course will be conducted in class as well as ONLINE. As such I will utilize the university **e-mail** and **Blackboard systems** to communicate with class members and for delivery of course materials. It is students' responsibility to make sure that their university e-mail account is in working order and to use it effectively including checking it daily. Only the University Blackboard system and email addresses will be used for course announcements and individual communications between professor and students. However, students are encouraged to call for additional information when needed or desired.

All graded assignments must be submitted electronically to the following e-mail address: l.spradlin@moreheadstate.edu or LKSpradlin@insightbb.com **unless** they are in-class or discussion board assignments. Discussion board assignments are submitted on the class discussion board in the correct topical forum. All assignments should be checked for correct grammar, syntax, and spelling before being submitted for a grade. Deductions will be assessed

for written clarity, grammar, and spelling errors. All required assignments must be submitted in order to pass the class.

Assignments are due on stated (See the Tentative Class Schedule in this syllabus for assignment due dates and times.) assigned due dates. Papers received after the due date will receive a 20% reduction in points unless the reason for late submission qualifies for an excused absence that has been brought to the attention of and approved by the professor or if relevant circumstances and plans have been discussed and worked out with the professor at least one week prior to the assignment due date. No assignments will be accepted for credit more than FIVE (5) calendar days past the due date listed for that assignment unless other due date arrangements are made with the professor within that time period. In addition, should there be an interruption of attendance/class participation due to illness or other relevant condition, it is the responsibility of the student to contact the professor at the earliest possible opportunity to identify strategies for satisfactorily completing the course requirements without receiving a penalty to the final grade.

Spring 2010 Tentative Class Schedule

(Note. If changes to the schedule occur, they will be announced on the Blackboard *Announcements* class site at least one week in advance of the change.)

Date	Topic	Assignment(s)
Thurs., Jan. 14th	Syllabus Review and Course Overview/ Introductions, Joining and Course Planning **Class Meets in R501 Ginger Hall from 6 – 8:40pm**	**Bring your personal and professional calendars to class.**
Thurs., Jan. 21st	Theory of Group Practice and Group Types	Ch. 1 **DB #1 Due by 10pm**
Thurs., Jan. 28th	Group Counselor Qualities	Ch. 2 & 4
Thurs., Feb. 4th	Ethical and Legal Issues in Group Co Counseling	Ch. 3 **Assessment #1 Due by 10pm**
Thurs., Feb. 11th	Initial Stage	Ch 5
Thurs., Feb. 18th	Transition Stage	Ch. 6 **DB#2 Due by 10 pm**
Thurs., Feb. 25th	Working Stage	Ch. 7
Thurs., Mar. 4th	Final Stage	Ch. 8 **Assessment #2**

		Due by 10pm
Date	**Topic**	**Assignment(s)**
Thurs., Mar. 11th or ???	**Class Meeting to Participate in Group Counseling and View and Analyze Group Videos**	**Assessment #3 Due in Class**
	SPRING BREAK	
Thurs., Mar. 25th	Group Counseling Skills/ **Group Member Exercise Fulfillment and Evaluation Due by 10pm**	**Reading Posted**
Thurs. Apr. 1st	Group Counseling Skills	**Reading Posted**
Thurs., Apr. 8th or ???	**Class Meeting to Plan and Practice Group Leadership Skills**	
Thurs., Apr. 15th	Groups for Children and Adolescents	Chs. 9 & 10 **DB#3 for ½ Class**
Thurs., Apr. 22nd	Groups for Adults and Older Adults	Chs. 11 & 12 **DB#3 for ½ Class**
Thurs., Apr. 29th or ???	**Class Meeting to Conduct Group Counseling and Group Leadership Exercise Fulfillment and Evaluation Due <u>in Class</u>**	**Assessment #4 Due in Class**
Thurs.,	**Final Exam Week**	**DB#4 Due by 10**

May 6th		**pm**

Campus Safety Statement:

Emergency response information is provided in MSU emergency response protocols at www.moreheadstate.edu/emergency. Please familiarize yourself with this information. When students are on campus, they should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You also should notify officials of the university if you have special needs or will require assistance during an emergency evacuation.

Academic Honesty Policy:

Cheating, fabrication, plagiarism or helping other to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at http://www.morehead-st.edu/studentlife/handbook/academicdishonesty.html For example: copying information from the internet is plagiarism when appropriate credit is not given.

Policy for Accommodating Students with Disabilities:

Professional staff from the MSU Academic Services Center (ASC) coordinate efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with ASC staff to accommodate the needs of students enrolled in courses.www.moreheadstate.edu/acs/.