



CMHC 6000
Group Counseling
Fall

Course Syllabus

- Instructor:** Brianna Randall, PhD, NCC
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Office Hours: Monday 1:30pm-3:30pm or by appointment
- Class Meetings:** The Group Course will run asynchronously like a typical course (i.e., watch lectures, complete assignments, etc.) The Group Lab will run synchronously and meet weekly (i.e., live sessions). Group Lab will be held EVERY WEDNESDAY from 7:30 PM – 9:00 PM. Attendance and participation are required. You are required to have your video camera on throughout the entirety of Group Lab.
- Textbook:** Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: Strategies and skills (8th ed.)*. Boston, MA: Cengage. ISBN# 9781305087309
- Course Description:** The purpose of this course is to introduce the principles of group counseling, as well as the skills and techniques utilized for effective group work. The group process, from initiation to finalization, will be explored, and experiential learning via group participation will provide a group member perspective as a function of the learning context.
- Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
- Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran

status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.1.J) Technology's Impact on Counseling Profession	Quizzes and Final Examination
2.5.A) Theories and Models of Counseling	Quizzes, Group Participation, and Final Examination
2.5.E) Impact of Technology on the Counseling Process	Quizzes, Group Participation, and Final Examination
2.5.F) Counselor Characteristics and Behaviors that Influence Counseling Process	Quizzes, Group Participation, and Final Examination
2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills	Quizzes, Discussion Board, Group Participation, and Final Examination
2.5.H) Developmentally Relevant Counseling Treatment and Intervention Plans	Quizzes, Discussion Board, Group Participation, and Final Examination
2.5.I) Development of Measurable Outcomes for Clients	Quizzes, Discussion Board, Group Participation, and Final Examination
2.5.J) Evidence-Based Counseling Strategies and Techniques for Prevention and Intervention	Quizzes, Discussion Board, Group Participation, and Final Examination
2.5.K) Strategies to Promote Client Understanding of and Access to Community-Based Resources	Quizzes, Discussion Board, Group Participation, and Final Examination
2.5.L) Suicide Prevention Models and Strategies	Quizzes, Discussion Board, and Final Examination
2.5.M) Crisis Intervention, Trauma-Informed, and Community-Based Strategies	Quizzes, Discussion Board, and Final Examination
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Board, Group Participation, and Final Examination
2.6.A) Theoretical Foundations of Group Counseling and Group Work	Quizzes, Discussion Boards, Group Participation, and Final Examination
2.6.B) Dynamics Associated with Group Process and Development	Quizzes, Discussion Boards, Group Participation, and Final Examination
2.6.C) Therapeutic Factors and how they Contribute to Group Effectiveness	Quizzes, Discussion Boards, and Final Examination
2.6.D) Characteristics and Functions of Effective Group Leaders	Quizzes, Discussion Boards, Group Participation, and Final Examination
2.6.E) Approaches to Group Formation, Including Recruitment, Screening, and Selecting Members	Quizzes, Discussion Boards, Group Participation, and Final Examination

2.6.F) Types of Groups and Other Considerations that Affect Conducting Groups	Quizzes, Discussion Boards, and Final Examination
2.6.G) Ethically/ Culturally Relevant Strategies for Designing and Facilitating Groups	Quizzes, Discussion Boards, Group Participation, and Final Examination
2.6.H) Direct Experience in Student Participation (10 Hours in One Academic Term)	Group Participation
5.1.B) Theories and Models Related to Clinical Mental Health Counseling	Quizzes and Final Examination
5.2.A) Roles and Settings of Clinical Mental Health Counselors	Quizzes and Final Examination
5.2.C) Mental Health Service Delivery Modalities Within the Continuum of Care, such as Inpatient, Outpatient, Partial Treatment and Aftercare, and the Mental Health Counseling Services Networks	Quizzes and Final Examination
5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues	Quizzes, Discussion Boards, Group Participation, and Final Examination

- 1) Students will develop knowledge and understanding of the theories and models of group counseling and group work.
- 2) Student will acquire the knowledge, skills, and competencies for effective group counseling provision, including group initiation, group management, and group completion.
- 3) Students will acquire direct experience with group work via participation in a select group counseling context.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Ten quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated and must be completed by **midnight of the Sunday within the given week**. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in *multiple choice format*. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.

- B) Ten hours of participation within a group counseling activity will be required for this course. This is a specific standard per CACREP, and ten hours must be accrued during the academic semester of which the course is being offered to be counted. The Instructor will facilitate a group virtually, which will require synchronous meeting in order to participate. During the ten hours, students will be asked to participate as group members. Dates and times for the group meetings will be scheduled during the first week of the course. If a student cannot participate due to the need of synchronous meeting, a student may seek another group experience. This will require the student to 1) identify a group, 2) secure information pertaining to the group that can be presented to the Director of the CMHC program, and 3) acquire authorization for that group experience. Failure to secure authorization for the group experience from the Director of the CMHC program will negate any hours accrued
- C) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in *multiple choice format*. **The examination must be completed by midnight of the Sunday of the given week.** Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. **Course Evaluation:**

Ten quizzes @ 3 points each =	30 points
Ten hours of group participation @ 6 points each =	60 points
One final examination @ 10 points =	10 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.
11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:
Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction.

Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the

Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
15. **Writing Center (Library Mezzanine):** The Catawba Writing Center, in the Library Mezzanine, provides both face-to-face and online services to assist you with writing projects in all of your classes. Writing consultants, fellow Catawba students, are trained to help you with all stages of your writing process—brainstorming, drafting, research, organization, editing, and revision. Upload a

draft of your paper, the assignment sheet, and your questions/concerns when making an appointment. For more information about our services and/or to make an appointment, please visit our website: catawba.edu/writingcenter

16. Expectations:

- Student Expectations
 1. Check your Catawba email and Blackboard account on a consistent basis each week. The primary method of communication in an asynchronous course is via email and Blackboard. Therefore, you are responsible to check and respond if needed on a weekly basis to the instructor and/or peers.
 2. Demonstrate professional dispositions in all interactions (discussion post, email and on Blackboard) with peers and instructors. Problematic behavior will be addressed as defined by our CMHC Program Handbook.
 3. All work submitted will be original, complete, and neatly presented.
- Instructor Expectations
 1. Instructor will reply to student emails within 48-72 hours.
 2. Provide expectations and structure to foster safety and trust in the learning environments and to assist students in exploring and vulnerably engaging with course materials and activities.
 3. Be available to support student learning outside of class time through email, during office hours, and by appointment.

17. Course Calendar: The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda	Assignments and Reading Due
Week 1 8/17-8/21	Introduction to Course, Review of Syllabus, Introduction to Group Counseling and Stages of Group	<i>Chapters 1 and 2</i> Group Participation (8/17) Quiz 1
Week 2 8/22-8/28	Group Planning and Formation and Initial Stages of Groups	<i>Chapters 3, 4, and 5</i> Group Participation (8/24) Quiz 2 and 3
Week 3 8/29-9/4	Clinical Skills for Group Counseling	<i>Chapters 6, 7, and 8</i> Group Participation (8/31) Quiz 4 and 5
Week 4 9/5-9/11	Clinical Exercises for Group Counseling and Treatment Planning	<i>Chapters 9, 10, and 11</i> Group Participation (9/7) Quiz 6
Week 5 9/12-9/18	Middle Stages of Group Counseling and Termination Stages	<i>Chapter 12 and 15</i> Group Participation (9/14) Quiz 7

Week 6 9/19-9/25	Utilizing Theoretical Orientation in Group Counseling	<i>Chapters 13 and 14</i> Group Participation (9/21) Quiz 8
Week 7 9/26-10/2	Working with Difficult Client and Special Populations	<i>Chapters 16 and 17</i> Group Participation (9/28) Quiz 9 and 10
Week 8 10/3-10/9		Final Examination