COUN 5740: Group Counseling Theories and Procedures
Counseling Program

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Group Leaders: Ahou Line, Jenna Taylor, Kaleb Thompson

Catalog Description

Group dynamics and major approaches to group counseling with emphasis on how to start a group counseling program, how to counsel effectively with groups and how to evaluate results. Development of skills of group membership, leadership and working with groups are stressed. 3 credit hours.

Goal of the Course

This course comprises a core curricular experience for preparation as a counselor. Learning experiences will provide students opportunities to develop understanding of the group counseling process through an investigation of group dynamics, stages of group development, leadership characteristics, group counseling theories, and culturally competent leadership methods. Students will encounter multiple opportunities to practice and develop skills required to facilitate groups of various types. Through active participation in class experiences and completion of assignments, students will develop the knowledge and skills necessary to facilitate counseling groups in various settings.

Foliotek

This course requires an assignment that will be uploaded and assessed in the UNT Foliotek Assessment System. This process will require the one-time purchase of Foliotek. Student
subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Foliotek system for instructors to assess. Please go to the following link for direction on how to purchase Foliotek.

**Core Curricular Experiences Covered**

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Professional Counseling Orientation and Ethical Practice</th>
<th>CACREP Standard</th>
<th>Curriculum/ Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>2.F1.i.</td>
<td>Lecture/Exam</td>
</tr>
<tr>
<td>4. The role of counseling supervision in the profession</td>
<td>2.F1.m.</td>
<td>Group Co-Leadership</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/ Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a.</td>
<td>Lecture/Journal/ Reflection Paper</td>
</tr>
<tr>
<td>3. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
<td>Lecture/Journal/ Reflection Paper</td>
</tr>
<tr>
<td>4. The effects of power and privilege for counselors and clients</td>
<td>2.F.2.e.</td>
<td>Journal/Reflection Paper</td>
</tr>
<tr>
<td>6. The impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>2.F.2.g.</td>
<td>Lecture/Journal/ Reflection Paper</td>
</tr>
<tr>
<td>7.</td>
<td>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>2.F.2.h.</td>
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<tr>
<td><strong>Counseling and Helping Relationship</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Theories and models of counseling</td>
<td>2.F.5.a.</td>
</tr>
<tr>
<td>3.</td>
<td>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
<td>2.F.5.d.</td>
</tr>
<tr>
<td>4.</td>
<td>Counselor characteristics and behaviors that influence the counseling process</td>
<td>2.F.5.f.</td>
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<tr>
<td>5.</td>
<td>Essential interviewing, counseling, and case conceptualization skills</td>
<td>2.F.5.g.</td>
</tr>
<tr>
<td>6.</td>
<td>Development of measurable outcomes for clients</td>
<td>2.F.5.i.</td>
</tr>
<tr>
<td><strong>Group Counseling and Group Work</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Theoretical foundations of group counseling and group work</td>
<td>2.F.6.a.</td>
</tr>
<tr>
<td>2.</td>
<td>Dynamics associated with group process and development</td>
<td>2.F.6.b.</td>
</tr>
<tr>
<td>3.</td>
<td>Therapeutic factors and how they contribute to group effectiveness</td>
<td>2.F.6.c.</td>
</tr>
<tr>
<td>4.</td>
<td>Characteristics and functions of effective group leaders</td>
<td>2.F.6.d.</td>
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<tr>
<td>5.</td>
<td>Approaches to group formation, including recruiting, screening, and selecting members</td>
<td>2.F.6.e.</td>
</tr>
</tbody>
</table>
6. Types of groups and other considerations that affect conducting groups in varied settings | Lecture/Readings | 2.F.6.f.  
7. Ethical and culturally relevant strategies for designing and facilitating groups | Lecture/Readings | 2.F.6.g.  
8. 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 | Personal Growth Group | 2.F.6.h.  

| Assessment and Testing | CACREP Standard | Curriculum/ Evaluation Outcomes  
|-------------------------|------------------|-----------------------------  
1. Use of assessments for diagnostic and intervention planning purposes | Group Proposal (KPI) | 2.F.7.e.  

| Research and Program Evaluation | CACREP Standard | Curriculum/ Evaluation Outcomes  
|-------------------------------|------------------|-----------------------------  
1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | Group Proposal (KPI) | 2.F.8.a.  
2. Evaluation of counseling interventions and programs | Group Proposal | 2.F.8.e.  
3. Designs used in research and program evaluation | Group Proposal | 2.F.8.g.  

| Clinical Mental Health Counseling | CACREP Standard | Curriculum/Evaluation Outcomes  
|----------------------------------|------------------|-----------------------------  
2. Strategies to advocate for persons with mental health issues | Lecture/Readings | CMHC C.3.e.  

Note: KPI=Key Performance Indicator
Methods of Instruction

The class will operate as a psychoeducational group, providing you the opportunity to be a member, co-leader, and observer of a weekly group with a balance between process and content. Together, we will discover what our class interactions can teach us about group dynamics and development, which makes us all both learners and teachers. By attending to classroom interactions, you will develop first-hand experience of the dynamic forces at work in a group. In these classes, we will examine how differences in gender, age, cultural backgrounds, and worldviews influence our class interactions.

The course will involve primarily experiential and interactive learning methods, including interactive experiences, role-plays, group co-leadership, giving and receiving feedback, small group projects, and class dialogue. Because all class members are responsible for contributing to the learning experience, attendance is mandatory to achieve a meaningful learning experience for all. Together, the class will create norms for participation and behavior in the classroom. Should you miss a class due to covid, you must provide me with a positive test. You will also be required to write a 3 page paper on current trends in group, with at least 3 references. You may miss one class without a drop in letter grade.

Instructor’s Responsibilities: As instructor, I will take responsibility for ensuring a safe and respectful environment, modeling culturally competent group skills in the classroom, facilitating class exploration of group counseling knowledge and skills, and providing you with resources and consultation for assignments. I will provide feedback on your work in addition to numeric grading to assist your learning.

Students’ Responsibilities: All learners will be responsible for the following: arriving before the beginning of class, being present at all class meetings, completing required readings prior to class, engaging meaningfully in class experiences, sharing genuine thoughts, feelings and questions in class dialogue, providing and receiving feedback with classmates and experiential group members, and turning in completed assignments on or before the due dates.

All assignments are due at the beginning of class or on the date specified on the syllabus. A 5% grade reduction will occur for each day the assignment is late (including weekdays and weekends). Late assignments will only be accepted up to one week after the due date. After one week, the student will not receive points for the assignment.

You are responsible for sharing with the instructor any obstacles that might prevent you from completing an assignment on time prior to the due date. Extensions will be granted at the discretion of the instructor if requested by the student prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date.
Texts and Resources

Required Texts


Required Articles


Recommended Texts


Resources for Further Research (for projects, professional growth, etc.)

- Journal for Specialists in Group Work
- Association for Specialists in Group Work (ASGW) [http://www.asgw.org](http://www.asgw.org)
- American Counseling Association (ACA) [http://www.counseling.org](http://www.counseling.org)
- American School Counselor Association (ASCA)

Learning Experiences

1. **Class Participation:** Because this course is experiential in nature, students will develop knowledge and skills by 1) being present for classes on time, 2) completing reading assignments prior to class, and 3) engaging in class activities and dialogue. An additional weekly writing task may be assigned as needed to encourage completion of assigned readings. Attendance is mandatory. Even one class missed will limit a student’s ability to complete class assignments successfully. More than one missed class period will result in a reduction in a student’s overall course grade.

2. **Personal Growth Group Participation & Journals:** Each student will serve as a member of a group focused on personal growth and development for 9 sessions. The group will take place during the last 80 minutes of class (8:00 – 9:20 pm) and will be co-facilitated by doctoral level counseling students. Student members will be expected to participate in the group in ways that contribute to their own growth and the growth of other members. Each member is expected to choose and work on a personal growth goal during the group sessions. Each student may self-disclose only to the degree that he or she is comfortable and that is appropriate. Group members may expect information discussed in the group to be kept confidential. The exception to this would be if ethical leadership requires breaking confidentiality due to a danger to self or others (G.6.e).

   **Group Journal:** (Due by 11:59 p.m. on Saturday after group session) Each student will submit a journal entry on Canvas after each group session with a length roughly equal to 1-2 double spaced pages. See Journal Guidelines for details.

3. **Group Co-Leadership (outside of class):** Each student will co-lead a guidance, psycho-educational, or counseling group at arranged times other than class time. You and your co-leader will create, form, and facilitate your group. You must conduct a minimum of 6 sessions (5 hours can be carried over into your practicum course and/or 6 hours may go towards your internship hours). Examples of sites include agencies, schools, after school
programs, college campuses, and faith communities. You must be co-leading with or supervised by a licensed mental health professional, certified school counselor, or a doctoral student at your site. If you are unsure about the appropriateness of the setting you have selected please contact me for approval. Please be mindful to choose a normative group that will ethically fit within your clinical competence. Do not lead groups comprised of your friends, personal acquaintances, or coworkers, for ethical reasons. Maintain the following documentation throughout the course of the semester and submit to instructor after completion of the group. **(Due August 10)**

a. Prior to beginning your group, secure a current copy of Professional Liability Insurance and

b. Prior to beginning your group, secure a signed contract or letter from your site supervisor. The contract or letter must include the name of the site, name of the supervisor with credentials, their agreement to allow you to lead group sessions, and agreement to provide you with regular support and supervision during that time.

c. All group members need to sign a consent form/parental consent form (I will provide you with an example/template to follow). Retain the signed copy and offer an unsigned one to each group member/parent. Collect and keep these in a secure and confidential place. If you join a co-leader who is already facilitating a group, provide a blank copy of the consent form used at the site.

d. Maintain session summary forms for each group member each group session (a format is available on Blackboard if your site does not provide you with one).

e. Complete a 2 page (double-spaced) reflection of your experience co-leading the group. Discuss what you learned from the experience, what went well with the group and your participation, and what you would do differently the next time you lead a group.

**I strongly encourage you to be proactive in looking for and arranging a site to complete this component as soon as possible; however, it is best to wait until you’ve had time to practice and learn skills in class (i.e., after class 2 or 3) to start the group.**

4. **Class Discussion Questions:** Each student will serve as a co-facilitator for class discussions based on the reading for that week. Students are required to come up with two discussion questions that will be used to facilitate a deeper dive into the material they have read. Each student will come up with 3 questions. The discussions should last 15-25 minutes all together.

5. **Group Proposal/Curriculum (Key Performance Indicator):** Each student will write an *American Psychological Association Publication Manual (6th ed)* (APA, 2022) style paper that provides a comprehensive proposal for the development, facilitation, and evaluation of a group. Choose a setting and population that is relevant to your professional area of interest. See Group Proposal Instructions for details. You will
submit an initial draft including the introduction and literature review section by 6/29 for feedback and guidance from the instructor. **(Complete Proposal Due 7/20)**

6. **Group Theory Presentation:** Each student will participate in a small task group to prepare and demonstrate a group counseling technique that reflects a specific theoretical approach to group counseling. The leaders will co-facilitate a group utilizing their classmates as role-playing group members to demonstrate the technique. Provide a resource handout to each person in class that includes the following information: **(August 3)**

   a. Description of the technique and underlying theoretical rationale for the technique (narrative format with at least 3 professional journal references in APA 6th ed. format)
   b. Complete list of all materials/facilities/conditions needed for the activity
   c. Suitable population(s) for the technique
   d. Any contraindications for the use of the technique
   e. Step by step instructions for facilitating the technique
   f. Description of process component including example or suggested process questions

7. **Final Exam: (August 10)** Each student will complete a final based on vocabulary needed for the NCE and typical issues that arise in group counseling. Students will demonstrate understanding and application of group counseling concepts learned throughout the semester from text readings, course assignments, and class experiences. Information about what to expect and how best to prepare will be available later in the semester.

   **Methods of Evaluation**

   **Self Evaluation:** You are the most qualified person to evaluate your development as a person and group counselor. Throughout this course, I will provide multiple opportunities for you to reflect on and informally evaluate your progress and the development of the class as a whole. Through self-evaluation, based on feedback from peers and supervisors, review of your written work, and your experiences through the semester, I hope you will recognize and appreciate your strengths, and identify areas for further development. Professional development lasts a lifetime!

   **Instructor Evaluation:** (A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60)

   1. Class Participation 10
   2. Group Member Participation & Journals 15
   3. Group Co-leadership (outside of class) 15
   4. Class Discussion Questions 10
   5. Group Proposal/Curriculum 20
   6. Group Theory Presentation 10
   7. Final Exam 20

   TOTAL POINTS: 100
A final grade of C or below is considered unacceptable for this course and will require a conference with the instructor and possible remediation.

**Flexible Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 6/8  | Introductions  
History of group  
Orientation to the Class  
Review Syllabus  
Types of Groups | | |
|       | Group Leader  
Characteristics  
Process and Content  
Group Leader Skills | Read: Corey Ch. 2;  
Shakoor, xi-xxxiv, Ch. 5 | Journal 1 |
| 6/15 | Group Leader Skills  
Continued  
Multicultural Competence in Group Work | Read: Corey, Ch. 1; Singh et al. (2012); Burns & Ross (2010) | Journal 2 |
|       | Therapeutic Factors  
Group Membership: Johari Window | Read: Thomas & Pender (2008) | Group 2 |
<p>| 6/22 | Ethical and Legal Issues in Group Work | Read: Corey, Ch. 3; Shakoor, Ch. 6 | Journal 3 |
|       | Forming a Group: Program Development and Evaluation | Read: Corey, Ch. 5 | Group 3 |
| 6/29 | Group Stages: Initial Stage | Read: Corey, Ch. 6; Shakoor, Ch. 1 | Group Proposal Draft |
|       | | | Journal 4 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Group</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/6</td>
<td>Group Stages: Transition Stage</td>
<td>Read: Corey, Ch. 7; Shakoor, Ch. 2</td>
<td>Group 5</td>
<td>Journal 5</td>
</tr>
<tr>
<td>7/13</td>
<td>Group Stages: Working Stage</td>
<td>Read: Corey, Ch. 8; Shakoor, Ch. 3</td>
<td>Group 6</td>
<td>Journal 6</td>
</tr>
<tr>
<td>7/20</td>
<td>Group Stages: Final Stage</td>
<td>Read: Corey, Ch. 9; Shakoor, Ch. 4</td>
<td>Group 7</td>
<td>Group Proposal</td>
</tr>
<tr>
<td>7/27</td>
<td>Group Work with Children and Adolescents</td>
<td>Read: Corey, Ch. 10</td>
<td>Group 8</td>
<td>Journal 7</td>
</tr>
<tr>
<td>8/3</td>
<td>Group Work with Unique Populations Working with Challenging Members</td>
<td>Read: Corey, Ch. 11</td>
<td>Group 9</td>
<td>Journal 9</td>
</tr>
<tr>
<td></td>
<td>Theoretical Approaches to Group Work Go over review for Final</td>
<td>Read: Corey, Ch. 4</td>
<td>Group presentations in class</td>
<td>Documentation for Group Co-lead</td>
</tr>
<tr>
<td>8/10</td>
<td>Final Exam</td>
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</tr>
</tbody>
</table>
Syllabus Addendum

Succeed at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching (SPOT)

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you near the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the
feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based
on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Campus Carry Notification**

The class meets [at times] in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

**Meeting with Counseling Program Faculty Members in Welch Street Complex 2**

The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment – but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a Afront office staff member which faculty member you would like to see.
Appendix A.

Rubric for writing weekly journal:
The weekly journal must be 1-2 pages.
  1. Think of your journal as an extension of the group experience and furthering the process of “getting in touch” with what lead to them.
  2. Don’t just write about what happened in the group, but rather your own affect and reactions to what was being said.
  3. Be specific and concise
  4. Be aware of any of your own biases and beliefs that may be different from group members.