

## Advanced Group Counseling

### COUC-710

Fall A 2023 Section A01 08/21/2023 to 12/15/2023 Modified 08/09/2023

### Contact Information

See detailed faculty information in Canvas.

### Course Description

Students review counseling leadership styles in task-oriented and personal growth groups. Current research on group counseling models and application is critiqued. Emphasis is placed upon leadership behaviors that are most facilitative to the group process.

#### Requisites

##### Prerequisites

COUC 969 (Grade of P)

**Note:** Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision.

### Rationale

The purpose of this course is to train counselor educators who demonstrate proficiency in advanced group knowledge and leadership.

**Method of Instruction:** This semester-long course is delivered using a digital synchronous video format. The student will attend five, 1 hour class sessions using a digital synchronous video-based platform. In addition to the synchronous class time, the student will be assigned to a master's level group class and is expected to co-lead a demonstration group, provide a lecture on a group topic and provide co-supervision. Additional assignments are spaced throughout the semester.

### Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- A. Apply a theoretical approach to group work.
- B. Apply ethical and legal standards of group work.
- C. Identify the stages of group development and apply appropriate, research-based group counseling interventions.
- D. Identify advanced leadership skills and apply them to group counseling.
- E. Demonstrate appropriate and effective selection criteria and methods of evaluation to group work.
- F. Evaluate research and apply findings to group work.
- G. Apply multicultural issues to the context of group work.
- H. Identify and develop strategies for addressing critical incidents in group work.

#### Student Learning Outcomes

| CACREP Counselor Education & Supervision Standards | Evidence: Course/Learning Experience |
|----------------------------------------------------|--------------------------------------|
|                                                    |                                      |

|                                                                                                                  |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>6.B.1 Counseling</b>                                                                                          |                                                                                                                            |
| 6.B.1.b. integration of theories relevant to counseling                                                          | Class Discussions<br>Yalom Discussion Forums<br>Supervision Reflection Paper                                               |
| 6.B.1.d. evidence-based counseling practices                                                                     | Class Discussion<br>Yalom Discussion Forums<br>Supervision Reflection Paper<br>Group Co-Leadership & Self Evaluation Paper |
| 6.B.1.f. ethical and culturally relevant counseling in multiple settings                                         | Class Discussion<br>Yalom Discussion Forums<br>Group Co-Leadership Self-Evaluation Paper                                   |
| <b>6.B.2 Supervision</b>                                                                                         |                                                                                                                            |
| 6.B.2.d,e skills of clinical supervision & opportunities for developing a personal style of clinical supervision | Class Discussion<br>Yalom Discussion Forums<br>Supervision Reflection Paper                                                |
| <b>6.B.3 Teaching</b>                                                                                            |                                                                                                                            |
| 6.B.3.d instructional and curriculum design, delivery, and evaluation methods relevant to counselor education    | Class Discussion<br>Group Lecture Teaching Plan<br>Group Lecture Self-Evaluation Paper                                     |
| 6.B.3.h ethical and culturally relevant strategies used in counselor preparation                                 | Class Discussion<br>Yalom Discussion Forums                                                                                |

## Course Resources

### Required Resource Purchases

Gladding, S. (2020). *Groups: A counseling specialty* (8<sup>th</sup> ed.). Pearson. ISBN: 9780135166895

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy*, (6<sup>th</sup> ed.). Basic Books. ISBN: 9781541617575

*Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.*

### Recommended Resource

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

#### Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66) (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>)
- D. Microsoft Word, Powerpoint, and Excel

## Course Assignments

---

### Textbook readings and lecture presentations

### Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](https://www.liberty.edu/institutional-effectiveness/student-expectations/) (<https://www.liberty.edu/institutional-effectiveness/student-expectations/>), the student will complete the related checklist found in the Course Overview.

### Discussions (7)

Discussions are collaborative learning experiences. The discussions will cover the Yalom text. These discussions serve two purposes. First, the student will gain experience as future counselor educators by designing and posting his/her own discussion question for his/her peers to answer. Second, the student will pick two questions posted by his/her peers and respond to create a collaborative learning experience that brings more content and learning. Replies should be between 250-300 words. (CLO: A, B, C, D, E, F, G, H)

### Webex Synchronous Class Discussions (5)

Class will meet one hour, synchronously, 5 times, via Webex, for discussions on topics related to group counseling. The student will be assigned articles/chapters and is expected to read and be prepared to discuss assigned reading. (CLO: A, B, D, E, F, G, H)

### Group Class Sign Up Assignment

The student will be placed in a section of a master's level group class for the purposes of developing his/her teaching, facilitating, and supervising skills. (CLO: A, C, D, G, H)

### Group Co-Leadership Self-Evaluation Paper Assignment

The student will be assigned to a master's level group class, or with permission from the instructor, a group from the student's practice, and will be expected to co-lead at least one demonstration group session, or skill demonstration, with the instructor. The student will provide a completed instructor evaluation form and a self-evaluation paper. The paper should be 3 pages long and written in current APA format. (CLO: A, C, D, G)

### Group Lecture Teaching Plan Assignment

The student will be assigned to a master's level group class, or with permission from the instructor, a group from the student's practice, and will develop and deliver at least one, one-hour, lecture on the topic of the master level instructor's choice, or approval from course instructor. The student will develop and submit a teaching plan with PowerPoints. (CLO: D, F)

### Group Lecture Self-Evaluation Paper Assignment

Using the evaluation from the COUC 710 class instructor, or practice supervisor, the student will provide a reflective evaluation paper of his/her teaching. The paper should be 2-3 pages and written in current APA format. Both the instructor/supervisor evaluation form and paper should be submitted. (CLO: F)

### Supervision Reflection Paper Assignment

The student will be assigned to a master's level group class where he/she will be expected to provide co-supervision, with the group class instructor, for one group session. The student may use practice site with the approval from the course instructor. The student will provide a reflective self-evaluation paper, 3 pages in length and written in current APA format. (CLO: F, G)

## Quiz: Dispositions Reflection

This Dispositions Reflection quiz will ask the student to rate himself/herself on the nine dispositions required for this program by our accrediting bodies using the following scale:

- Exceeds expectations – I believe I do this exceptionally well.
- Clearly meets expectations – I believe I am able to do this in an appropriate way as expected for graduate students at my current position in the program.
- Adequately meets expectations – I believe I do this but could use improvement and growth in this dispositional area.
- Does not meet expectations – I believe I do not do this well and could use improvement.

## ✓ Course Grading

---

|                                                         |      |
|---------------------------------------------------------|------|
| Course Requirements Checklist                           | 10   |
| Discussions (7 at 30 points ea)                         | 210  |
| Webex Synchronous Class Discussions (5 at 30 points ea) | 150  |
| Group Class Sign Up Sheet Assignment                    | 10   |
| Group Co-Leadership Self-Evaluation Paper Assignment    | 160  |
| Group Lecture Teaching Plan Assignment                  | 140  |
| Group Lecture Self-Evaluation Paper Assignment          | 160  |
| Supervision Reflection Paper Assignment                 | 160  |
| Quiz: Dispositions Reflection                           | 10   |
| Total                                                   | 1010 |

## \* Course Policies

---

### Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide the student with professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid a dual relationship with the student, such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that the student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either

pastoral or professional assistance from a counselor in their community.

### Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

### Professional Communication

The student must be professional in his/her email communication. We live in a fast-paced world with text messaging which encourages short and abbreviated communication. However, since the student is in a counseling program, he/she is encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that the student's electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

### Dress Code

The student is expected to maintain a neat, professional appearance while in class. This applies to classes meeting on campus. The student may consult his/her department for additional guidelines.

### Classroom Policies

No cell phones are to be on during class or group time.

## Policies

---

### Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

### Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at [LUODAS@liberty.edu](mailto:LUODAS@liberty.edu) for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#)

(<https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy>) or the [Student Disability Grievance Policy and Procedures](https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf) (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

## Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance) (<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>) can be found in the [Academic Course Catalogs](https://www.liberty.edu/academics/course-catalogs/) (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals) (<https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

## Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

## Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/students/honor-code/> (<https://www.liberty.edu/students/honor-code/>).

## Grading Scale

| A        | A-      | B+      | B       | B-      | C+      | C       | C-      | D+      | D       | D-      | F             |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|
| 940-1010 | 920-939 | 900-919 | 860-899 | 840-859 | 820-839 | 780-819 | 760-779 | 740-759 | 700-739 | 680-699 | 679 and below |

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

## Schedule

| When                   | Topic                    | Notes                                                                         |
|------------------------|--------------------------|-------------------------------------------------------------------------------|
| <b>Course Overview</b> | Student Acknowledgements | Course Requirements Checklist                                                 |
| <b>Module 1</b>        | Learn                    | Read: 2 items<br>Watch: 1 item<br>Preview: 4 items                            |
|                        | Apply                    | Group Class Sign Up Assignment                                                |
| <b>Module 2</b>        | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Discussion: Therapeutic Factors & Interpersonal Learning                      |
| <b>Module 3</b>        | Learn                    | Read: 2 items<br>Watch: 1 item                                                |
|                        | Apply                    | Webex Synchronous Class Discussion: Ethics of Group Work                      |
| <b>Module 4</b>        | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Discussion: Group Cohesiveness & Integration of Factors                       |
| <b>Module 5</b>        | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Webex Synchronous Class Discussion: Interpersonal Neurobiology                |
| <b>Module 6</b>        | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Discussion: The Group Counselor                                               |
| <b>Module 7</b>        | Learn                    | Read: 1 Item<br>Watch: 1 item                                                 |
|                        | Apply                    | Webex Synchronous Class Discussion: Multicultural Interventions in Group Work |
| <b>Module 8</b>        | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Discussion: Member Selection & Group Structure                                |
| <b>Module 9</b>        | Learn                    | Read: 1 Item<br>Watch: 1 item                                                 |
|                        | Apply                    | Webex Synchronous Class Discussion: Religious Considerations and Group        |
| <b>Module 10</b>       | Learn                    | Read: 1 item<br>Watch: 1 item                                                 |
|                        | Apply                    | Discussion: Beginning & Advanced Stages of Group                              |

| When      | Topic | Notes                                                                                                                                                                                                                                                                                                             |
|-----------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 11 | Learn | Read: 2 Items                                                                                                                                                                                                                                                                                                     |
|           |       | Watch: 1 item                                                                                                                                                                                                                                                                                                     |
|           | Apply | Webex Synchronous Class Discussion: Group Training Considerations                                                                                                                                                                                                                                                 |
| Module 12 | Learn | Read: 1 item                                                                                                                                                                                                                                                                                                      |
|           |       | Watch: 1 item                                                                                                                                                                                                                                                                                                     |
|           | Apply | Discussion: Group Procedures & Online Formats                                                                                                                                                                                                                                                                     |
| Module 13 | Learn | Read: 3 items                                                                                                                                                                                                                                                                                                     |
|           |       | Watch: 1 item                                                                                                                                                                                                                                                                                                     |
|           | Apply | <p>Discussion: Specialized Groups &amp; Group Supervision</p> <p>Group Co-Leadership Self-Evaluation Paper Assignment</p> <p>Group Lecture Self-Evaluation Paper Assignment</p> <p>Group Lecture Teaching Plan Assignment</p> <p>Supervision Reflection Paper Assignment</p> <p>Quiz: Dispositions Reflection</p> |