Term/Credits	**Instructor**
Spring Term 2 / 2023	Gabriel Dy-Liacco, Ph.D.
3 semester hours	gdy-liacco@divinemercy.edu

Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 610 Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in clinical settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for basic work in group counseling interventions. Students are required to engage in culturally diverse direct small group experiences approved by the instructor of the course within the School of Counseling guidelines, and to document at least 10 clock hours of group work during this course. (3 credit hrs)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
1.	Apply the theoretical foundations of group counseling and group work to an understanding of one's own experience of groups and group processes and dynamics.	Mod#1 Discussion: Prior Group Experiences	**SOC: 1** **CACREP** Section 2: F.2.b. F.6.a. Section 5: C.2.c., j.
2.	Demonstrate a foundational knowledge of the dynamics associated with group process and development in applying basic clinical skills such as: experiencing the group as a single unit, guiding group behaviors, and using the group dynamics to address an individual's problems or concerns.	Mod#2 Discussion: Synchronous Small Group Meeting Mod#2 Assignment: Process Observation Notes Mod#3 Discussion: Synchronous Small Group Meeting Mod#3 Assignment: Process Observation Notes Mod#4 Discussion: Synchronous Small Group Meeting Mod#4 Assignment: Process Observation Notes Mod#5 Discussion: Synchronous Small Group Meeting Mod#5 Assignment: Process Observation Notes Mod#6 Discussion: Synchronous Small Group Meeting Mod#6 Assignment: Process Observation Notes Mod#7 Discussion: Synchronous Small Group Meeting	**SOC: 1, 2, 4, 5** **CACREP** Section 2: F.2.a., c. F.6.b. Section 5: C.1.c. C.2.c., j.

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
		Mod#7 Assignment: Process Observation Notes Mod#8 Discussion: Synchronous Small Group Meeting Mod#8 Assignment: Process Observation Notes	
3.	Appraise counseling skills that facilitate the emergence of therapeutic factors in group counseling.	Mod#2 Assignment: Process Observation Notes Mod#3 Assignment: Process Observation Notes Mod#4 Assignment: Process Observation Notes Mod#5 Assignment: Process Observation Notes Mod#6 Assignment: Process Observation Notes Mod#7 Assignment: Process Observation Notes Mod#7 Assignment: Virtues and the Client Mod#8 Assignment: Process Observation Notes Mod#8 Assignment: Virtues in the Counselor	**SOC: 1, 2, 4, 5** **CACREP** Section 2: F.2.a., c. F.6.c. Section 5: C.1.c. C.2.c., j.
4.	Evaluate the characteristics and functions of effective group leaders.	Mod#2 Discussion: Synchronous Small Group Meeting Mod#2 Assignment: Process Observation Notes Mod#3 Discussion: Synchronous Small Group Meeting Mod#3 Assignment: Process Observation Notes	**SOC: 1, 4, 5** **CACREP** Section 2: F.1.m. F.2.c. F.6.d. Section 5:

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
		Mod#4 Discussion: Synchronous Small Group Meeting Mod#4 Assignment: Process Observation Notes Mod#5 Discussion: Synchronous Small Group Meeting Mod#5 Assignment: Process Observation Notes Mod#5 Assignment: Evaluation of a Group Leader Mod#6 Discussion: Synchronous Small Group Meeting Mod#6 Assignment: Process Observation Notes Mod#7 Discussion: Synchronous Small Group Meeting Mod#7 Assignment: Process Observation Notes Mod#8 Discussion: Synchronous Small Group Meeting Mod#8 Assignment: Process Observation Notes	C.2.j.
5.	Evaluate one's own self-awareness of interpersonal characteristics and other variables that hinder or benefit the group counseling process.	Mod#2 Assignment: Process Observation Notes Mod#3 Assignment: Process Observation Notes Mod#4 Assignment: Process Observation Notes Mod#5 Assignment: Process Observation Notes Mod#6 Assignment: Process Observation Notes	**SOC: 1, 2, 4, 5** **CACREP** Section 2. F.6.h. Section5: C.2.j.

COUN 610 Group Counseling and Group Work

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
		Mod#7 Assignment: Process Observation Notes Mod#8 Assignment: Process Observation Notes	
6.	Analyze approaches to group formation, including recruiting, screening, and selecting members based on types of groups and factors that affect conducting groups in varied settings.	Mod#7 Assignment: Group Formation Business Plan Outline	**SOC: 1, 2, 4, 5** **CACREP** Section 2: F.2.a., c. F.6.e., f. Section 5: C.1.c. C.2.c., j.
7.	Develop ethical and culturally relevant strategies for designing and facilitating groups.	Mod#2 Discussion: Synchronous Small Group Meeting Mod#3 Assignment: Cultural Effectiveness and the Virtues	**SOC: 1, 2, 4, 5** **CACREP** Section 2 F.2.a., c. F.6.g. Section 5: C.2.c. C.2.j.
8.	Participate as group members and co-leaders in a small psychoeducational group to develop group leadership skills.	Mod#2 Synchronous Small Group Meeting Mod#3 Synchronous Small Group Meeting Mod#4 Synchronous Small Group Meeting Mod#5 Synchronous Small Group Meeting	**SOC: 1, 2, 4, 5** **CACREP** Section 2: F.6.h. Section 5: C.2.c.

COUN 610 Group Counseling and Group Work

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*
		Mod#6 Synchronous Small Group Meeting Mod#7 Synchronous Small Group Meeting Mod#8 Synchronous Small Group Meeting	
9.	Evaluate the theoretical foundations and skills of group counseling and group work in light of the Catholic-Christian meta model of the person (CCMMP)	Mod#4 Assignment: Catholic-Christian Meta-Model of the Person and Theoretical Analysis	**SOC: 1, 4, 5** **CACREP** Section 2: F.2.b. F.6.a. Section 5: C.2.c., j.
KPI	#6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.	80% of students will achieve a Proficient or above score on the COUN 610 Skill Lab Meeting in leading and facilitating one of the Synchronous Small Group Meeting [Skills]	**Section 2.F.6.b**. dynamics associated with group process and development

*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

COUN 610 Group Counseling and Group Work

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.) Boston, MA: Cengage Learning.

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

Rutan, J. S., Stone, W. N., & Shay, J. J. (2014). *Psychodynamic Group Psychotherapy*, (5th ed.). New York, NY: The Guilford Press

Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy*(5th ed.). New York, NY: Basic Books.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.

2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to "be on the same page" and to facilitate discussions.

2. Additional readings may be given out in class to be read for the next class.

C. Whole Group Asynchronous Discussion

1. Participation in asynchronous discussions with your course colleagues is required in Module 1. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. The Module 1 discussion assignment is worth 40 points.

   i. 16 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.

   ii. 12 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.

       iii. 8 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.

       iv. 4 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. **Synchronous Groups in Skills Labs**

   1. In Modules 2 through 8 you will participate in synchronous groups in skills labs using Zoom. Students will complete a lab assignment in their small group. Each person in the group will have the chance to play the role of group counselor, practicing skills to facilitate the group. Each synchronous skills lab meeting is worth 40 points.

       i. 15 points Getting Started (Mastery) – Joining, focusing the group

       ii. 15 points Skills for (Mastery) – Demonstrating skills presented in module's content

       iii. 10 points Examples and other comments

E. **Skills Self-Rating and Process Observation Notes** are assigned in Module 2 through 8 based on the experience of facilitating the synchronous group in skills lab.
1. Students rate their own skills which they are required to attempt in the role of counselor in each lab. (40 points)

2. Students develop a one-page process note reflecting on their experience in the role of counselor. They record observations about themselves in that role and observations about the group. Students do not reflect on their experience as a participant and group members will not evaluate each other. Each process observation note is worth 40 points.

       i. 20 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the prompts presented in the assignment; Deeply examines group dynamics that occurred during their time of leading the group; Reflection demonstrates deep thinking and new insights into virtues needed by a group facilitator to lead a group professionally and effectively; Rationale for choosing the selected virtues is thoughtful and reflected in skills the student is performing well or skills the student needs to improve; Clearly explains their observations and provides examples of their self-examination.

       ii. 16 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection and competence in applying the concepts to the personal self and the personhood of the counselor. Personal application illustrates a high level of critical reflection and is substantive in content.

       iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. **Reflection Essays** are assigned in Modules 3, 4, 5, 7, and 8. In Module 3, students reflect on a case scenario focusing on cultural effectiveness and the virtues. In Module 4,

compare two group theories with the Catholic-Christian Meta Model of the Person (CCMMP). In Module 5, students take on the role of a supervisor of group facilitators. They evaluate the skills of two group leaders, using a video demonstration, and develop a reflection to provide feedback to the leaders. In Module 7, students analyze use a video demonstration of a group session and analyze the group members' interactions through the lens of the CCMMP and reflect on interventions they would use to highlight, reinforce, or encourage the growth of a habit demonstrated by a group member into the exercise of virtue. Finally, in Module 8 students reflect on their own personal development of one or two good habits that may turn into the exercise of virtue and how these may carry over into other areas of their personal and professional life. Reflection essays in Modules 3-5 and 7 are each worth 25 points. The Module 8 Reflection Essay is worth 50 points.

Module 3 Reflection:

    i.   12.5 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the prompts presented in the assignment; Deeply examines cultural issues relevant to the situation and their impact on leading such a group; Reflection demonstrates deep thinking and new insights into virtues needed by a group facilitator to deal effectively and professionally with the situation; Rationale for choosing the selected virtues is thoughtful and reflects a deep understanding of course concepts; Clearly explains and provides examples of how the virtues might be exercised in culturally effective behaviors reflecting the concepts presented in the course.

    ii.   10 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on cultural sensitivity and virtues needed by an effective and professional group leader; Personal application is substantive.

    iii.   2.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 4 Reflection:

    i.   12.5 points Main Idea (Mastery) - Provides a thoughtful and thorough response to the prompt; Clearly ties the reflection to the selected theories; Response demonstrates deep thinking from a personal perspective in response to the prompt.

    ii.   10 points Personal Application (Mastery) - Matrix demonstrates a superior introspection on the application of the concepts to the spiritual and personal self and the personhood of the counselor; Personal application is substantive.

    iii.   2.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 5 Reflection:

    i.   12.5 points Main Idea (Mastery) - Provides thoughtful and thorough feedback for the group facilitators that synthesizes course concepts; Reflection demonstrates deep thinking and new insights into leadership skills needed by a group facilitator to deal effectively and professionally with a group; Critique clearly communicates leadership skills that could be further utilized or refined by each group leader.

ii. 10 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on leadership skills needed by an effective and professional group counselor; Personal application is substantive.

iii. 2.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 7 Reflection:

i. 12.5 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the prompts presented in the assignment; Deeply examines client behaviors that might be developed into good habits; Reflection on interventions that were, or were not, used by Yalom is thoughtful and reflects a deep understanding of course concepts; Reflection demonstrates deep thinking and new insights into interventions that can be used by a group leader to highlight, reinforce, or encourage the growth of a good habit into the exercise of a virtue.

ii. 10 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on interventions that can be used by a group leader to highlight, reinforce, or encourage the growth of a good habit into the exercise of a virtue; Personal application is substantive.

iii. 2.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 8 Reflection:

i. 25 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the prompts presented in the assignment; Deeply examines two particular behaviors being developed into good habits in light of the CCMMP; Thoughtful and deep reflection on how the development of two good habits may turn into the exercise of virtue as outlined by the CCMMP; Reflection demonstrates deep thinking and new insights into how these developments carry over into other areas of personal and professional life as outlined by the CCMMP.

ii. 20 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the growth of two good habits into the exercise of a virtue as outlined in the CCMMP; Personal application is substantive.

iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. **Group Formation Business Plan Proposal Outline** is assigned in Module 1 and due in Module 2. Students create an initial outline for their Group Formation Business Plan that includes the rationale for their group, at least two references from current (within the last five years) research that supports their group proposal, at least one objective for their proposed group, a brief overview of their target population, and a brief overview of the frequency and duration of their group meetings. The group formation proposal is worth 50 points.

i. 25 points Main Idea (Mastery) - Provides a thoughtful and thorough outline addressing all of the prompts presented in the assignment; Outline demonstrates

deep thinking and new insights into the planning process of forming a new group; Rationale and objective for the proposed group reflect a deep understanding of the current research literature; Overview of the target population demonstrates deep thinking and new insights into the needs of the proposed group; Clearly explains the group meeting format and is aligned with best practices.

ii. 20 points Personal Application (Mastery) - Outline demonstrates a superior introspection on the rational for selecting their target population and objective(s) for the group; Personal application is substantive.

iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

H. **Group Formation Business Plan Proposal and Pamphlet or Poster** is introduced in Module 1 and due in Module 7. For this project, students develop an outline for proposing a new therapy group. The proposal will take the form of an outline of a business plan with an accompanying pamphlet or poster for advertising the group. The completed presentation and pamphlet or poster is due in Module 7. The business plan proposal is worth 200 points and the pamphlet or poster is worth 80 points.

The Group Formation Business Plan Proposal will be evaluated using the following criteria:

Rationale – 40 points: Do you have a clear and convincing rationale for your group? Are you able to answer questions that might be raised?

Objectives – 40 points: Are you clear about what you most want to attain and how you will go about doing so? Are your objectives specific, measurable, and attainable within the specified time?

Practical Considerations – 40 points: Is the membership defined? Are meeting times, frequency of meetings and duration of the group reasonable?

Procedures – 40 points: Have you selected specific procedures to meet the stated objectives? Are these procedures appropriate and realistic for the given population?

Evaluation – 40 points: Does your proposal contain strategies for evaluating how well the stated objectives are met? Are your evaluation methods objective, practical, and relevant?

Pamphlet or Poster: 80 points

The pamphlet or poster will be evaluated using the following criteria:

Presentation of essential elements – 64 points: Pamphlet or poster is complete; provides adequate information and support for the group

Creativity–16 points: Highlights rather than distracts from essential points; information is presented in a way that is visually appealing

V.. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

	Requirement	Items	Item Points	Total Points	Hours
	Assigned Readings				**36.91**
1	Corey, Corey, & Corey				24.93
2	Corey, Corey, & Corey [PowerPoint Slides]				1.17
3	Other Readings (see Class Schedule)				5.19
4	Viewing course media	16			5.62
	Written Assignments			1000	106.83
1	Discussions	1	40	40	4.17
2	Synchronous Small Group in Skills Lab	6	40	240	30.66
3	Process Observation Notes	6	40	240	18.00
4	Reflection Papers	5	25/50	150	19.00
5	Group Formation Business Plan Proposal	1	50	50	8.00
6	Group Formation Business Plan and Pamphlet or Poster	1	200 / 80	280	27

COUN 610 Group Counseling and Group Work

Requirement	Items	Item Points	Total Points	Hours
		Totals	1000	143.74

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION
The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed: ● Synchronous Instruction: students and faculty will engage in "real-time" using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies. ● Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of "real-time" meetings between students and faculty. ● Reading assignments ● Lecture ● Academic Class Discussion ● Video/Audio Material: students are required to review video material as assigned. ● Demonstration of Skills ● Role Play ● Written Assignments/Papers ● Research Activities ● Quizzes, examinations, and assessment of student learning ● Learning Activities: students are required to engage in critical thinking activities. ● Group Work ● Presentations ● Residencies: Residencies are embedded in three courses across the program. ● Interactive Multimedia ● Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY
"Integrity" is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution. Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it

COUN 610 Group Counseling and Group Work

ACADEMIC INTEGRITY

entails honesty in all of one's academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Corey, M. S., Corey, G., & Corey (2018). *Groups: Process and practice* (10th ed.) Boston, MA: Cengage Learning.

Module Week	Topic	Author	Reading	Graded Assignments
1	What Is a Group?	SOC Corey, M. S., Corey, G., & Corey (2018).	Syllabus *Groups: Process and practice* (10th ed.). ● Chapter 1, "Introduction to Group Work: A Multicultural Perspective" (pp. 5–26) ● Chapter 2, "The Group Counselor" (pp. 27–58) ● Chapter 4, "Theories and Techniques of Group Counseling" (pp. 99–150)	**Discussion:** Prior Group Experiences **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7) **Looking Ahead:** Group Formation Business Plan Proposal: Initial Outline (due in Module 2) **Looking Ahead:** Synchronous Small

Module Week	Topic	Author	Reading	Graded Assignments
			• Chapter 10, "Groups in School Settings" (pp. 341–382) • Chapter 11, "Groups in Community Settings" (pp. 383–422) *Groups: Process and practice* (10th ed.) [PowerPoint slides]. • Chapter 1, "Introduction to Group Work: A Multicultural Perspective" • Chapter 2, "The Group Counselor" • Chapter 4, "Theories and Techniques of Group Counseling" • Chapter 10, "Groups in School Settings" • Chapter 11, "Groups in Community Settings"	Group in Skills Lab Meetings (start in Module 2)
		Corey, M. S., Corey, G., & Corey (2018).		
		Divine Mercy University. (2017).	Instructions & rubric for developing a proposal for a group. Washington, DC: Author.	
		Divine Mercy University. (2017).	Group informed consent. Washington, DC: Author.	

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
		Dy-Liacco, G. (2017).	*Welcome to group counseling* [Video].	
		Dy-Liacco, G. (2017).	*Integration*. [Video].	

Module Week	Topic	Author	Reading	Graded Assignments
2	Welcome to Your Group! There is Hope…	Corey, M. S., Corey, G., & Corey (2018). Corey, M. S., Corey, G., & Corey (2018). Miller, W. R., & Moyers, T. B. (2015).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage ● Chapter 5, "Forming a Group" o Section, "Open vs. Closed" (pp. 161–162) ● Chapter 6, "Initial Stage of a Group" (pp. 175–222) Groups: Process and practice (10th ed.) [PowerPoint slides]. Boston, MA: Cengage ● Chapter 5, "Forming a Group" ● Chapter 6, "Initial Stage of a Group" The forest and the trees: Relational and specific factors in addiction treatment. *Addiction, 110*(3), 401–413	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes **Assignment:** Group Formation Business Plan Proposal **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7)

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
		Dy-Liacco, G. (2017).	Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	*Before getting started* [Video].	
		Dy-Liacco, G. (2017).	*Preparing for your first meeting* [Video]	

Module Week	Topic	Author	Reading	Graded Assignments
3	Helping Groups Set Goals	Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ● Chapter 3, "Ethical and Legal Issues in Group Counseling" (pp. 59–98) ● Chapter 5, "Forming a Group" ● Review Chapter 6, "Initial Stage of a Group" ● Chapter 8, "Working Stage of a Group" *Groups: Process and practice* (10th ed.)	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes **Assignment:** Reflection Paper: Cultural Effectiveness and the Virtues **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7)

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
		Corey, M. S., Corey, G., & Corey (2018).	[PowerPoint slides]. Boston, MA: Cengage. ● Chapter 3, "Ethical and Legal Issues in Group Counseling" ● Chapter 5, "Forming a Group" ● Review Chapter 6, "Initial Stage of a Group" ● Chapter 8, "Working Stage of a Group"	
		Dy-Liacco, G. (2017).	Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	*Different types of groups* [Video].	
		Dy-Liacco, G. (2017).	*Goal setting for different types of groups* [Video].	

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
4	Focusing and Deepening the Group	Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ● Chapter 7, "Transition Stage of a Group" (pp. 223–255) ● Chapter 8, "Working Stage of a Group" (pp. 275–313) ● Review Chapter 4, "Theories and Techniques of Group Counseling" (pp. 99–150)	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes **Assignment:** Catholic-Christian Meta-Model of the Person (CCMMP) Matrix and Theoretical Analysis **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7)
		Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.) [PowerPoint slides]. Boston, MA: Cengage. ● Chapter 7, "Transition Stage of a Group" ● Chapter 8, "Working Stage of a Group" ● Review Chapter 4, "Theories and Techniques of Group Counseling"	
		Dy-Liacco, G. (2017).	Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington,	

Module Week	Topic	Author	Reading	Graded Assignments
		Keyes, B. (2017). Titus, C., & McWhorter, M. (2017). Dy-Liacco, G. (2017).	VA: Divine Mercy University. *CCMMP premises matrix example.* Unpublished manuscript. Arlington, VA: Divine Mercy University. *CCMMP premises matrix template.* Unpublished manuscript. Arlington, VA: Divine Mercy University. *Focusing and deepening the group* [Video].	

Module Week	Topic	Author	Reading	Graded Assignments
5	Practicing Here and Now – Not There and Then	Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ● Chapter 7, "Transition Stage of a Group" (pp. 255–272) ● Review Chapter 2, "The Group Counselor" (pp. 27–58) ● Review Chapter 8, "Working Stage of a Group" (pp. 275–314)	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes **Assignment:** Reflection Paper: Evaluation of a Group Leader **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7)

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
		Corey, M. S., Corey, G., & Corey (2018).	• Review Chapter 10, "Groups in School Settings" ▪ Review section, "Group Proposals" (pp. 352–377) • Review Chapter 11, "Groups in Community Settings" ▪ Review section, "Group Proposals" (p. 388, pp. 394–395, pp. 398–399, pp. 404–08, pp. 411–420) Groups: Process and practice (10th ed.) [PowerPoint slides]. Boston, MA: Cengage. • Chapter 7, "Transition Stage of a Group"	
		Clark, A. J. (2010).		
		Dy-Liacco, G. (2017).	Empathy: An integral model in the counseling process. *Journal of Counseling & Development, 88*, pp. 348–356. Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine	
		Dy-Liacco, G. (2017).	Mercy University. Synchronous small	

Module Week	Topic	Author	Reading	Graded Assignments
		Dy-Liacco, G. (2017).	group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	
		Psychotherapy.net (Producer). (2011).	*Practicing "here and now" – not "there and here"* [Video]. *Group therapy: A live demonstration with Irvin Yalom, MD and Molyn Lesczc, MD* [Video]. Retrieved from Psychotherapy.net Streaming Videos database.	
6	Oh No! My Group Has Problems!	Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ● Review Chapter 7, "Transition Stage of a Group" (pp. 223–274) ● Review Chapter 8, "Working Stage of a Group" (pp. 275–314)	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes **Looking Ahead:** Group Formation Business Plan Outline and Pamphlet or Poster (due in Module 7)
		Yalom, I. D., & Leszcz, M. (2005).	*Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books. ● Chapter 13, "Problem Group Members" pp. 391–428	

Module Week	Topic	Author	Reading	Graded Assignments
		Dy-Liacco, G. (2017).	Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	*Oh no! My group has problems!* [Video].	

Module Week	Topic	Author	Reading	Graded Assignments
7	Preparing for Transition	Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ● Chapter 9, "Final Stage of a Group" (pp. 315–337)	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes
		Corey, M. S., Corey, G., & Corey (2018).	*Groups: Process and practice* (10th ed.) [PowerPoint slides]. Boston, MA: Cengage. ● Chapter 9, "Final Stage of a Group"	**Assignment:** Formation Business Plan **Assignment:** Group Formation Business Plan Pamphlet or Poster
		Jones, J. M., Lewis, F. M., Griffith, K., Cheng, T., Secord,	Helping her heal-group: A pilot study to evaluate a group delivered educational	**Assignment:** Reflection Paper: Virtues and the Client

Module Week	Topic	Author	Reading	Graded Assignments
		S., Walton, T., Bernstein, L. J., ... Catton, P. (September 01, 2013)	intervention for male spouses of women with breast cancer. *Psycho-oncology, 22*(9), 2102–2109.	
		Dy-Liacco, G. (2017).	Instructions & rubric for developing a proposal for a group. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	
		Dy-Liacco, G. (2017).	*Preparing your group for saying goodbye* [Video].	
		Psychotherapy.net (Producer). (2011).	*Group therapy: A live demonstration with Irvin Yalom, MD and Molyn Lesczc, MD* [Video]. Retrieved from Psychotherapy.net Streaming Videos database	

Module Week	Topic	Author	Reading	Graded Assignments
8	It Is Time to Say Goodbye	Dy-Liacco, G. (2017).	Synchronous small group instructions and skill development guidelines. Arlington, VA: Divine Mercy University.	**Assignment:** Synchronous Small Group in Skills Lab Meeting and process notes

COUN 610 Group Counseling and Group Work

Module Week	Topic	Author	Reading	Graded Assignments
		Dy-Liacco, G. (2017)	*Saying goodbye in the group* [Video].	**Assignment:** Reflection Paper: Virtues in the Counselor
		Dy-Liacco, G. (2017)	*Unplanned goodbyes* [Video].	

VIII. REFERENCE LIST

Required Readings:

Clark, A. J. (2010). *Empathy: An integral model in the counseling process*. Journal of Counseling & Development, 88, pp. 348–356.

Dy-Liacco, G. (2017). (2017). Group informed consent. Washington, DC: Author.

Dy-Liacco, G. (2017). Instructions & rubric for developing a proposal for a group. Washington, DC: Author.

Jones, J. M., Lewis, F. M., Griffith, K., Cheng, T., Secord, S., Walton, T., Bernstein, L. J., ... Catton, P. (September 01, 2013). Helping her heal-group: A pilot study to evaluate a group delivered educational intervention for male spouses of women with breast cancer. *Psycho-oncology, 22*(9), 2102–2109.

Keyes, B. (2017). CCMMP premises matrix example. Unpublished manuscript. Arlington, VA: Divine Mercy University.

Miller, W. R., & Moyers, T. B. (2015). The forest and the trees: Relational and specific factors in addiction treatment. *Addiction, 110*(3), 401–413.

Corey, M. S., Corey, G., & Corey (2018). *Groups: Process and practice* (10th ed.). Boston, MA: Cengage.

Corey, M. S., Corey, G., & Corey (2018). *Groups: Process and practice* (10th ed.) [PowerPoint slides]. Boston, MA: Cengage.

Titus, C., & McWhorter, M. (2017). CCMMP premises matrix template. Unpublished manuscript. Arlington, VA: Divine Mercy University.

Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Optional Readings:

Jen, D. P. P., Fan, A. C., Bhat, C. S., & Chang, S. S. (January 01, 2012). Associations among self-concept, verbal behaviors, and group climate early in the group counseling process. *Psychological Reports, 111*, 3, 739–754.

Required Media:

Dy-Liacco, G. (2017). *Before getting started* [Video]. Arlington, VA: Divine Mercy University [Producer].

Dy-Liacco, G. (2017). *Different types of groups* [Video]. Arlington, VA: Divine Mercy University [Producer].

Dy-Liacco, G. (2017). *Focusing and deepening the group* [Video]. Arlington, VA: Divine Mercy University [Producer].

Dy-Liacco, G. (2017). *Goal setting for different types of groups* [Video]. Arlington, VA: Divine Mercy University [Producer].

Dy-Liacco, G. (2017). *Integration*. [Video]. Arlington, VA: Divine Mercy University (Producer).

Dy-Liacco, G. (2017). *Oh no! My group has problems!* [Video]. Arlington, VA: Divine Mercy University.

Dy-Liacco, G. (2017). *Practicing "here and now" – not "there and here"* [Video]. Arlington, VA: Divine Mercy University.

Dy-Liacco, G. (2017). *Preparing for your first meeting* [Video]. Arlington, VA: Divine Mercy University [Producer].

Dy-Liacco, G. (2017). *Preparing your group for saying goodbye* [Video]. Arlington, VA: Divine Mercy University.

Dy-Liacco, G. (2017). *Saying goodbye in the group* [Video]. Arlington, VA: Divine Mercy University.

Dy-Liacco, G. (2017). *Unplanned goodbyes* [Video]. Arlington, VA: Divine Mercy University.

Dy-Liacco, G. (2017). *Welcome to group counseling* [Video]. Arlington, VA: Divine Mercy University (Producer).

Psychotherapy.net (Producer). (2011). *Group therapy: A live demonstration with Irvin Yalom, MD and Molyn Lesczc, MD* [Video]. Retrieved from Psychotherapy.net Streaming Videos database.

Psychotherapy.net (Producer). (2011). *Group therapy: A live demonstration with Irvin Yalom, MD and Molyn Lesczc, MD* [Video]. Retrieved from Psychotherapy.net Streaming Videos database.

Websites:

Peterson, C., & Seligman, M.E.P. (2004). On leadership. In Character strengths and virtues: A handbook and classification (pp. 413–428). New York, NY: Oxford University Press.

Pope Francis. (2015). Presentation of the Christmas greetings to the Roman Curia. Vatican City, Vatican: Libreria Editrice Vaticana.

The University of New Mexico. (n.d.). Group proposal. Retrieved from https://www.unm.edu/~dolguin1/Group%20Proposal%20Example.htm

The University of Tennessee Martin. (n.d.). Developing a proposal for a group. Retrieved from https://www.utm.edu/departments/ncate/documents/COUN740-DEVELOPINGAPROPOSALFORAGROUP.pdf