

University of North Texas at Dallas
School of Human Services
Department of Counseling & Human Services
COUN 5740: GROUP COUNSELING THEORIES AND PROCEDURES

Fall 2016
SYLLABUS
3hrs

Instructor Name:	Dr. Shelia Lumar, LPC-S, LCDC, NCC, MAC, CFLE
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Office Hours:	Monday 7:00pm- 9:50pm By appointment
Classroom Location:	DAL2 338
Class Meeting Days & Times:	Monday's: 7:00PM-9:50PM
Course Catalog Description:	<p>Group work is a broad and multidimensional professional practice. Groups occur in education, business, mental health, and community settings. People come together in groups to work with and learn from others, to accomplish tasks, and to achieve goals. Groups differ with regard to size, purpose, pre-requisites for membership, expectations for leadership, and outcome expectations. The Association for Specialists in Group Work (ASGW) defines four group work specialization areas: (a) task, (b) psycho-education, (c) counseling, and (d) therapy. As helping professionals you can expect to be called upon to lead groups in some or all of the specialization categories. To the degree that you can develop a conceptual map using current models and theories to guide your work and learn the skills for balancing process and content issues, you will enhance your effectiveness as a group leader in a wide range of settings.</p> <p>This course is designed to provide an understanding of groups from a broad perspective, along with contemporary views of leadership and membership in groups. In addition, you will learn the history of group work along with information on the role of group process and its importance in groups with varied purposes. You will have an opportunity to experience the roles of group member, co-leader, and observer and to explore ethical issues specific to different types of groups. Current research perspectives will be provided along with information on selection criteria and methods of evaluation. Finally, you will learn how effective group work practice is</p>
Prerequisites:	COUN 5680; COUN 5710
Required Text:	Jacob, E. E., Masson, R. L., Harvill, R. L., & Schimmel, C. J. (2014). <i>Group counseling: Strategies and skills</i> (8 th ed.). Belmont, CA: Brooks Cole.

Recommended Text and References:	<p>Corey, M., Corey, G., & Corey, C. (2010). <i>Groups: Process and practice</i>. Belmont, CA: Brooks Cole.</p> <p>Trotzer, J. P. (2006). <i>The counselor and the group</i> (4rd ed.). Philadelphia, PA: Accelerated Development.</p> <p>Capuzzi, D., & Gross, D.R. (2002). <i>Introduction to group counseling</i> (3rd ed.). Denver, CO: Love.</p> <p>Corey, G. (2008). <i>Theory and practice of group counseling</i> (7th ed.). Belmont, CA: Thompson Brooks/Cole.</p> <p>Conyne, R., Crowell, J., & Newmeyer, M. (2008). <i>Group techniques: How to use them more purposefully</i>. Upper Saddle River, NJ: Merrill/ Prentice Hall.</p> <p>Donigian, J., & Hulse-Killacky, D. (1999). <i>Critical incidents in group therapy</i> (2nd ed.). Pacific Grove, CA: Brooks/Cole.</p> <p>Gladding, S. (2008). <i>Group work: A counseling specialty</i> (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.</p> <p>Hulse-Killacky, D., Killacky, J., & Donigian, J. (2001). <i>Making task groups work in your world</i>. Upper Saddle River, NJ: Merrill/ Prentice Hall.</p> <p>Yalom, I. D. (2005). <i>The theory and practice of group psychotherapy</i> (5th ed.).</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (TBA) Student subscriptions</p>
Course Goals or Overview:	
	<p>The goal of this course is as follows: As a step in the process of developing an understanding of groups, best practices in group work, and contemporary views of leadership and membership in groups, each student will learn the history of group work; the role of group process and its importance in groups with varied purposes; experience the roles of group member, co-leader, and observer; explore ethical issues specific to different types of groups; and learn how effective group work practice is based on theory and how current group work practices inform theory development.</p>

Student Learning Outcome (SLO)	Assignment/ Evaluation	CACREP Standard
Demonstrates an understanding of principles of group dynamics, including group process components, developmental stage theories, group members'	Reflection Summaries on the Laboratory Group Experience.	CACREP II.G.6.a
Demonstrates an understanding of group leadership or facilitation styles and approaches, including characteristics of various types of group	Reflection Summaries on the Laboratory Group Experience.	CACREP II.G.6.b
Demonstrates an understanding of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent	Group Proposal	CACREP II.G.6.c
Demonstrates an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and	Group Proposal	CACREP II.G.6.d
Obtains direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10	Reflection Summaries on the Laboratory Group Experience.	CACREP II.G.6.e
CHMC Outcome	Assignment/ Evaluation	CACREP Standard
Knows the models, methods, and principles of program development and service delivery (e.g., support	Group Leadership/ Group Packet	CHMC-C3
Demonstrates appropriate use of culturally responsive group modalities for initiating, maintaining,	Group Proposal Group Leadership/ Group Packet	CHMC-D5
School Counseling Outcome	Assignment/ Evaluation	CACREP Standard
Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Group Proposal	SC-C1
Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable	Group Leadership/Group Packet	SC-C5
Provides individual and group counseling and classroom guidance to promote the academic,	Group Leadership/ Group Packet	SC-D2

Methods of instruction:

Instructional methods include readings, didactic lectures, video/film analysis, small and large group discussion, experiential activities, participation in group experiences, modeling of leadership skills, and feedback exchange.

Format of Class Meetings:

Together we will develop and implement a vision for the learning community we wish to create. Norms for class attendance and definitions of evaluation criteria for class participation will be constructed jointly.

Course Requirements:

Class Participation and Attendance. Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have a letter grade dropped if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 50 points deduction.

Assignment Submission Instructions and Requirements: You are expected to actively participate in the teaching-learning process. This course will utilize the various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including lecture, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers and a general exchange of ideas.

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (5th ed.)*.
2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
7. *Caveat for all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.

- b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
- c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - i. *Do not cite Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (need I go on?). It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

Communications with Professor. When communicating with professor using email, please send emails through the Blackboard Learn system instead of sending emails to the professor's UNTDallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after 12 noon on Friday's will not receive a response until the following Monday. If the following Monday is a holiday, then your email receives a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or on holidays. Students will use Blackboard Learn to send emails to me or other students in this course.

Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered and the purpose for the email. (Example: COUN 5740 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to. *Example:* Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title
3. In the body of the email state your question. Be clear and specific
4. Make sure emails are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID #

Emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Blackboard Learn Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Giving and Receiving Feedback. All of us will take responsibility for our learning community through the exchange the instructor regarding of feedback. You will receive feedback from and give feedback to your peers and the contributions that each member makes to developing and nurturing a “community of scholars.”

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the Grade Center.

Weights for Grades

Assignment	Points
Reflection Summaries (9 summaries x 5 points)	45
Group Leadership Experience/Summary Packet	50
Group Proposal	48
Letter to Dr. Lumar	10
Article Reviews	120
In-class Activities (6 activities x 10 points)	60
Final exam	50
Total	383

Grading Criteria:

- A 345—383
- B 306—345
- C 307 and below (not a passing grade)

The following criteria will be used for ALL written assignments:

following directions
thoughtfulness of
comments writing in a
clear, organized style
avoiding poor grammar and
typographical errors following APA
style, when indicated
writing in a personal style, when indicated
providing appropriate citations for others’
work

Note:

1. If you need an extension on a paper assignment, please talk with me ahead of time. You will receive a drop in letter grade for papers turned in late without a previous discussion with me. I do not allow rewrites for papers.
2. Please put all pagers and cell phones on vibrate during class time. If you need to text message or make an emergency phone call, please quietly excuse yourself from the class to do so.
3. I do not give incomplete grades except under extraordinary circumstances.

Course Evaluations and Assignment Activities

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: 1) in-class activities, 2) discussion boards, 3) major research projects, 3) written assignments and 4) exams.

1). Attendance: Your contribution to the class is essential to the learning process. Thus, it is expected you attend all on campus meetings. Review course requirement section of the syllabus to learn how your attendance may influence your overall course grade.

2). Journal Article Reviews (6 @ 20pts each=160pts). Reviewing scholarly articles pertaining to research conducted in the area of group counseling is a great way to increase your knowledge of the structure and function of groups. For this assignment, students will perform research activities covering various topics related to group counseling. You will select a total of six (6) research articles of your choice discussing a topic listed below within the area of chemical addictions, you find most interesting. Additionally, you will present an overview of four of the eight article reviews during class. The selected articles must be scientific research studies exploring group phenomena and published from 2010-2016. Your articles should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your personal critique of the article. Students complete an article review of each article using the Article Review. **Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your article submission. AR's must be submitted during class on the due date. Emailed assignments will not be accepted.**

Article Review #1—Topic: group styles or group counseling in the multicultural context or group dynamics or Yalom's Curative Factors See course schedule for due date

Article Review #2 —Topic: group members fear and uncertainty about group participation, group facilitator skills, or advantages and disadvantages or group membership See course schedule for due date

Article Review #3—Topic: group confidentiality or use of self-disclosure during group or group member roles. See course schedule for due date

Article Review #4 —Topic: Facilitator transference in group counseling or emotional connectedness during group work or codependent relationships in group or group conflict. See course schedule for due dates

Article Review #5 – Topic: Group counseling theories or group techniques or group member roles. See course schedule for due dates

Article Review #6 – Topic: Child groups, psychosocial intervention groups for mental health clients and recovery group for persons overcoming addictions. See course schedule for due dates.

2). Laboratory Group Experience. This activity involves participation in a **group** designed to help you learn more about yourself as a group member. This group experience is consistent with the core training standards of the Association for Specialists in Group Work and CACREP requirements. **The purpose of these groups is to teach you about group dynamics, how you perceive others, how others perceive you, how the group**

process can inform your work in a variety of group settings, and for you to experience what it means to be a member of a group. These are **not** therapy groups; they represent another vehicle for you to learn about groups in action. You will have the opportunity to collaborate with your co-leaders to establish the content focus for these groups. You are asked to be an active participant and to monitor your level of self-disclosure. The learning that comes from being a member of an on-going group can make a valuable contribution to your development as an effective group leader and effective group member. These groups will meet during the last part of your class. All participants in these groups will be bound by confidentiality.

3). Reflection Summaries. Following each laboratory group, you will submit a one-page reflection summary during class on the due date. You will have 7 total reflection summaries. At the top of the page, write your name and reflection summary number. In each paper, write in a personal style regarding your observation and experience of the following principles of group dynamics (integrate in concepts from textbook chapter 2): Group process, 2) Group stages 3) Group member roles and behaviors, 4) Therapeutic factors 5) Group leadership or facilitation style and approaches

Rubric for Reflection Summaries of Your Group Participation

	Below Expectations (0 points)	Meets Expectations (.5 points)	Exceeds Expectations (1 point)
Group Process	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct. Example given
Group stages	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct. Example given
Group member roles and behaviors	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct. Example given
Therapeutic factors	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct. Example given
Group leadership or facilitation style	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct. Example given

4). Community Activity: Group Leadership & Case Presentations:

In order to pass this course, and as a part of the experience for this course, class members are required to serve as leaders/co-counselors for guidance, psycho-educational, or counseling groups at arranged times other than class time. You and your co-leader will create, form, and facilitate your group. Examples of sites can include agencies, jails, schools, and churches. You also have the option to lead a group with a professional in the field upon approval of the group and co-leader. Please be mindful to create normative

groups that will ethically fit within your clinical competence; do not lead groups comprised of your friends, personal acquaintances, or coworkers, for ethical reasons. **Minimum of 8 hours of group leadership required.**

Prior to beginning your group, a copy of Professional Liability Insurance is required. In addition, all group members need to sign a consent form/parental consent form. Retain the signed copy and offer an unsigned one to each group member/parent; collect and keep these in a safe and confidential place. You will be expected to audiotape/videotape each weekly session (if possible at your site) and while this is primarily for your own growth, you will be expected to submit a tape or up-to-date case notes to your professor at any time upon request. At the completion of your group, you are required to submit one packet each per leader including (in order):

- 1) APA Title page (see Attachment A)
- 2) One-page summary (minimum) describing type of group, rationale for the group, and group modalities to be used. (School counselors, also describe how the group will promote the academic, career, and/or personal/social development of students).
- 3) A complete Out-of-Class Group Summary.
- 4) Weekly case notes for each group session that describe content, culturally responsive modalities, group dynamics, and ways you facilitated the group process. Provide a few brief sentences on each member.
- 5) A two-page minimum description of your view of yourself as a group leader; how your personality impacted your leadership; any feelings and reactions you had about the group/your leadership; your view of your growth as a leader over the semester; and your view of your future areas of growth as a counselor.
- 6) Signed consent forms
ALL OF THE ABOVE SHOULD BE TYPED
- 7) Present your group experience in an assigned class time (toward the end of the semester)

Group Leadership Activity Rubric

	Below Expectations (5 points)	Meets Expectations (8 points)	Exceeds Expectations (10 points)
Type of Group Rationale for Group Modalities to be used	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct.
Group summary	Not a clear and logical articulation of experiences related to construct. No example given.	Clear and logical articulation of experiences related to construct but no example given.	Clear and logical articulation of experiences related to construct.
Weekly case notes: culturally responsive modalities, group dynamics,	Does not have completed notes each session have details addressing	Completed notes for each session but not much details addressing each	Completed for each session have details addressing each

facilitation of group, note on each member	each construct and appropriate notes for each	construct. Appropriate notes for each member	construct and appropriate notes for each member.
Self as a group leader; how personality impacted leadership; feelings/reactions about the group/your leadership; growth as a leader. and future areas of growth as a counselor.	Not a clear and logical articulation of experiences related to constructs. No example given.	Clear and logical articulation of experiences related to constructs but no example given.	Clear and logical articulation of experiences related to constructs. Example given.
Signed consent forms Presentation of group experience	Missing signed consent forms. Presentation to the group was not helpful or insightful.	Signed consent forms. Presentation to the group was helpful but not insightful.	Signed consent forms. Presentation to the group was insightful.

Entering the activity of co-leading a group is an invaluable experience in a journey toward your professional competence as a counselor. By leading a group, you will have the opportunity to enhance your cognitive understanding and experiential learning of working with multiple client dynamics, experience client interactions in social groups, and develop specialized intervention skills above and beyond those normally utilized in working with individuals.

5. Group Proposal. For your final written assignment, you will prepare a proposal, **6-8 pages**. Please follow APA style (6th edition) and use Times Roman 12-point font. Select a setting in which you want to implement a group program (i.e., groups designed for children, adolescents, college students, older adults). Please select one of the specialization areas (i.e., task, psycho-education, counseling or therapy). Your design can include an on-going group, a series of single-session groups, or a single group experience, such as a ½ day or all day training workshop.

The purpose of this assignment is for you to demonstrate your working knowledge of group theory, models, leadership style, and group process and to address the points below:

1. Background and rationale for your design
2. Relevant literature to support your rationale (minimum of 5 journal articles)
(*CMHC I1, J1; SC I1, J1*)
3. Objectives for the group (*CMHC J2; SC J2*)
4. Selection Criteria and Composition of the group (II. G. 6.d)
5. Logistics to consider when planning the group (*CMHC C3; SC D2*)
6. The theoretical approach you will use in your group and the rationale for that particular theory in contrast to other group counseling theories (*II G. 6.d., CMHC A5; SC C1; SACC A6*)
7. Ways you will attempt to balance process and content in your group (*CMHC C3; SC C5*)
8. Examples of how you will attend to warm-up, action, and closure phases in your group
(*CMHC C; SC C5*)

9. Leadership role and functions (*CMHC C3, D5; SC D2*)
10. Evaluation: (*II G. 6. d., CMHC I2, J3; SC I2, J3*)
 1. How will termination and follow-up appraisals be performed to evaluate the effectiveness of the group?
 2. What provisions will be made for persons who do not progress or who are harmed as a result of the group experience?
11. Research questions: (*CMHC I2, J3; SC I2, J3, J3*)
 1. *Develop several research questions that might be asked about the process and outcome of the group: How will you assess the basic value of the group medium as a way to effect the change or outcome you are seeking?*
 2. *Describe one way you might go about answering your question(s).*
12. Interpersonal learning: Describe how you will help group members translate the group. (*CMHC C3; SC C5*)

6). In-class Activities (10pts each): In-class assignments support the content discussed for the on-campus class meeting. Each assignment is worth 10 points and must be completed during and submitted during class.

7). A letter to Dr. Lumar (20pts): Write (type) me letter. This letter will consist of two parts.

Part I will focus on your reactions to the readings and course content. The extent and thoughtfulness of these reflections will be evaluated.

Part II will focus on your impressions of the class, laboratory group and any other information you would like to share with me. I will respond with comments that might be helpful to you. This section of your letter will not be evaluated. You may combine the two parts or respond to each part separately. These do not need a cover page, and written just the way you would write a letter.

8). Final Exam: The final exam consists of 5 essay questions worth 10 points each.

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at 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 to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures.

Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement: **On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campus main voicemail number (972) 780- 3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

EagleMail

All UNT Dallas counseling program students are automatically issued an EagleMail account when the EUID is activated. UNT, the counseling program, and I may be communicating important information to you through EagleMail; please check it regularly. For information about

Eagle Mail, including how to have Eagle Mail forwarded to your regular e-mail address, visit <https://eaglemail.unt.edu>

Class Schedule for Fall 2016

Warm-up Phase

Date	Topics	Readings	Video/Activity
8/22	Course overview; Getting acquainted Setting expectations Pre-group preparation for laboratory group experience		Review Syllabus
8/29	Types of Groups Effective Leaders Stages of group	Jacob:1 Jacob: 2	Berg: Group Demonstration Video at http://study.com/academy/lesson/group-counseling-theories.html
9/5	No class! Labor Day Holiday		

Action Phase

Date	Topics	Readings	Video/Activity
9/12	Purpose of groups Planning; Getting started	Jacob:3,4,5	Corey: Group Demonstration Evolution of group. AR #1 Due
9/19	Leadership skills Cutting off and Drawing out Rounds and	Jacob:6, 7, 8 & 9	Lecture In-class Activity AR #2 due
9/26	Communication and Structured Group Activities	Jacob:10, 11	Lecture In-class Activity AR #3 due
10/3	Middle Stage of a Group Theoretical approaches to group work Group Member	Jacob:12	Lecture In-class Assignment AR #4 due
10/10	Theoretical approaches to group work Counseling and Therapy in Groups	Jacob:13 Jacob:14	Lecture In-class Assignment AR #5 due
10/17	Closing a group Issues in Group Counseling, Crisis groups Dealing with Problem Situations Working with Specific Population	Jacob 15, 16 & 17	Lecture In-class Assignment AR #6 due

Closure Phase

Date	Topics	Readings	Video/Activity
10/24	GROUPS 1 & 2 Final Evaluation Group Case Presentations		Groups 1 & 2 Case Presentations
10/31	GROUPS 3 & 4 Case Presentations		Groups #3 & 4 Group #1 & 2 Reflection Summary Due Case Presentations
11/7	GROUPS 5 & 6 Group Case Presentation		Groups #5 & 6, Group #3 & #4 Reflection Summary Case Presentations Due
11/14	GROUPS 7 Group Case Presentation		Groups 7 Group 5 & 6 reflection summary due, Case Summary Due
11/21	Online Assignment: No class		

11/28	Group Case Presentations Evaluating Group Counseling, Final Exam Week		Case Presentations Group #7 Reflection Summary Due
12/5	Finals Week		TBA

**UNT Dallas Department of Counseling and Human
Services Student Concerns and Complaint
Protocol**

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing their concerns or complaints related to their course. When you have concerns, please follow this protocol in sequential order to resolve your concerns or complaints.

- a. Carefully read your entire course syllabus. Most professors put important details in the syllabus.
- b. Carefully read all information on the course Blackboard. Frequently check Blackboard announcements, course content, assignments, assessments, etc. Many professors post rubrics or instructions for major assignments on Blackboard. Make sure you read the rubrics before beginning your assignments. Many professors post class changes on Blackboard. Be sure to check Blackboard before going to your class so you will have all needed material and updated information.
- c. If you are confused about an assignment or requirement, ask at least two other classmates what their understanding is about the issue.
- d. If you are still confused about an assignment or requirement, send a professional, polite, and short email to the faculty member via Blackboard. State your question and what you already did to attempt to solve it. For example, "Dear Dr. Smith, I have a question about the due date of the first assignment. I checked the syllabus and it said April 1. I checked Blackboard and it said April 10. I asked two other students and they were also confused. Would you please clarify for us? Thank you for your time."
- e. Wait patiently at least 2 business days (48 hours during a business week) for a response.
- f. If you do not receive a response, then call and leave a message and send another email. Wait patiently at least 2 business days (48 hours during a business week) for a response.
- g. Wait patiently at least 2 business days for a response.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. A grade of Incomplete is only granted the last part of the semester if (a) the student notifies the professor in writing of unforeseen circumstances such as illness, death in the family, active military service, etc. and (b) the student is passing the class. An Incomplete is not granted just because the student did not complete their work on time or did not like the grade they received.
6. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
 - b. The reason you disagree (i.e. "I believe my grade does not represent the

- quality of my paper because I thoroughly fulfilled each item on the grading rubric.”).
- c. Your responsibility of what you did “right” and what you did NOT do “right” (i.e. “I followed the grading rubric. However, I turned in the paper a week late.”)
 - d. What you are requesting (i.e. “I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.”)
 - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor’s response to your email. Consider the instructor’s response. For example, “On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?” If it was the later, then proceed with the next step.
 4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member. The Chairs contact information is:

Dr. Constance Lacy,
 LCSW, HS-BCP LCSW
 Department of Counseling and Human Services
 University of North Texas at Dallas
 7300 University Hills Blvd.
 Dallas, TX 75241
 (972) 338-1381
Constance.Lacy@untdallas.edu

5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at
http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf

Content and Structure	Below Expectations 2 points	Meets Expectations 3 points	Exceeds Expectations 4 points
1. Background and rationale for your design			

2. Literature support for rationale			
3. Objectives for the group			
4. Selection Criteria and Composition of the group			
5. Logistics to consider when planning the			
6. theoretical approach & rationale			
7. Strategies to balance process and content in your group			
8. Strategies for warm-up, action, and closure phases in your group			
9. Leadership role and functions and ethical consideration			
10. Evaluation: a. Termination and follow-up appraisals to evaluate the effectiveness of the group b. Provisions for people who do not progress or are harmed			
11. Research questions: a. Research questions about the process and outcome of the group: How will you assess the basic value of the group medium as a way to effect the change or outcome you are seeking? b. Describe one way you might go about answering your question(s).			
12. Interpersonal learning: a. Describe how you helped group members translate interpersonal learning in the group to life beyond the group.			
TOTAL =			

Overall Evaluation

COMMENTS:

A = 48 – 40 points B = 39 – 31 points C = 31 or Below