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ONLINE, 7-WEEK SYLLABUS

Professor: Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC, CCDP

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Integrity of the Course: The Southern Association of Colleges and Schools Commission on Colleges (SACSCoc) requires COUN 5358 OL Group Procedures Dynamics of Group Counseling to be responsible for 45 hours of class time and final project time. This is approximately 3 hours per week writing the Learning Modules and 3 more hours per week on the Discussion Board (posting and responding). The time spent on the final rproject is in addition to the time spent on the LMs and DB postings. The readings and assignments are not considered class time; they are out-of-class requirements. Students are taking a 14-week course in 7 weeks. Therefore, students expect to spend twice as much time on this course per week as students would spend on a 14-week course.

Required


Required for All Writing


General Description

COUN 5358 Group Procedures Dynamics of Group Counseling includes developing proficiency in the theories, strategies, and techniques of small group counseling including but not limited to major elements related to group dynamics and methods for conceptualizing and effectively managing common group issues.

This course includes the mastery of content and processes related to group dynamics and methods used with common group challenges. It probes the issues of interpersonal relationships including but not limited to those of language, race, ethnicity, class, gender,

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age, and historically devalued and privileged populations. It provides the opportunity to investigate content and practice related to group leadership, the stages of group process, the posing and solving of problems which are specific to group counseling. It peruses the professional, legal, and ethical issues related to groups facilitated by professional counselors. Students have the opportunity to practice appropriate boundaries and self-disclosure.

**Competencies**

These competencies are adapted from:


Counselors, when facilitating groups, are skilled professionals who:

1. Provide environments in which group members can experience “therapeutic factors”, namely, “instillation of hope”, “universality”, “impacting information”, “altruism”, “the corrective recapitulation of the primary family group”, “development of socializing techniques”, “imitative behavior”, “interpersonal learning”, “group cohesiveness”, “catharsis”, and “existential factors”;
2. Think of themselves as effective facilitators of groups;
3. Feel competent and confident when taking on the responsibility of facilitating groups;
4. Engage in formative and summative evaluations of groups they facilitate and groups they observe;
5. Contextualize issues of culture and diversity related to members of groups and modify process to meet varying needs of group members;
6. Explain the similarities and differences between psychoeducational groups and process groups;
7. Identify, comprehend, and engage in the varying stages and processes of groups;
8. Keep the sharing in groups to the “here and now”;
9. Understand and identify in themselves transference and countertransference;
10. Model respect, transparency, and genuineness;
11. Identify group members with problem behaviors, for example, the monopolist, the silent person, the boring member, the help-rejecting complainer, the member with characterological differences, and the psychotic client;
12. Apply and adapt various theories to the specific needs of groups;
13. Identify their own leadership style and adapt it as the needs of group members require;
14. Model the legal, ethical, moral, and professional standards of group facilitating;
15. Feel comfortable working with a co-facilitator and appreciate the opportunity to facilitate groups with colleagues;
16. Understand the advantages and challenges with conjoint therapy: “the client is seen by one therapist in individual therapy and a different therapist (or two if co-therapists) in group therapy”;
17. Understand the advantages and challenges with combined therapy: “the client is treated by the same therapist simultaneously in individual and group therapy”;

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18. Have plans for vetting members and excluding those persons who will not be helped by the group experience;
19. Understand the similarities and differences among varying types of groups;
20. Engage in professional development to continually enhance their knowledge, abilities, and skills in facilitating groups.

Andragogy

COUN 5358 Group Procedures Dynamics of Group Counseling uses a Freirian model as its andragogy (adult education). Consequently, the professor believes students and professor have equivalent responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that life experiences brought to the Discussion Board and the Learning Modules are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to assign readings, create and post appropriate activities or cases for the Learning Modules and Discussion Board. In addition, she evaluates but does not grade Learning Modules and assignments; she monitors the Discussion Board and responds to postings. In a word, the professor is responsible for seeing that the goals of the course are met.

The role of students is to read carefully and critically, to complete and submit to faubert@stthom.edu Learning Module activities and assignments. Students share their insights with one another on the Discussion Board. They perform optimally regarding their research and the sharing of that research with other members of the Learning Community.

COUN 5358 Group Procedures Dynamics of Group Counseling involves three equally important components, namely, cognitive, affective, and behavioral:

1. Cognitive. The cognitive components of this course include and are not limited to organizing, researching, integrating, creating, writing, and entering into academic and professional conversations with peers and professor in a learning community. Students acquire knowledge, abilities, and skills in becoming successful group members and leaders. They will be able to modify group theories and practices to address issues of culture, diversity, and historical privilege and oppression. They will expand their knowledge, abilities, and skills to facilitate the success of group members whose first language is not English.
2. Affective. The affective components of this course include and are not limited to bringing life experiences to the Discussion Board when they enhance the dialogue. Students become aware of their feelings as they study group theories and group process. Students feel comfortable naming their feelings. Students are encouraged to keep journals on reflections regarding the experiences in this course.

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3. **Behavioral.** The behavioral components of this course include, and are not limited to demonstrating appropriate boundary setting, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a final project. Students will increase knowledge, abilities, and skills in counseling as they relate to legal, ethical, and moral practice is expected of all students at all times.

**Retention in COUN 5358 Group Procedures Dynamics of Group Counseling**

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (*University of Saint Thomas School of Education Academic Catalog 2010-2012, p. 2*). Students must demonstrate good judgment in all aspects of their participation in this course.

The emotional and mental health of professionals involved in professional school counseling is essential to their functioning in a legal, ethical, moral, competent, and confident manner. The responsibility of gate-keeping on the part of the professor of this course protects the students, the degree, and the profession.

**Integrity**

Integrity is the most important quality for success in this class. Integrity requires students to be authentic and honest academically, affectively, and behaviorally. Integrity implies students become familiar with and practice at all times the *Code of Ethics* (2014) of the American Counseling Association and the ethical requirements of the American School Counselor Association (ASCA).

Professional school counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, in this course, the professor has the discretion to fail students who violate their integrity.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will result in a student’s failing this course. When writing any assignment, reference information, websites, books, etc; the APA Publication Manual (2010) rules for citing and referencing must be followed.

If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus source and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on
the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that a student has written in the past, or change a few phrases here and there. Do not succumb to this temptation because it will result in this student’s failing this course.

In other words, plagiarism involves copying from a source without using the proper APA Publication Manual (2010) notation. If a student quotes no more than 40 words, this student is required to use quotation marks, name the source, and provide the page number(s). If a student quotes more than 40 words, this student must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if it is cited properly. The requirement is always 12-point font, Times New Roman, double space, left margin unless otherwise explicitly stated by the professor for a specific part of an assignment.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism a student is wise to close all sources while writing. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

Copying from other manuscripts, which students have written without using proper APA Publication Manual (2010) notation, is also plagiarism. The rules are the same as above. If students quote no more than 40 words, students are required to use quotation marks, name source, and provide page number(s) from the original document. If a student quotes more than 40 words, students must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if cited properly. Plagiarism is a violation of integrity. Plagiarism will result in failing this course.

The APA Publication Manual (2010) describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they

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discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08, for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

**Predatory Journals**

Succinctly, a predatory journal is one which will publish an author’s article without an editorial board reviewing it, offering suggestions for editing, or accepting or rejecting the article for publication. In addition, predatory journals require payment upfront for publication. If students are not familiar with a journal, the professor’s suggestion is they Google the name of the journal. Especially, if an unfamiliar journal has a volume number less than 12, authors are suspicious and look up the journal. The professor forbids the use of predatory journals in any work students do.

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Discipline, Commitment, Focus

Success in COUN 5358 Group Procedures Dynamics of Group Counseling requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

Honor System

COUN 5358 Group Procedures Dynamics of Group Counseling requires the practice of the honor system on the part of all students. The honor system includes and is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

Language Diversity

The University of Saint Thomas and the professor of this course value the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their native language and in preparation to work with clients for whom English is not their mother tongue. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

The professor of this course knows that taking an online course can be especially anxiety provoking for students for whom English is not their first language. If students are having difficulties because of language differences, they are invited to make this known to the professor. Official accommodations cannot be made for students for whom English is not their first language. However, the professor of this course will negotiate with students who are struggling online because they are not online fluent in English.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. Students are protected in relation to future reception of accommodations if their accommodation records are on file. The University

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Evaluation and Grading

Graduate Level Work

**Graduate level work** is substantively and qualitatively more complex than **undergraduate level work**. Graduate level work is never, for example, “from a book”, demonstrative of having memorized lists or thoughts unchanged from a source even when properly cited and referenced. Graduate level work shows **depth**, **integration**, and **creativity**:

**Depth** requires demonstrating understanding of complexity and comfort with ambiguity and uncertainty. Depth requires exercising competence with complex issues, for example, the cultural influences on behaviors regarding sharing personal information with those outside the family. Depth includes integrating native languages when speakers of native languages other than United States English are members of a group. Depth demonstrates knowledge, ability, and skill with persons who are members of populations historically victimized by racism, gender discrimination, or other factors. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while Maintaining appropriate boundaries, and professional behavior.

**Integration** comes about from calling on salient and appropriate personal and professional experiences and applying them to the academic domain at hand. Integration requires the bringing together of various ideas from various sources and then filtering these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate metacognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences, which can influence group members.

**Creativity** is demonstrated when graduate students demonstrate critical reading, are comfortable critiquing texts, and will challenge one another and the professor in a professional manner. Creative students enhance scenarios or call up lived experiences related to the content under consideration. Graduate students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences response to stress and choice. Creativity includes adapting the content of assigned readings to group member variables, for example, culture, immigrant status, or gender.

Contract

This syllabus is the contract for COUN 5358 OL:

1. **Meeting Needs of Students.** If students are not meeting course requirements, the professor may have a private conversation with them on the telephone. Students

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may be contacted by email and may be asked to make an appointment with the professor on Skype, or by personally coming to her office (if they live conveniently near to come in person), Students are always welcome to visit with the professor in her office.

2. **Attendance, Punctuality, and Participation.** Students are expected to meet all attendance, punctuality, and participation responsibilities. *Attendance* is understood as being on the Discussion Board, completing Learning Module activities, and submitting assignments as required. *Punctuality* is understood as meeting deadlines for the Discussion Board, Learning Modules, and assignments. Communication with the professor is crucial because sometimes students need extensions – They have real lives to lead both personal and professional. – and extensions of time can be negotiated for good reason. *Participation* responsibilities include graduate level quality of the Discussion Board postings and responses, the Learning Module activities, and assignments.

3. **Final Grade.** *Discussion Board* postings are evaluated as graduate level work or not but they are not graded. The professor will communicate with students if their postings or responses are not acceptable. The professor will provide feedback to the *Learning Module* activities, and they will be shared with all members of the Learning Community. If students submit and have accepted all Discussion Board postings and responses, all Learning Module activities, and assignments, they have earned a *B* in the course.

4. **Final Project.** All other things being equal, students have earned a *B* in the course. The Final Project separates the *Bs* from the *As*. Students must earn an *A* or at least a 92% in the final project to earn an *A* in the course. The Final Project is graded with numbers or letters at the discretion of the professor.

5. **Incompletes.** Incompletes are given only at the discretion of the professor for serious reasons.

6. **Evaluation or Grading.** Assignments and Learning Module activities are submitted as Word documents electronically to faubert@stthom.edu and must be submitted at the time required by this syllabus. Late assignments are not accepted unless students arrange with the professor before the requirement is due or if there is an emergency accepted by the professor. Discussion Board postings and responses must be written on the Discussion Board, not attached as a Word document. The professor does not read attached Discussion Board postings or responses. Communication between students and the professor is essential. Learning Module activities, Discussion Board postings and responses, and assignments are accepted as graduate level work or not; they are not graded.

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7. **Grade Protocols.** Grades are determined according to the following protocol:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A = 4.0  Unusual and superior achievement (Superior Graduate Level)
A- = 3.7
B+ = 3.3
B = 3.0  Satisfactory achievement (Acceptable Graduate Level)
B- = 2.7
C+ = 2.3  Below standard (Below Graduate Level)
C = 2.0
C- = 1.7
D+ = 1.3  Unsatisfactory
D = 1.0
F = 0.0  Failure

**Assignments**

**General Directions**

The APA format (2010), Times New Roman font, 12-point, and double space are required for all written work unless otherwise stated in the directions. Assignments are submitted in formal, academic, United States English. The professor is available to help students who are unfamiliar with formal, academic, United States English.

All work must be submitted no later than midnight on the due date. All work is submitted via email to faubert@stthom.edu. The professor will reply with, “Thank you”, to let students know work have been received. It is very important for students to check their mystthom email daily. Technology is not 100% reliable; so sometimes students do not receive my emails, and sometimes I do not receive students’ emails. Communication is essential.

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In Vivo Assignment
Due Monday, February 12, 2018 at midnight

Purpose
The purpose of this assignment is to provide opportunity for students to improve their awareness of the professional group counseling possibilities for the clientele for whom they will be working as professional school counselors; for example, professional school counselors will become familiar with the agencies to which they refer their students and families. Professional school counselors have an ethical responsibility to be aware of the group counseling taking place in these agencies.

General Directions
Graduate students will make arrangements to visit a site where professional group counseling takes place. Graduate students will interview at least one professional person, preferably a professional counselor, who facilitates group counseling at the site. The site may be an educational institution, an agency, a clinic, or a private practice. It may not be the place where the student works. The group must be a professional group, not a support group or a group such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), or Cocaine Anonymous (CA).

Directions for Writing
Students will write a manuscript, which will be emailed to the professor as a Word attachment no later than midnight on the due date. The email address is faubert@stthom.edu. The requirements for this assignment are as follows:

This assignment will be written as a formal, academic manuscript. The title on the title page will be the name of the site visited. The title is repeated and centered at the top of page 2; it is not bolded. Students will make sure the header on page one contains the phrase “Running head:”, and the headers on subsequent pages do not. The headers are written in upper case. Every part of this assignment is required to be written according to APA Manual (2010). All students use Times New Roman font, 12-point, and double space unless otherwise directed in the directions; for example, when writing a dialogue, single space the words of the counselor and client, and double space when speakers change. In APA (2010) format, use the following side headings. Side headings are bolded:

Description of Site (one-half page)
Credentials and Role of the Interviewee (one-half page)
Group(s) Served (one-half page)
Nature and Extent of Group Counseling (one page)
Facilitators and Inhibitors (one page)
My Thoughts and Feelings (one page)

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Helpful hints: The Description of Site is a physical description of the site. The Credentials and Role of the Interviewee are simply letting the reader know where the interviewee received the earned degree, what the earned degree is, and what title the interviewee has at the site. Groups Served provides the reader with a glimpse of who the people are who come to group counseling at this site. Nature and Extent of Group Counseling includes a description of the types of group counseling provided at the site. The facilitators provide reasons the writer would want to return to the site for counseling, and the inhibitors provide reasons the writer would not want to return to the site for counseling. In both cases, students will write from the point of view of the potential client at the site visited. My Thoughts and Feelings involves students’ sharing their thoughts and feelings about doing and completing this assignment.

YouTube Assignment
Due Monday, February 19, 2018 at midnight

Purpose
This assignment gives students the opportunity to evaluate group counseling. Furthermore, it provides opportunity to begin to think about what kinds of group counseling are attractive to students. Finally, students will find classic examples of career counseling they might like to watch.

General Directions
YouTube has hundreds of examples of group counseling posted. Some represent group counseling well and others do not. Browse through as many of them as you wish. Choose one you think represents an effective experience of group counseling. In 2 pages:

1. Name post and include link (The professor will watch the same video;)
2. Describe the reasons for choosing the video;
3. Describe the example;
4. Evaluate the example using the domain of this course.

Directions for Writing
Place your name, COUN 5358 Group Procedures Dynamics of Group Counseling, due date, and page numbers in the header. Since this is not a formal, academic manuscript, no title page is necessary. Submit by email to the professor at faubert@stathom.edu no later than midnight on due date. Times New Roman font, 12-point, and double space are required. Integrate the information required; do not use side headings.

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Reading and Dialogue Assignment
Due Monday, February 26, 2018 at midnight

Purpose
The purpose of this assignment is to master the application of designated theories applied to group counseling to a given group with a given topic.

General Directions
This is an informal manuscript. Students will place their names, COUN 5358 Group Procedures Dynamics of Group Counseling, and the date in the header. The title is the theory chosen by the student; this is placed under the header before the descriptive paragraph. Times New Roman font, 12-point, and APA (2010) formatting is required.

Directions for Writing
Students will write a short paragraph of no more than 5 sentences describing how they will apply their chosen theory to facilitating the given group; they will include information regarding the stage of the group process. Finally, students will write a dialogue of two pages illustrating the application of the chosen theory.

Students will read the following chapters:
Chapter 15 Choice Theory/Reality Therapy in Groups
Chapter 16 Solution-Focused Brief Therapy and Motivational Intervening in Groups.

Students will choose one of the theories found in chapter 15 or chapter 16 and apply it effectively to the given group. Make sure you demonstrate a specific stage in group process.

Topic: Five Middle School Males with Behavior Issues
Fred: 8th grade, 13 years; picks on students younger than he.
Al: 7th grade; 12 years; refuses to respect his female teacher.
Ken: 7th grade 14 years; gets frustrated and boisterous with younger students in his class.
Will: challenges the 8th grade teacher; tells him there is nothing in his classroom that speaks to him.
Ryley: 12 years, 7th grade, hates school and lets the teacher know by openly refusing to do his work.

Final Project
Due Wednesday, March 7, 2018 at midnight

Purpose
This assignment will give students the opportunity to demonstrate what they have learned in the domain of this course. It serves as the summative evaluation assignment. It meets capstone requirements for this course.

Directions
1. Choose a topic relevant to group work. You may choose one topic, or you may choose one setting including a variety of topics. For example, you might choose teens whose mothers have been diagnosed with schizophrenia or a middle school group of...
females with a variety of common issues. Some topics chosen by other graduate students are

a. Elementary Student-Clients in Foster Care
b. Behavior Issues among High School Student-Clients
c. Conflict Resolution in Middle School
d. Suicide Ideation among Adolescent Student-Clients
e. Adolescent Student-Clients Diagnosed with Major Depression
f. Teen Sexting: Reasons, Psychological Consequences, and Legal Ramifications
g. The Effects of Social Media on Middle School Student-Clients
h. Test Anxiety among Elementary School Student-Clients
i. Substance Abuse among Adolescent Student-Clients
j. Healing after a Campus Tragedy
k. Teen Sexual Harassment: Perpetrators and Survivors
l. Teen Dating Violence in High School
m. Adolescent Females and Sexual Abuse

3. Create a 4-member group to illustrate your chosen topic. Describe the group in one paragraph, and provide one or two sentences describing each member of the group.
4. From your research write three pages explaining your research and intervention plans for the group you have created. Make sure you use APA (2010) headings and subheadings.
5. Write a two-page dialogue with you as the group counselor with the group members you have created. Single space the words of each speaker, and double space when speakers change. Do not indent in any way. Write from the left margin.
6. Provide a reference page with no fewer than 6 sources and no more than 10 sources. This page is required to be in APA (2010) format. You may single space each reference and double space between references. Make sure there is a one-to-one correspondence between the references on the reference page and the citings in the body of your manuscript.
7. Write a one-page essay sharing your thoughts and feelings about executing this assignment.

Helpful Hints: I have not given you any directions as to headings and subheadings. You are required to follow the directions in the APA (2010) Manual. Note especially the information regarding predatory journals in this syllabus. If predatory journals are presented as references, then your grade will be lowered one-half a letter. Finally, re-read your assignment as if you were a reader and not the author before submitting your manuscript to faubert@stthom.edu.

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Readings, Learning Module Activities, and Discussion Board Reflections

Readings
The reading of the chapters in the text is not class time. The reading of chapters is homework. All chapter reading come from:


Learning Module Groups

1. Students will place in the header of their Learning Module Groups their names, COUN 5358 Group Procedures Dynamics of Group Counseling, the number and name of the given chapter, and the due date.
2. Students will write a one-paragraph description of what is going on in the given group. Included in this description will be the theory chosen and the stage of the group.
3. Students will write a 2-page dialogue illustrating what they wrote about in the introductory paragraph. When writing the dialogue, the words of the speakers will be single spaced, and, when speakers change, students will double space. Do not do any indenting; work from the left margin throughout the dialogue.
4. A model dialogue follows (It was authored by a student in another COUN 5358 Group Procedures Dynamics of Group Counseling course as part of her final examination. I have done very little editing.):

   Professor: Tonight we have watched *12 Years a Slave* as our activity. I would like for you to process your thoughts on the movie and how it relates to the domain of this course and its effect on each of you. Please share when you are ready. M will facilitate the group.

   G: This was a very difficult movie to watch. Right now I am not happy being a white person.

   M: I agree. I usually am very proud of my Southern heritage, but remembering what the people held in went through and how they were treated affects me to the core. My family is from cotton country in Louisiana, and I have visited some of the larger pre-Civil War plantations. I get very emotional.

   T: I identify with the characters of Solomon and Patty; we share a history. If I had been born 150 years earlier, it could very well have been my story, too.

   J: This movie was very uncomfortable to watch. It brought out raw emotions and was very intense.
H: I agree with you all. As if I don’t cry enough in class, this movie really brought out the tears.

M: I know we are all very emotional about the subject of the movie and slavery still is a very hot button topic, but why are we so torn up by this? I’m not asking to make light of the subject, but we didn’t have anything to do with it, so why are we so weepy?

T: I think it is because we are more educated and see what happens when human life is not valued, and people are treated like animals because of the color of their skin.

H: That could be it, but maybe it is because we are trying to become more in-tuned to the emotions and feelings of our clients and we want to be more empathic to their situation.

J: I want to talk about Solomon and how he was ripped from his family. It’s not like he was born into slavery, or even from the South. He was a free man in New York and he got fooled and sold into slavery. That was so not right.

M: But, J---, you have to remember that during that time if you couldn’t prove that you were free, anyone could capture you and sell you to whomever they wanted. That doesn’t make it right, but that is the way it was.

G: It hurts me to see how Solomon changed over the course of the movie. At the beginning he was vibrant and full of life, thinking only of his family. By the time he was rescued, he was a broken man; physically and emotionally.

M: G, that is an interesting point. Why do you think he changed so much, or did he really? Was he still the same man or had he become a product of his environment?

T: I think he was a victim of his environment. Solomon had to learn to be quiet and not stand up for himself or anyone else or he would face the wrath of his master. Those plantation owners believed they had every right to treat their “property” any way they wanted. The people held in slavery had no civil rights; there were no laws to protect them from abuse. The people held in slavery lived and died at the whim of their masters. You saw Solomon resign himself to the fact that if he did not do as Master Ellis said and whip Patty, Master Ellis was going to kill all his slaves. That point right there was Solomon’s breaking point.

J: I think they all were victims of their environment. When you are in a situation where you are being beaten and abused, you will do whatever it takes not to be beaten again. That’s why Patty let the master rape her whenever he wanted; it’s also the reason Patty wanted Solomon to help her kill herself, to escape that life.

M: I think Solomon was still the same man inside, just tired and battered. He wanted to go home, but he knew the likelihood of that happening was very small. Taking the chance with
the man from the North and asking him to write a letter was a very courageous thing to do. Solomon had already asked another to be his advocate and look at what happened there.

H: Who was it courageous for, Solomon or the builder?

G: It was courageous for both of them because Solomon was asking someone he didn’t know to help him get away from his “legal” master, and for the builder to help a “slave” escape. Southern law did not look too favorably at that during that time period.

J: Why would someone get involved in a situation like that?

T: It’s not about master and slave; it’s about doing what’s right. No man has the right to say that someone else is his property, then or now. This is not any different from people being kidnapped and sold into white slavery now, or kidnapped and held for ransom because the family is wealthy. It is all wrong and it is all against human rights.

H: I agree, but this is an issue that has been going on for centuries, and is still going on today. In the 1800s, here in the US, the South had the majority of the agriculture and needed someone to work on those plantations. They used people held in slave labor because in their eyes it was cheap and being a slave saved the “poor savages” from starving to death somewhere else.

Professor: I think we have gone full circle tonight with this discussion, who would like to reflect on our conversation?

Discussion Board
Discussion Board time is class time. Students will discuss the assigned chapter in the syllabus. They will put the number and name of this chapter first before their discussion. They will discuss this chapter in no fewer than 100 words and in no more than 300 words. Students will post directly on the Discussion Board. They will not use attachments; the professor does not read or give credit or feedback for attachments. Students will respond to 2 other members of the Learning Community each week. Students will begin their post with the number and name of the chapter. Students will write in 14-point and Times New Roman font.

Schedule

January 18, 2018 Introduction
Students will master the syllabus. If there are any questions, please, email the professor at faubert@stthom.edu. It is imperative that students follow directions exactly and always use APA (201) Manual formatting.

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January 22, 2018 LM 01
Reading
Chapter 01 Introduction to Group Work
Chapter 06 The Psychoanalytic Approach to Groups
Learning Module Group 01
Chapter 01 Introduction to Group Work
Topic: Tenth Grade Males with Truancy Issues
Warren: Irish-American 16-year-old whose mother died of breast cancer two years ago.
Stanley: African-American 15-year old who has been a successful student until this year.
Martin: Guatemalan-American 16-year-old whose parents emigrated from Guatemala before he was born. His three older siblings were born in Guatemala.
Discussion Board
Discuss Chapter 06 The Psychoanalytic Approach to Groups.

January 29, 2018 LM 02
Reading
Chapter 02 Group Leadership
Chapter 07 Adlerian Group Counseling
Learning Module Group 02
Chapter 02 Group Leadership
Topic: Four Group Leaders, Professional Counselors in a Middle School Processing the Groups They Led Today Regarding a Campus Crisis
Madeline: Thirty-eight-year-old German American with 10 years’ experience.
Sonia: Twenty-five-year old Vietnamese American with 2 years’ experience,
Ana-Lisa: Twenty-eight-year-old Mexican American with 4 years’ experience.
Katrina: Forty-seven-year-old African American with 23 years experience.
Discussion Board
Discuss Chapter 07 Adlerian Group Counseling

February 5, 2018 LM 03
Reading
Chapter 03 Ethical and Professional Issues in Group Practice
Chapter 08 Psychodrama in Groups
Learning Module Group LM 03
Chapter 03 Ethical and Professional Issues in Group Practice
Topic: Head Counselor Talking with First-Year, Elementary School Counselors Concerning Issues of Privacy or Boundaries
Guadalupe: Thirty-four-year-old Mexican American; had been a teacher for 3 years; is also a licensed professional counselor in Texas.
Ruth: Twenty-four-year-old Jewish American; had been a teacher for 2 years.
Mia: Thirty-eight-year-old Polish American; had been a teacher 17 years; is also a licensed professional counselor in Texas.

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**Luis:** Twenty-seven-year-old French American; had been a teacher for 3 years and is a veteran of Iraq.

**Discussion Board**
Discuss Chapter 08 Psychodrama in Groups

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**February 12, 2018 LM 04**

*In Vivo* assignment is due at midnight. Make sure you follow the directions in the syllabus.

**Reading**
Chapter 04 Early Stages in the Development of a Group
Chapter 09 The Existential Approach to Groups

**Learning Module Group LM 04**
Chapter 04 Early Stages in the Development of a Group

**Topic:** Five 12th grade students whose mothers died of cancer; this group is meeting in the early stage of group process.

**Antonio:** English/Italian-American, 18-year-old accepted into his first choice for college.

**Joan:** Egyptian-American, 17-year-old who has still not heard about college.

**Monica:** Honduran American, 19-year-old, who is planning on helping her father with her six younger siblings; college is not possible now.

**Martha:** Irish-American, 18-year-old, an only child who shared all her secrets with her mother.

**Patrick:** Italian-American, 17-year-old, a middle child with two older brothers and two younger sisters; has a very close knit extended family; is planning on learning to be a master carpenter.

**Discussion Board**
Discuss Chapter 09 The Existential Approach to Groups

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**February 19, 2018 LM 05**

*YouTube* assignment is due at midnight. Make sure you follow the directions in the syllabus.

**Reading**
Chapter 05 Later Stages in the Development of Group
Chapter 10 The Person Centered Approach to Groups

**Learning Module Group 05**
Chapter 05 Later Stages in the Development of Group

**Topic:** Five 7th Grade Males with Fathers in Prison during Later Stages of the Group. Make sure you demonstrate cohesion.

**Stephen:** 13-year-old English American living with mother and maternal grandmother; is an only child.

**Alfred:** 13-year-old Italian American living with mother and two younger siblings.

**Harold:** 14-year-old African American living with maternal grandparents; mother is working in another State.

**Craig:** 13-year-old African American living with mother; extended family with four cousins are living nearby.

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Arturo: 13-year-old Mexican American living with paternal grandparents, mother, 2 uncles, and two older and one younger sibling.

**Discussion Board**
Discuss Chapter 10 The Person Centered Approach to Groups.

**February 26, 2018 LM 06**

**Reading**
Chapter 11 Gestalt Therapy in Groups
Chapter 12 Transactional Analysis in Groups

**Learning Module Group LM 06**
Chapter 11 Gestalt Therapy in Groups

**Topic: Five 9th Grade Female Students Ask Their Counselor to Help Them to Deal with Their Feelings**

**Angela:** 14-year-old Mexican American, who loves one of the senior basketball players.

**Carol:** 14-year-old Irish American, who spends all her free time listening to her favorite music on the radio or her smart phone.

**Beatrice:** 14-year-old African American who says one of her male classmates says he is in love with her and she says, “He is too immature for her to even look at him”.

**Catherine:** 14-year-old English American; she says she thinks she is a Lesbian and is in love with one of the sophomore students.

**Sophia:** 15-year-old Greek American who says she is madly in love with one of the senior students who is a basketball star.

**Discussion Board**
Discuss Chapter 12 Transactional Analysis in Groups.

**March 5, 2018 LM 07**

**Reading**
 Chapters 12 Cognitive Behavioral Approaches to Groups
Chapter 14 Rational Emotive Behavior Therapy in Groups

**Learning Module 07**
Chapter 12 Cognitive Behavioral Approaches to Groups

**Topic: Five 5th Grade Students Are Afraid They Will Not See All As on Their Report Card**

**Alice:** 10-year-old Mexican-American female

**Kyle:** 10-year-old Anglo-American male

**Sarah:** 10-year-old Jewish-American female

**Darrell:** 10-year-old African-American male

**Roberto:** 09-year-old Guatemalan-American male

**Discussion Board**
Chapter 14 Rational Emotive Behavior Therapy in Groups

**March 7, 2018**

*The Final Project is due at midnight. Make sure you follow directions as they are presented in the syllabus.*

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**Louis Armstrong and His Group**

Professional school counselors are required to think outside the box. This picture of Louis Armstrong and his young protégées is certainly an example of group counseling. This great musician is enhancing the social, emotional, and academic knowledge, abilities, and skills of his group members.

**Professional Organization and Journal**

Association for Specialists in Group Work (ASGW)

*The Journal for Specialists in Group Work*

**Sources Written by Irvin D. Yalom, M.D.**


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**Irvin Yalom**

More than anyone else, Yalom made group counseling a valid and valued form of therapy. His research, teaching, and service gave group counseling dignity among skeptics. His books are worth reading for anyone interested in therapy in general and group therapy in particular.

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