

**K-STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, COUNSELING, & STUDENT AFFAIRS**

**EDCEP 858 Group Processes
Online**

General Information

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KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Description

This course is designed to acquaint students with group procedures and basic tools in counseling and other education services.

Prerequisite/Corequisite:

None

Required Reading Materials:

Corey, M.S., Corey, G., & Corey, C. (2018) *Groups: Process and Practice* (10th edition). Brooks/Cole. Belmont, CA. ISBN 13: 978-1-305-86570-9

Recommended Reading Materials:

ACA Code of Ethics (2014). <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA (2022). *Ethical Standards for School Counselors*

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Coyle, D. (2018). *The Culture Code: The Secrets of Highly Successful Groups*. New York: Bantam Books

Yalom, I. D. & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). New York: Basic Books.

Methods of Instruction

Based on constructivist and experiential teaching approaches, the following methods will be utilized throughout the semester: synchronous/asynchronous lecture, virtual/remote platforms & group discussion/experience, counseling techniques practice, case conceptualizations, and theoretical analysis while reviewing practice. This course will incorporate many forms of delivery, which include, but are not limited to: reading, discussion, group activities, written assignments, and experiential groups.

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Course Guidelines

- **Communication**

The most efficient way to reach me is through EMAIL. Please allow *at least a 24-hour turn-around on all emails*, Sunday through Thursday. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Friday and Saturday are typically research/writing days and time for self-care, so emails on those days may take 48 hours before attended too.

Note: The way in which you **communicate** and **present yourself** when writing to your professors is **extremely important**. When you write to a professor, you should view it as a professional exchange. How you choose to interact conveys your level of seriousness and professionalism. It not only affects how your professor views you, but it also determines how much time they are going to take to deal with your issues. If you come off as rude, clueless, or irresponsible, then it will affect how your professor responds. This will have consequences for how the professor interacts with you and possibly also how they evaluate you. As with any professional interaction, it is in your best interest to be respectful, polite, and courteous when communicating with professors. Your emails, and the words you use, are a reflection of you and your attitudes. That being said, **I would like to be addressed as Dr. Dinkel**.

Student to Student Communication: You will communicate with fellow classmates throughout the course. Types of communication may include discussions using discussion posts, a synchronous meeting via Zoom, and interactive commenting within Google Apps for peer-review purposes. Always be respectful when sharing opinions, beliefs, and ideas with your classmates. Your post will be visible to me and your classmates, therefore choose your words wisely and think before you post. Your contributions are a direct reflection of you and the reputation you choose to uphold and present. Although you may not always agree with the opinion, belief, or idea of your classmates, you must always be respectful when engaging in dialogue.

- **Attendance and Participation**

This course is a skill development course. To advance your skills you will need to be present in class and complete the assignments that are designed for your growth as a professional. Any absences will need to be documented, email the instructor of the course as soon as possible, include any official documentation that might be needed to support your absence.

Participation is critical for your own self-awareness and growth as a professional in this field. If you find yourself not able to attend or participate in the class sessions, recordings, and/or group experiences, you will need to set up an appointment to process how you will address your development and progress in the program.

- **Deadlines and Late Work**

Assignments are due on the deadline date listed in the syllabus. If you find yourself unable to meet a deadline, you should reach out to me as soon as possible and arrange for a possible extension if warranted.

- **Confidentiality**

While developing skills, there are times when confidentiality is imperative. This ability to state the confidentiality promise to clients/students and to abide by the ethical expectation is also a skill that needs to be developed. There will be an expectation that you will sign a confidentiality/ethical agreement before the class begins.

- **Video Recordings**

To develop self-awareness and to develop skills in this profession, recordings are utilized. You will also complete transcripts to be able to objectively view your progress. You will be required to have equipment that will allow you to record and then upload recordings of your sessions to a OneDrive folder on Outlook for review by the instructor of the course.

Course Intended Learning Objectives

The College of Education at Kansas State University is dedicated to the preparation of professionals who are knowledgeable and caring decision makers. Similarly, those in the College of Education master's programs are professionally trained to function as individuals who are devoted to assisting students become more independent and responsible participants in society. Therefore, the intent of this course is to enhance the graduate student's understanding of group development and dynamics.

The student will:

1. demonstrate understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. demonstrate understanding of the various types of group leaders and leadership styles
3. demonstrate understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
4. demonstrate understanding of approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
5. demonstrate understanding of ethical and legal considerations related to group work;
6. become more conscious of his/her personal growth through participation as a group member.

The following table outlines the learning objectives for this course along with the CACREP 2016 standards addressed within each objective. At the completion of this course, students will be able to:

CACREP Grid

Students will demonstrate the following objectives based on CACREP 2016 Masters standards:

Course Student Learning Outcome	KSDE Standards	CACREP Standards PO	CACREP Standards KPI	Evaluation Methods
1. demonstrate understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;		II.F.6.a, b, c, e, g	3. Student is able to effectively design counseling groups.	Process Group Group Facilitation Solo Group/Curriculum Quizzes Final Exam
2. demonstrate understanding of the various types of group leaders and leadership styles and methods to establish/maintain an effective counseling relationship;		II.F.5.f, g, h, j II. F. 6. d, f,	3. Student is able to effectively design counseling groups.	Process Group Group Facilitation Solo Group/Curriculum Process Observer
3. demonstrate understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	Standards 3 & 4	II.F. 6. e,	3. Student is able to effectively design counseling groups.	Process Group Group Facilitation Solo Group/Curriculum Process Observer
4. demonstrate understanding of approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; and working with diverse groups.	Standard 8	II.F.2.b, c, e, f II. F. 6. f, g,	3. Student is able to effectively design counseling groups.	Process Group Group Facilitation Solo Group/Curriculum Discussion Board
5. demonstrate understanding of ethical and legal considerations related to group work;	Standard 1	II.F. V.G.2; n II. F. 6. g	3. Student is able to effectively design counseling groups.	Process Group Group Facilitation Solo Group/Curriculum
6. become more conscious of his/her personal growth through participation as a group member.		II. F. 6. h		Process Group Group Facilitation Solo Group/Curriculum Journal/Final Reflection Paper

Counseling Program Key Performance Indicator(s)

KPI 3: Student is able to effectively design counseling groups

KPI 3 Assessment(s): [See Solo/Group Curriculum Design](#)

Assignments

Your final grade is based on the total points that you earned throughout the semester. The various ways in which you earn points are listed below:

Activity	Description	Points
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Process Group	Each student will attend class virtually. During a portion of class time there will be a group experience. As a participating member of the group each student will be required to participate as a member of group. This will allow the experiential part of the course to help you develop a deeper understanding of content and a deeper method to developing skills	30 points (150 total)
Discussion Board	Each student will contribute to a discussion board to share reflections of the content learned that week with other classmates.	30 points (150 total)
Reflection Journal/Final Reflection Paper	<p>Each student will keep a personal journal making a minimum of weekly entries regarding the process of discovery during the group process. The journal will be utilized as a resource at the end of the semester to compose the final reflection paper. The professor of the course will be the only person required to review the journal and may ask once or twice during the course of the semester to review. Journal prompts will be provided on canvas each week to aid in your self-expression of your self-awareness during the group process.</p> <p>A paper describing your experience from the start of the group process to the end is required. It should describe how you started, what your personal reflection journal revealed to you, and what you have learned. This paper should be no more than four (4) pages and follow APA 7th ed. style. It should be typed, double-spaced, 1-inch margins, 12 pt. font, and stapled. Papers must reflect quality writing skills, creativity, clarity, and depth of thinking. Make certain to attend to proper grammar, spelling, and sentence structure.</p>	200 Points
Group Facilitation	Each student will be assigned a date to demonstrate skills and run a session of the process group. Each student will receive points based on observation of the faculty member. There will be a written component of this assignment, an outline of theme and plans for the session will be submitted through the canvas page. Assigned date to process will be determined and announced during the course of the semester.	100 Points
Process Observer Report/Recording	Each student will record one session of their outside group. This recording will be submitted through a OneDrive folder with a verbatim transcript of the group process, and an analysis of the transcript. Examples of these will be provided on our canvas page. The student will be evaluated on the ability to effectively communicate any observations, the knowledge of group dynamics, and appropriate, professional reflection of the group interactions. The assigned due date will be determined and announced during the course of the semester. It will occur midway through the outside group experience.	100 Points
Solo Group/Curriculum	For this assignment, you will develop a comprehensive curriculum detailing a small group. The curriculum should be functional and appropriate for eight 1-hour	100 Points

	<p>sessions, including a final termination session. You will be responsible for creating a group that you may run from class session 4 until class session 13. (we will discuss this in class and I will provide you with some ideas) You will create a group that you will <i>facilitate as a professional counselor in training</i> (type and topic of your choosing). After selecting a theme and age level for your group design, and having examined current research, you will create a curriculum for you to follow for the 8 week sessions. A report (more instructions will be available on Canvas) reflecting and reviewing your curriculum and your process will be due class session 13.</p> <p>The final paper, including your curriculum must be at least 10 pages in length (not including references), must include peer reviewed research, and in APA style. This paper is to be written in third person (although in the reflection section, first person is allowed). All work must be referenced. Be honest about the influences and adaptations you make to others' work; give them credit and cite their work. This project is an opportunity to be creative while grounding your group in the established research and literature on group work and your target population. Detailed instructions and guidelines for this assignment will be on Canvas.</p>	
Quizzes (7)	During each content week, there will be a short 5 question content quiz. The powerpoint lectures will highlight the information you will need to be successful with these quizzes. There will be 7 of these quizzes.	140 points
Final Exam	There will be one examination (final). The test will consist of T/F and Multiple-Choice questions.	60 points
TOTAL		1000 Points

The minimum number of points for each grade is listed below:

A= 900 points

B= 800 points

C= 700 points

F= less than 700 points

Grades

Process Group	150 pts.
Discussion Board	150 pts.
Group Facilitation	100 pts.
Process Observer Report/Recording	100 pts.
Solo Group Facilitation/Curriculum Report	100 pts.
Reflection Journal/Final Reflection Paper	200 pts.
Quizzes	140 pts.
Final Exam	60 pts.
Total Points	1000

Rubric(s)

Group Facilitation Evaluation Form

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Knowledge of appropriate theories & techniques	___/20	<15	15-24	25-30
Demonstration of effective communication and use of group dynamics & productive group interaction	___/40	< 15	15-24	25-30
Application of effective skills Including awareness of ethical approaches	___/40	< 20	31-35	36-40
TOTAL	/100			

Process Observer Report Evaluation Form

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Clear, audible recording provided	___/30	<15	15-24	25-30
Knowledge of appropriate theories and group stages demonstrated	___/30	< 15	15-24	25-30
Correct transcription and appropriate group dynamics skills demonstrated	___/40	< 20	31-35	36-40
TOTAL	/100			

Final Reflection Paper Evaluation Form

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Writing Style/ Format/Flow (punctuation, grammar, spelling, word use, sentence/paragraph structure) no more than 4 pgs, APA-style	___/25	<12	13-20	21-25
Outline of your group experience from the start to the end; how you started, what your personal reflection journal revealed to you, and what you have learned.	___/75	< 37	38-60	61-75

ReflectionSection (thoughtful reflection, content complete, etc.)	___/100	< 50	51-87	88-100
TOTAL	/200			

Schedule Overview

Tentative Schedule, subject to change

Date/Session	Readings / Class Prep	Topics Covered	Assignment(s) Due
Week 1	Orientation Syllabus Review	Orientation Syllabus Review Group assignment	<i>Reflection journal entry prompt</i>
Week 2	Corey, Chapters 1, 2 & 3	Intro, leadership and ethics in group work	Introduction Board <i>Reflection journal entry prompt</i>
Week 3		<i>Opening group experience</i>	<i>Reflection journal entry prompt</i>
Week 4	Corey, Chapters 4 & 5	Stages of group	Discussion Board 1 <i>Reflection journal entry prompt</i>
Week 5		Process group	Process group 1 <i>Reflection journal entry prompt</i> <i>1 group</i>
Week 6	Corey, Chapters 6 & 7	Initial & Transition stage of group	Discussion Board 2 <i>Reflection journal entry prompt</i> <i>2 group</i>
Week 7		Process group	Process group 2 <i>Reflection journal entry prompt</i> <i>3 group</i>
Week 8	Corey, Chapters 8 & 9	Working stage and Final stage of group	Discussion Board 3 <i>Reflection journal entry prompt</i> <i>4 group</i>
Week 9		Process group	Process group 3 <i>Reflection journal entry prompt</i> <i>5 group</i>
Week 10	Corey, Chapter 10	Groups in school settings	Discussion Board 4 <i>Reflection journal entry prompt</i> <i>6 group</i>
Week 11		Process group	Process group 4 <i>Reflection journal entry prompt</i> <i>7 group</i>
Week 12	Corey, Chapter 11	Groups in Community Settings	Discussion Board 5 <i>Reflection journal entry prompt</i> <i>8 group, termination</i>
Week 13		Group report due	<i>Reflection journal entry prompt</i> Group report due
Week 14		Process group	Process group 5 <i>Reflection journal entry prompt</i>
Week 15			Closing Board <i>Reflection journal entry prompt</i>
Week 16	Termination night	<i>Closing group experience</i>	<i>Reflection journal entry prompt</i>

Week 17 Finals week	FINAL EXAM NIGHT		Final Reflection Paper due tonight
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Kansas State University Information

Statement Regarding Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
 785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
 785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have

experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

Language for Kansas State Manhattan Campus:

Kansas State University [Counseling and Psychological Services](#) offers free and confidential services to assist you to meet these challenges.

[Lafene Health Center](#) has specialized nurse practitioners to assist with mental health.

The [Office of Student Life](#) can direct you to additional resources.

[K-State Family Center](#) offers individual, couple, and family counseling services on a sliding fee scale.

[Center for Advocacy, Response, and Education \(CARE\)](#) provides free and confidential assistance for those in our K-State community who have been victimized by violence.

Language for Kansas State Salina Campus:

The Kansas State Salina Counseling Services offers free and confidential services to assist you to meet these challenges.

The Kansas State Salina Office of Student Life can direct you to additional resources.

[The Kansas State Salina Campus](#) offers several services for students, including health services, counseling, and academic assistance.

Language for Global Campus/K-State Online students:

K-State Online students have free access to mental health counseling with [My SSP](#) - 24/7 support via chat and phone.

The [Office of Student Life](#) can direct you to additional resources.

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.