

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

**Spring 2024  
Advanced Group Counseling  
EDCEP 958**

**General Information**

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**Course Description**

The examination of selected group counseling theories and their relevance for the practice of group counseling in a variety of settings.

**Course Objectives**

1. To enhance knowledge of counseling theories, their application to group work, and issues and challenges addressed by group work specialists
2. To gain an understanding of how individuals change within group work
3. To identify group leader roles and how those roles alter with each counseling theory
4. To help students evaluate theories in relation to their own practice of group counseling and to enhance their personal theoretical orientations to group work

**College of Education Mission & Vision**

“Preparing educators to be knowledgeable, ethical, and caring decision makers for a diverse and changing world.” This vision is fulfilled through the (a) delivery of exemplary instruction to students at the undergraduate and graduate levels; (b) production, interpretation, and dissemination of sound and useful research and scholarship; (c) leadership, collaboration, and service within the profession; and (d) promotion, understanding, and celebration of diversity.

**College of Education 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: 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 Intended Student Learning Outcomes

Outcome	Assessment
Discuss principles of group dynamics, including group process components, developmental theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP VI.B.1.d)	Reflection Papers Group Proposal Conference-style Presentation Instructors' observation of class participation and preparation
Understand and be able to demonstrate various types of group leadership styles and approaches (CACREP VI.B.1.d)	Reflection Papers Group Proposal Conference-style Presentation Instructors' observation of class participation and preparation
Understand theories of group counseling and be able to compare and contrast the different theories studied (CACREP VI.B.1.d)	Reflection Papers Group Proposal Instructors' observation of class participation and preparation
Review and discuss professional journal articles. Explore the writing skills and process for publication (CACREP VI.B.4.h).	Reflection Papers Journal writing demonstration Instructors' observation of class participation and preparation
Understand and discuss group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP VI.B.1.d)	Group Proposal Process Group Instructors' observation of class participation and preparation

### Counseling Program Key Performance Indicator(s)

KPI CES 1 (knowledge) Student is able to demonstrate knowledge of evidence-based counseling practices

KPI CES1 Assessment(s): [See Group Proposal assignment](#)

KPI CES 3 (knowledge) Student is able to demonstrate knowledge of instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

KPI CES 3 Assessment(s): [See Group Proposal assignment](#)

KPI CES 5 (skill) Student is able to prepare professional conference proposals and presentations.

KPI CES 5 Assessment(s): [See Conference-Style proposal and presentation assignment](#)

### Course Materials

#### Required Reading Materials:

Corey, G. (2016) Theory & Practice of Group Counseling (9<sup>th</sup> ed.) Boston, MA: Cengage Learning [TPGC]

#### 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. & Leszcz, M. (2020) *The Theory and Practice of Group Psychotherapy* (6<sup>th</sup> ed.) New York: Basic Books

## Evaluation Plan

**Process Group** 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. 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.

**Reflection Papers** You will write four reflection papers throughout the course. Each paper will ask you to reflect on material that we cover during class. These papers should be written from a personal perspective, so feel free to write using in first-person. Each paper will be 2-3 pages in length, double-spaced, 12-point Times New Roman font, with appropriate grammar and minimal spelling errors. Full credit will be awarded to papers that answer the prompt appropriately, demonstrate thoughtful content, and are returned on time. The prompt for each reflection paper will be posted on Canvas. Please upload your paper to Canvas by 11:59 PM on the due date.

**Group Proposal:** Think ahead to the future when you are a counselor educator at a university. How would you want to teach your group counseling course? In outline form, with some discussion of the outline, show many of the factors that you would consider in organizing the required group experience for your course.

Your proposal should include:

1. Introduction & purpose of the group
  - i. Why is the group important & how will it be useful?
  - ii. What type of group will it be? (psychoeducational, counseling, etc.)
2. Student Learning Outcomes  
These are the CACREP-mandated learning objectives. Which standards will your course cover? Which of your assignments will assess the learning in that standard? Take a look at CACREP's standards here: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>
3. Group Theory
  - i. Which theory (or theories) will be used to guide this group?
  - ii. What are the basic assumptions of this theory and how do these explain how clients make change?
  - iii. Using your theoretical framework, what personal characteristics will be important for you as a leader?
4. Number of sessions & setting Course Objectives
  - i. What do you want student to be able to do when the course is over?
5. Course Materials
  - i. Textbooks, workbooks, student manuals, etc.
6. Evaluation Plan
  - i. i.e. assignments, how you plan to evaluate students
7. How will ethical concerns be addressed?
8. How will you educate about evidence-based practices for group counseling?

9. How will diversity (race, culture, sexual identity, disability, etc.) be addressed?
10. Include a topic/theme for each session with description or copies of activities, etc., (this is your curriculum guide)
  - i. Plan between 5 and 8 sessions

**Journal Writing demonstration** As future counselor educators, passing on important information about research results and uncovering new data are important roles in our profession. For this assignment, you will select 3-4 journal articles (peer-reviewed publications) on a topic regarding group processes: teaching, studies on implementation, use in school settings, groups in residential environments, needs for group research, etc. Based on the selected articles, you will outline the sections of a manuscript that you would propose to create. Further directions will be on the canvas page.

**Conference-style Presentation** As future counselor educators, researchers, and leaders, you should be prepared to give a professional presentation at a conference. For this assignment, each student will create a 30-45 minute presentation on a topic related to group counseling using PowerPoint. You can choose any topic as long as it is related to group counseling. Here are a few examples of good topics: *Group Counseling for Adolescents – Ethical and Legal Issues; Using Mindfulness-based Approaches in Group Counseling; Practical Considerations for Starting a Counseling Group; Group Counseling in Residential Facilities: Benefits and Limitations*. Your presentation can include a combination of lectures, activities, case studies, video demonstrations, and even live demonstrations. Feel free to be creative! You will **complete a proposal** (directions will be found on Canvas) which will include background information about your topic, including relevant literature. Please provide references in an APA-formatted references list. You will submit the proposal, by the due date. Upon approval of the proposal **you will complete a recorded/virtual presentation** of your topic. These will be uploaded to a OneDrive folder. Presentations will be reviewed and then chosen for publication on our canvas page with a discussion board prompt from class peers.

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.
Reflection Papers	200 pts. (50 ea.)
Group Proposal	150 pts.
Conference-Style presentation	300 pts.
Journal-writing demonstration	200 pts.
<b>Total Points</b>	<b>1000</b>

### Tentative Course Calendar

Please complete all assigned readings prior to the class date listed. Any assignments that are submitted to Canvas are due by 11:59 PM on the date listed.

Date	Topics & Tasks	Readings & Assignments Due
Week 1	Introduction to Course Syllabus Review	
Week 2	Group Leadership Ethical and Professional Issues in Group Work	TPGC Ch. 1-3
Week 3	<b>Process Group</b>	<i>Reflection #1 Due</i>

Week 4	Stages of Group Work	TPGC Ch. 4 -5 <i>Journal Writing demonstration</i>
Week 5	<b>Process Group</b>	
Week 6	Psychoanalytic Approach to Groups Adlerian Group Counseling	TPGC Ch. 6-7
Week 7	<b>Process Group</b> Psychodrama in Groups	TPGC Ch. 8
Week 8	Existential Approach to Groups	TPGC Ch. <i>Conference Style Proposal (part 1)</i>
Week 9	<b>Process Group</b> Person-Centered Approach to Groups	TPGC Ch.10
Week 10	Gestalt Therapy in Groups	TPGC Ch. 11 <i>Reflection #2 Due</i>
Week 11	<b>Process Group</b> Cognitive Behavioral Approaches to Group	TPGC Ch. 13 <i>Conference Style Presentation (part 2)</i>
Week 12	Rational Emotive Behavior Therapy in Groups	TPGC Ch. 14 <i>Reflection #3 Due</i>
Week 13	<b>Process Group</b> Reality Therapy in Groups	TPGC Ch. 15 <i>Group Report – first draft - optional</i>
Week 14		<i>Conference Style discussion (part 3)</i> <i>Discussion Board participation</i>
Week 15	<b>Process Group</b> Solution-Focused Groups Motivational Interviewing in Groups	TPGC Ch. 16 <i>Reflection #4 Due</i>
Week 16	An Integrative Approach to Groups	TPGC Ch. 17-18
Week 17	<i>Finals week – finish up assignments</i>	<i>Group Report - Final</i>

### Kansas State Course Syllabi Statements

#### *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](mailto:accesscenter@k-state.edu)  
 785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator  
[jarowe@k-state.edu](mailto: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](mailto: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.*