



## Graduate Course Syllabus

### COU 660: Group Counseling

Center: Online

#### Course Prerequisites

Advisor registration required

COU 530 and COU 540

#### Course Description

Address the theoretical foundations of group counseling and the stages of group development. Demonstrate an initial understanding of the dynamics of group sessions. Explore ethics and multicultural aspects specific to the various types of groups.

#### Course Outcomes

- Evaluate evidence-based group counseling practices and theories to orient interventions
- Identify group counseling skills and techniques as they are applied throughout the stages of group counseling
- Justify approaches to group formation and selection to inform group counseling dynamics
- Analyze group processes and dynamics in order to differentiate modalities of counseling
- Evaluate group leadership skills and techniques for their ability to successfully facilitate group counseling sessions

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

*Group Counseling: Strategies and Skills*

Jacobs, Schimmel, Mason, Harvill

Cengage Learning

Eighth Edition

2016

ISBN: 978-1-305-08730-9

*Publication Manual of the American Psychological Association*

American Psychological Association

Seventh edition

### **Bongo**

The following equipment will be needed to complete the Bongo activities in this course:

- Mac or PC desktop or laptop (not a mobile device or tablet)
- Webcam
- Microphone

For more detailed technical requirements, refer to [this document](#).

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Start Here Assignment	1	5	5
Discussion: Choose a Group Topic	1	10	10
Discussions	4	30	120
Video Discussions	3	30	90
Video Discussion: Reflect on Attending a Group Session	1	50	50
Journals	2	30	60
Assignment	1	5	5
Final Project			
Drafts	3	50	150
Practice Activity	1	70	70
Final Project One Submission	1	210	210
Final Project Two Submission	1	230	230
			<b>Total Course Points:</b> 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each week.

For more detailed information, view the [Comprehensive Syllabus](#).

### Concept One: Introduction to Group Counseling

Week One	Introduction to Group Counseling <i>Group Counseling: Strategies and Skills</i> , Chapter 1 1-1 Video Discussion: Reflection on Group Counseling 1-2 Discussion: Choose a Group Topic
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### Concept Two: Stages of Group and Group Dynamics

Week Two	Stages of Group and Group Dynamics <i>Group Counseling: Strategies and Skills</i> , Chapters 2–4 2-1 Discussion: Group Dynamics 2-2 Draft One: Final Project One: Rationale 2-3 Discussion: Select a Group Counseling Session (Non-graded)
Week Three	Group Process, Dynamics, and Basic Skills for Leaders <i>Group Counseling: Strategies and Skills</i> , Chapter 6 3-1 Video Discussion: Compare and Contrast Counseling Skills 3-2 Assignment: Select a Group Counseling Session

### Concept Three: Group Process

Week Four	Group Process and Development: Beginning/Initial Stage <i>Group Counseling: Strategies and Skills</i> , Chapters 5 and 13 4-1 Draft Two: Final Project One: Screening and Plan 4-2 Discussion: Theories Applied to Group Leadership
Week Five	Group Process and Development: Working Stage <i>Group Counseling: Strategies and Skills</i> , Chapters 7 and 8 5-1 Discussion: Group Leadership Skills: Working Stage 5-2 Practice Activity: Final Project Two
Week Six	Group Process and Development: The Closing Stage <i>Group Counseling: Strategies and Skills</i> , Chapters 12 and 15 6-1 Video Discussion: Reflect on Attending a Group Session 6-2 Draft Three: Final Project One: Group Stages and Curriculum Overview

### Concept Four: Group Leadership and Ethics in Group Counseling

Week Seven	Group Leadership <i>Group Counseling: Strategies and Skills</i> , Chapters 16, 17, and 9 7-1 Video Discussion: Dealing with Problem Situations 7-2 Journal: Self-Reflection: Group Leadership Challenges
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Week Eight	Group Counseling Leadership: Legal and Ethical Considerations 8-1 Discussion: Ethical Situations
Week Nine	Final Projects 9-1 Final Project One Submission: Group Curriculum 9-2 Final Project Two Submission: Justify Group Curriculum
Week Ten	Course Reflection 10-1 Journal: Skills for Residency II

### CACREP Alignment Map

Week 1:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
1-1 Video Discussion: Reflection on Group Counseling		CO4	PO5	Week 1 Bongo Discussion Rubric
1-2 Discussion: Choose a Group Topic	2.F.6.f	CO1	PO5	Week 1 Discussion Rubric
Week 2:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
2-1 Discussion: Group Dynamics	2.F.6.b	CO4	PO5	Week 2 Discussion Rubric
2-2 Draft One: Final Project One: Rationale	2.F.6.f., 2.F.6.g., 5.C.3.b	CO1, CO3	PO5, PO6	Draft One Guidelines and Rubric
2-3 Discussion: Select a Group Counseling Session (Non-graded)				Not Graded
Week 3:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
3-1 Video Discussion: Compare and Contrast Counseling Skills	2.F.6.d, 5.C.3.b	CO5	PO6	Week 3 Bongo Discussion Rubric
3-2 Assignment: Select a Group Counseling Session		CO2	PO5	Week 3 Assignment Rubric
Week 4:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
4-1 Draft Two: Final Project One: Screening and Plan	2.F.6.a., 2.F.6.e., 2.F.7.e.	CO1, CO2, CO3	PO5, PO6	Draft 2 Guidelines and Rubric
4-2 Discussion: Theories Applied to Group Leadership	2.F.6.a., 2.F.6.d.	CO5	PO6	Week 4 Discussion Rubric
Week 5:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
5-1 Discussion: Group Leadership Skills: Working Stage	2.F.6.b., 2.F.6.d.	CO5	PO6	Week 5 Discussion Rubric
5-2 Practice Activity: Final Project Two	2.F.6.a., 2.F.6.e.	CO3	PO6	Week 5 Practice Activity Rubric

<b>Week 6:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
6-1 Video Discussion: Reflect on Attending a Group Session	2.F.6.b., 2.F.6.d., 5.C.2.a.	CO5	PO6	Week 6 Bongo Discussion Rubric
6-2 Draft Three: Final Project One: Group Stages and Curriculum Overview	2.F.6.b., 2.F.6.e., 2.F.6.f.	CO2, CO4	PO5	Draft 3 Guidelines and Rubric
<b>Week 7:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
7-1 Video Discussion: Dealing with Problem Situations	2.F.6.b., 2.F.6.c.	CO5	PO6	Week 7 Bongo Discussion Rubric
7-2 Journal: Self-Reflection: Group Leadership Challenges	2.F.1.k; 2.F.6.d	CO5	PO6	Week 7 Journal Guidelines and Rubric
<b>Week 8:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
8-1 Discussion: Ethical Situations	2.F.6.c, 2.F.6.d., 2.F.6.g. 5.C.2.i	CO5	PO6	Week 8 Discussion Rubric
<b>Week 9:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
9-1 Final Project One Submission: Group Curriculum	2.F.6.c., 2.F.6.e., 2.F.6.f., 2.F.6.g, 5.C.2.j, 5.C.3.b	CO2, CO3, CO4	PO5, PO6	Final Project 1 Guidelines and Rubric
9-2 Final Project Two Submission: Justify Group Curriculum	2.F.6.e., 2.F.6.f., 2.F.8.b	CO1, CO2, CO3	PO5, PO6	Final Project 2 Guidelines and Rubric
<b>Week 10:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
10-1 Journal: Skills for Residency II	2.F.5.g	CO2	PO5	Week 10 Journal Guidelines and Rubric

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.

- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).