

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5620
3. Short title: Group Counseling
4. Long title: Group Counseling
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2019

8. **Catalog course description:** This course is designed to introduce the use of groups as an instrument of change in the counseling process. This course provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods and skills, and other group approaches. Emphasis is placed on learning about the group process and techniques through observing, critiquing, and experiencing being in a group. Students will participate in structured group guidance activities during the first part of the course and be a member and an observer of a growth group during the second part of the course.

9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:
☐ Face to Face ☐ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40

11. Course(s) to be deleted from the catalog once this course is approved. None.

12. Equivalent course(s): None.
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, CSD 5530.
 - a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
 - b. Minimum grade required for the prerequisite course(s)? B for CSD 5530
 - c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No
 - d. Who may waive prerequisite(s)?
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development
- b. Degrees, colleges, majors, levels, classes which may not take the course: Any student who has not been admitted to the CSD Program

16. Repeat status: x May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: x Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions:

- ___ Grade for course will not count in a student's grade point average.
- ___ Grade for course will not count in hours toward graduation.
- ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer:

- ___ A community college course may be judged equivalent.
- ___ A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of Counseling and Student Development
- ___ Course is required for the minor(s) of _____
- ___ Course is required for the certificate program(s) of _____
- ___ Course is used as an elective

2. **Rationale for proposal:** To meet the current CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

4. **General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

CSD 5620, Group Counseling

2. Catalog description

This course is designed to introduce the use of groups as an instrument of change in the counseling process. This course provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods and skills, and other group approaches. Emphasis is placed on learning about the group process and techniques through observing, critiquing, and experiencing being in a group. Students will participate in structured group guidance activities during the first part of the course and be a member and an observer of a growth group during the second part of the course.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
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a) Develop an understanding of the theoretical foundations of group counseling and group work	1, 2, 3
b) Examine dynamics associated with group process and development	1, 2, 3
c) Understand therapeutic factors and how they contribute to group effectiveness	1, 2, 3
d) Examine characteristics and functions of effective group leaders.	1, 2, 3
e) Examine approaches to group formation, including recruiting, screening, and selecting members.	1, 2, 3
f) Examine types of groups and other considerations that affect conducting groups in varied settings	1, 2, 3
g) Understand ethical and culturally relevant strategies for designing and facilitating groups.	1, 2, 3
h) Direct experiences in which student participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	1, 2, 3

4. Course materials.

- Corey, M., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed). Belmont, CA: Brooks/Cole.
- Donigian, J. & Malnati, R. (1999). *Critical incidents in group therapy* (2nd ed). Belmont, CA: Brooks/Cole.

5. Weekly outline of content.

Week	Topic	Length of Class	Reading/Assignments Due
Week 1	Syllabus and Expectations Introduction to Group and Ethics Types of groups	150 minutes	Corey 1 and 3
Week 2	Therapeutic Factors Group Leadership	150 minutes	Corey 2 Yalom 1 and 2
Week 3	Forming a Group Cultural Considerations Group Screening	150 minutes	Corey 4 Yalom 3 and 8
Week 4	Initial Stage Transitional Stage	150 minutes	Corey 5 and 6 Yalom 4
Week 5	Working Stage Final Stage Conduct group screening	150 minutes	Corey 7 and 8 Group Screening

Week 6	Conduct group screening Midterm review	150 minutes	Group Screening Research Summary
Week 7	Midterm	150 minutes	
Week 8	Experiential Session One	150 minutes	Reaction Journal One Due
Week 9	Member roles Experiential Session Two	150 minutes	Stonebridge, 2012 Reaction Journal Two Due
Week 10	Groups for Children and Adolescents Experiential Session Three	150 minutes	Corey 9 and 10 Reaction Journal Three Due
Week 11	Groups for Adults Experiential Session Four	150 minutes	Corey 11 and 12 Reaction Journal Four Due
Week 12	Cognitive Behavioral Experiential Session Five	150 minutes	Donigian 2 Reaction Journal Five Due
Week 13	Gestalt Experiential Session Six	150 minutes	Donigian 4 Reaction Journal Six Due
Week 14	Individual Psychology Experiential Session Seven	150 minutes	Donigian 5 Reaction Journal Seven Due
Week 15	Psychodynamic Groups Experiential Session Eight	150 minutes	Donigian 7 Reaction Journal Eight Due Critique Due
Week 16	Final		

6. Assignments and evaluation, including weights for final course grade.

Attitude and attendance - 30 points

Research articles- 30 points

Reaction journals - 40 points (8 journals at 5 points)

Critique - 100 points

Midterm learning assessment- 50 points

Final learning assessment- 50 points

Total Points = 300 points

- a. Attendance and Attitude: Attendance is necessary for co-constructing a deeper meaning for the class and for a full experience of the group process to be felt. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected.
- b. Research articles: An integral part of effective group planning is knowledge of current relevant research. This assignment is designed to introduce students to small group research with the goal that they may integrate what they have learned into future group planning.
- c. Reaction Journals: Students are required to submit a reaction paper for each of the eight group meetings.

- d. Critique: Students are required to submit a critique that covers the development of the observed group dynamics through the progression of the experiential group. Students should report on observations over the course of a minimum of three observed groups.
- e. Midterm and Final: Students will be assessed with a midterm and final learning assessment. Each test will consist of multiple-choice, short answer, matching, and essay questions. Students will be responsible for all material from assigned readings and class discussions. The midterm will cover material up to the test date and the final exam will cover material after the midterm.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Research articles	a and g
Reaction Journals	a, b, d, h
Critique	a, b, c, d, e, f, g
Midterm and Final	a, b, c, d, e, f, g

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee: 2/26/18

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: