

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5620
Group Counseling

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5620

2. Group Counseling

3. Group Counseling

4. 3-0-3

5. Term(s) to be offered: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer Year: 2012

7. Course description:

This course is designed to provide both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: none

e. Repeat status: Course may not be repeated.

f. Degree, college, major(s), level, or class 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.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

11. Instructional delivery method: (Check all that apply.)

- lecture
 lab
 lecture/lab combined
 independent study/research
 internship
 performance
 practicum or clinical
 study abroad
 Internet
 hybrid
 other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Through readings, lecture, assignments and active class participation, students will

- a. examine and discuss principles of group dynamics including group process components, developmental stage theories, and group members’ roles and behaviors, and therapeutic factors of group work.
- b. examine and discuss leadership and facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles, as well as professional preparation standards for group leaders.
- c. examine and discuss theories of group counseling including commonalities, distinguishing characteristics and pertinent research and literature.
- d. examine and discuss group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods of evaluation of effectiveness.
- e. direct experiences in which students 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.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine and discuss principles of group dynamics including group process components, developmental stage theories, and group members’ roles and behaviors, and therapeutic factors of group work.	Mid-term exam; Final Exam; Experiential Group ; Reaction Journals; Critiques
b. Students will examine and discuss leadership and facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles, as well as professional preparation standards for group leaders.	Mid-term Exam; Experiential Group; Reaction Journals; Critiques
c. Students will examine and discuss theories of group counseling including commonalities, distinguishing characteristics and pertinent	Final Exam

research and literature.	
d. Students will examine and discuss group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods of evaluation of effectiveness.	Final Exam; Experiential Group; Reaction Journal; Critiques
e. Students will direct experiences in which students 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.	Experiential Group; Reaction Journals

- **Experiential Group Involvement:** Students’ attendance is the only direct evaluation of their participation in the experiential sessions. The nature and quality of the participation in experiential sessions does not affect their grade.
- **Reaction Journals to Experiential Sessions:** Students will submit a reaction paper for each of the first eight group meetings. (48 pts).
- **Submit two critiques (4 to 5 pages each) of the observed sessions:** Report on group process, stages, leader and member behaviors and the interactions students’ observe. Identify what these behaviors represent in terms of group process and techniques. Each critique will be worth a maximum of 30 points.
- **Midterm and Final Exam:** There will be a midterm and final exam in this course. Each exam will consist of both multiple-choice and essay questions. Students will be responsible for all material from assigned readings and class discussions. Each exam is worth 50 points.
- **Attendance/participation:** This is an experiential class, therefore, it is vital that students attend all classes.

3. Explain how the instructor will determine students’ grades for the course:

Grades will be based on the following criteria:

Midterm Exam	50 points
Reaction Journals (8 @ 6pts)	48 points
Critiques (2)	60 points
<u>Final Exam</u>	<u>50 points</u>
Total Points	208 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Syllabus and Introduction to Groups and Ethics
2	Therapeutic factors and Group Counselor
3	Forming a Group Change and Formation of Group
4	Initial Stage Support Groups
5	Transitional Stage Review Exam Group Screening
6	Midterm Exam Working Stage Group Screening
7	Growth Group/ observational experience Experiential Session #1
8	Experiential Session #2
9	Experiential Session #3
10	Spring Break
11	Experiential Session #4
12	Experiential Session #5
13	Experiential Session #6
14	Experiential Session #7
15	Experiential Session #8 – Final Group
16	Final Exam

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. None at graduate level.
- b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Corey, M.S. and Corey, G. (2006). *Groups: Process and practice* (7th ed.). Pacific Grove, CA: Brooks/Cole.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

Revised: 3/12/12

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581-6696	581-3413	581-2412	581-6583