Master of Arts in Counseling
Course Syllabus

Course Information	**Location/Date/Time**
COUN567 - GROUP COUNSELING	SB003
Spring 2024	Thursdays 8:30-11:30 am
3 Semester Hours	

INSTRUCTOR'S INFORMATION:

Jennifer Cline, PhD, LPC

Email: jennifer.cline@emu.edu
Office Phone: 540.432.4213

Student Hours: **Greet:** A 5-10 minute "pop-in" whenever my office door is open to say "hi" and connect
Meet: A 15–30 minute scheduled meeting for advising or to discuss an issue
Work: A longer scheduled meeting to engage in parallel or collaborative worktime
adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*

COURSE DESCRIPTION:

The purpose of this course is to introduce students to the theory and practice of group counseling. The course will provide information about and training in establishing, leading, and evaluating counseling groups of various types. Within this course students will explore different theoretical approaches to counseling groups, basic principles of group dynamics which include leadership tasks, group developmental stages, and member roles. Consideration will be given to ethical, legal, and professional issues.

COURSE GOALS AND OBJECTIVES (2024 CACREP STANDARDS & CLINICAL MENTAL HEALTH STANDARDS):

STUDENTS WILL:
1. review theoretical foundations of group counseling and group work *(3.F.1.);*
2. identify dynamics associated with group process and development *(3.F.2.);*
3. identify therapeutic factors and how they contribute to group effectiveness *(3.F.3.);*
4. understand characteristics and functions of effective group leaders *(3.F.4.);*
5. acquire knowledge about approaches to group formation, including recruiting, screening, and selecting members *(3.F.5.);*
6. understand how technology is applicable in group counseling and group work settings *(3.F.6.);*
7. review types of groups and other considerations that affect conducting groups in varied settings *(3.F.7.);*
8. incorporate culturally sustaining and developmentally responsive strategies for designing and facilitating groups *(3.F.8.);*
9. engage ethically and legally relevant strategies for designing and facilitating groups across service delivery modalities *(3.F.9.);* and
10. participate in direct experiences of group facilitation and membership for 10 hours over the course of the semester *(3.F.10.).*

EXPERIENTIAL GROUP TRAINING:

The CACREP standards require students to participate in at least 10 hours of direct experience in a small group as a group member. According to Brabender, Fallon, and Smolar (2004), *the essential components of a training program for group facilitators are as follows*: "(1) didactic instruction, (2) experience in conducting groups, (3) supervision of group work, (4) personal experience in training groups, personal group therapy, or, preferably, both" (p. 278). This class is designed to provide each of these components. Didactic instruction will include input from the instructor, reading of the text, discussion of group issues, and videotaped group

sessions. Experience in conducting groups will take place as students in the class assume the facilitation of the group. Supervision will be provided in sessions with the instructor and through feedback from peers. Lastly, each class session will include an experience in a training group and personal group therapy. "Students engaged in experiential training must be willing to engage in self-disclosure, to become active participants in an interpersonal group, and to engage themselves on an emotional as well as a cognitive level" (Corey et al., 2018, p. 88). The experiential learning process attends to the elements of group membership, group dynamics, and group leadership.

- **Membership.** In order to know how groups function and how to manage their process, you must be involved in the experience, both as a group member and as a group leader.
- **Dynamics.** Regardless of their composition and purpose, all groups have certain characteristics in common. Concepts such as group norms, roles, boundaries, process, and development are useful tools for understanding group dynamics. Learning group dynamics is like learning a foreign language. The best way is to become immersed in the process by studying, observing, and practicing group skills.
- **Leadership.** The role of the person who is primarily responsible for influencing group process is always an essential one. Although groups are somewhat predictable, they also develop a "personality" that arises out of the contributions of their members. The hackneyed phrase, "the whole is greater than the sum of the parts" is certainly true with groups. This is what gives groups their power, but it is also what makes group leadership challenging. You can influence a group, but you must be focused, persistent, and skilled. Ultimately, you need to trust the process.

TEACHING APPROACH:

This course will emphasize the process of collaborative elaboration and experiential practice. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the professor, will engage one another during class sessions in the development and the active engagement with the material being explored. **Everyone involved in the class is expected to fully engage in this process**. (*See Participation Section). It is important that you come to class having read all assignments in order to gain the most from this course.

Most of our classes will follow this general structure:
- Welcome
- Psychoeducational Group Discussion
- Viewing of videos of the Coreys and Yalom
- Break
- Participate in a Group Process Experience: Co-facilitated by students

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you **keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS:

Please have all readings completed by the day listed on the syllabus.

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice, 10th ed.* Cengage Learning.

Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy, 6th ed.* Basic Books.

SCHEDULE AND TOPICS:

Course Schedule

CC&C = Corey, Corey, and Corey text; Y&L = Yalom and Leszcz text

Date	Subject	Reading/Assignments Due
1/18/24	Introduction to Course	
1/25/24	Introduction to Group Work *CACREP 2024, 3.F.2.-3.F.4., 3.F.8., and 3.F.10.*	**CC&C, Ch. 1; Y&L, Ch. 1-3** **ET #1 Due on Wednesday, 1/24 at noon** **In class:** Group Experience
2/1/24-2/2/24	ASIST Training – NO CLASS	
2/8/24	The Group Counselor *CACREP 2024, 3.F.3.-3.F.4., 3.F.8., and 3.F.10.*	**CC&C, Ch. 2; Y&L, Ch. 4-5** **ET #2 Due on Wednesday, 2/7 at noon** **In class:** Group Experience
2/15/24	Ethical and Legal Issues *CACREP 2024, 3.F.3.-3.F.4., and 3.F.8.-3.F.10.*	**CC&C, Ch. 3** **ET #3 Due on Wednesday, 2/14 at noon** **In class:** Group Experience
2/22/24	Theories and Techniques *CACREP 2024, 3.F.1., 3.F.3.-3.F.4., 3.F.8., and 3.F.10.*	**CC&C, Ch. 4; Y&L, Ch. 6-7** **ET #4 Due on Wednesday, 2/21 at noon** **Due:** Proposal Topic **In class:** Group Experience
2/29/24	Forming a Group *CACREP 2024, 3.F.3.-3.F.8., and 3.F.10.*	**CC&C, Ch. 5; Y&L, Ch. 8-9** **ET #5 Due on Wednesday, 2/28 at noon** **In class:** Group Experience
3/7/24	Spring Break – NO CLASS	
3/14/24	Initial Stage *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.8., and 3.F.10.*	**CC&C, Ch. 6; Y&L, Ch. 10** **ET #6 Due on Wednesday, 3/13 at noon** **Due:** Annotated bibliography for proposal **In class:** Group Experience
3/21/24	Transition Stage *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.8., and 3.F.10.*	**CC&C, Ch. 7; Y&L, Ch. 11-12** **ET #7 Due on Wednesday, 3/20 at noon** **In class:** Group Experience
3/28/24	Working Stage *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.8., and 3.F.10.*	**CC&C, Ch. 8; Y&L, Ch. 13** **ET #8 Due on Wednesday, 3/27 at noon** **In class:** Group Experience
4/4/24	Final Stage *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.8., and 3.F.10.*	**CC&C, Ch. 9; Y&L, Ch. 14** **ET #9 Due on Wednesday, 4/3 at noon** **In class:** Group Experience
4/11/24	School Settings *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.10.*	**CC&C, Ch. 10; Y&L, Ch. 15** **ET #10 Due on Wednesday, 4/10 at noon** **In class:** Group Experience **DUE:** Group Proposals
4/18/24	Community Settings *CACREP 2024, 3.F.3.-3.F.4., 3.F.7.-3.F.10.*	**CC&C, Ch. 11; Y&L, Ch. 16** **ET #11 Due on Wednesday, 4/17 at noon** **In Class:** Final Group Experience **In Class:** Group Proposals with Peer Reviewer

4/25/24	Group Work – Special Interests	**In Class:** Present Group Proposals
5/2/24	Finals Week – NO CLASS	Counseling dyad (with Advanced Multicultural student) and attendance at Capstone Presentations will count as seat time

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

A = 396-440 B = 352-395 C = 308-351

Entry Tickets	100	
Participation in Group Experience	100	440 points possible
Facilitation of Group Experience	100	
Formal Group Proposal	140	

ASSIGNMENTS:

Entry Tickets *(CACREP 2024, 3.F.1.-3.F.9.)*– 100 points
Your weekly entry tickets will be short, open-book assessments taken individually via Google. **They will be due by noon on the Wednesday before class.** Entry tickets will be comprised of multiple-choice and short-essay questions. Questions will be based on the assigned Corey, Corey, & Corey textbook reading. There will be NO make-up entry tickets, but you can skip one and still get full credit or you can take all the entry tickets for extra credit.

Participation in Group Experience *(CACREP 2024, 3.F.10.)* **– 100 points**
Come to class prepared to fully engage in the process group segment. Share as much as you can, and offer your genuine feedback to others in your group. The expectation for your group participation will be that you are fully involved and contributing to the group process. **Your behavior as a member of this group will _not_ be evaluated for a grade; rather your participation will be the basis for your grade. See Appendix A for informed participation agreement.**

You are expected to keep confidential all conversations taking place in your group. Any "malicious" breach of confidentiality could result in your failing the course.

You are also asked not to process with other group members outside of the group sessions those issues that need to be worked through within the group. What we are attempting to avoid is the resolution of in-group disputes outside the group, and the forming of coalitions which can disrupt our group process. This does not mean that you are prohibited from talking to other group members about our group process. However, do try to avoid establishing cliques or "chewing the flavor out" of group issues still pending.

Here are some suggestions for getting the most out of your experience (adapted from Corey, Corey, Callanan, and Russell, 2004):
- At the start of the group session, **take three deep breaths and focus on being in the room**. Leave your preoccupations at the door or talk about them in the group if they continue to distract your focus during the group session.
- **Be in the here-and-now.** What's happening in the group? What's going on in your head at this very moment? What is going on that makes you feel closer to or more distant from others? What is happening between the group members? Put a priority on noticing what is happening inside the group. Explore with the group what you notice.
- **Have a flexible focus.** Commit yourself to getting something from this group by focusing on what you hope to accomplish while remaining open to what comes up spontaneously within the group.
- **Don't wait to work.** It is easy to let a group session go by without getting around to what you hope to do or say. The longer you wait to involve yourself, the harder it will become. The success of group depends on your eagerness to do your own work. Each member should take responsibility to actively pursue their own work.
- **Get involved, be active, and be open.** Consider the group as a place where you are safer and freer than usual to express yourself. If you don't know what is going on in your mind, tell the group that. It is okay to be "messy" and let others know about the things that you normally keep hidden from others. We follow "group rules" not "social rules" and these rules allow for greater self-disclosure. You will help yourself most if you take an active role in the group. Realize that others will not know you if you remain silent.

- **Give feedback to others**. Giving feedback is a skill few of us have learned to do well, but it can be one of the most effective ways to deepen any relationship. Be specific about what you're responding to, such as a particular remark or gesture. Be direct, honest, and provide concrete examples. Share both positive and negative feedback.
- **Learn to receive feedback from others.** Ask for feedback. Find out from others in the group how they perceive you. What role do they see you taking on in the group? What are your "blind spots"? Think of feedback as a gift from other group members. Acknowledge feedback with a sense of gratitude. Seek clarification from the member or verify with other members if the feedback you've received matches their perceptions. Beware of becoming defensive, but if you feel yourself becoming defensive, it's a good idea to share it.
- **Express your feelings genuinely with the group**. The expression of emotion will have far greater value than the expression of ideas or information. Take the risk to let yourself be emotionally available to and vulnerable with others.
- **Remember that how people talk is as important as what they say**. Pay attention to the non-verbal behaviors in the group—yours and those of other members. Talk about what you notice.
- **Don't expect to *fully* understand others or to be *fully* understood.** Remember the complexity of yourself and of others. Resign yourself to the idea that no one can have the full picture of another person and focus on using this opportunity to explore facets of oneself and others.
- **A few things to avoid.** Avoid advising, interpreting, and questioning. Sometimes we really want to offer advice to someone who is struggling, but often when we do, we fail to let that person feel heard. Don't gossip. Don't be too quick to comfort. If you rush in to support or comfort fellow members, you may not be respecting their desire to fully express their experience. Avoid storytelling. Telling a story is sometimes a way of being known, but it can also be a way of avoiding dialogue and intimacy.

Participation in the Group Experience

Your grade for group participation will be based on your respectful and attentive commitment throughout the term. I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Our class times are your opportunities to hone that skill of being fully present.

The following rubric will be used to evaluate your participation:

Excellent – a HIGH A	Acceptable – a LOW A/B	Unacceptable – a C or BELOW
Consistently engages, actively listens, and builds on the contributions of other members of the group. Arrives promptly and fully prepared to every session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating group environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.	Misses no more than one group session, arrives promptly, and is well prepared for group. Interacts respectfully and empathically with other members of the group. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to group discussion. Is open to feedback and brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the group. Demonstrates a notable lack of interest in contributing to a positive group environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the facilitator.

Group Facilitation Experience *(CACREP 2024, 3.F.1.-3.F.10.)* **– 100 points**

You will co-facilitate two process groups over the course of the semester. As co-facilitators, you and your partner must work together to **create a written plan (see Appendix B for "Group Leadership Planning Guide")** for facilitation of your group session. In your plan, briefly share your impressions of the current group process. Then describe the techniques and strategies you will employ to enhance the group experience. Submit the written plan to me by noon on the Wednesday before you lead the process group. After your co-

facilitating experience, **complete the leadership self-assessment (on Moodle) and write a brief reflection** (1-2 double-spaced pages; does not need to be APA) on your leadership experience including what you did well, what needed improvement, what you would do differently, and your experience with your co-leader; submit within one week. Each co-facilitation experience is worth 50 of the 100 points for group facilitation.

The following rubric will be used to evaluate your performance on the group facilitation experience:

Excellent – a HIGH A	Acceptable – a LOW A/B	Unacceptable – a C or BELOW
As a co-facilitator - Written plan submitted on time and demonstrates a nuanced understanding of the group process. Plan for facilitation is clear, creative, and promising. Highly productive pre-session planning and highly insightful post-session review.	**As a co-facilitator** - Written plan is submitted on time and demonstrates an adequate understanding of the group process. Plan for facilitation is clear and relevant. Productive pre-session planning and adequate post-session review.	**As a co-facilitator** - Written plan is submitted late, not submitted, or does not adequately describe one's impressions of the current group process. Plan for facilitation is inadequate. Post-session review is only cursory.

Formal Group Proposal *(CACREP 2024, 3.F.1.-3.F.9.)* **– Competency assignment worth 140 points**
Due Dates:
- 2/22/24 Turn in proposal topic (10 pts.).
- 3/14/24 Turn in annotated bibliography, minimum of 4 peer-reviewed journal articles (10 pts.).
- 4/11/24 Turn in FINISHED proposal for peer review (10 pts.).
- 4/18/24 Complete peer review for colleague (10 pts.).
- 4/25/24 Each person has 8 minutes to orally present their proposal in class; turn in peer reviewed copy and final proposal with oral presentation (100 pts.). **See Appendix C for peer review process.**

Prepare a group proposal and develop a 6-week curriculum for the proposed group. Select a setting in which you would implement a group for a specific population (e.g., groups designed for children, adolescents, college students, older adults). Select one of the group specializations (i.e., task, psychoeducation, counseling, or psychotherapy) and develop a proposal and curriculum. The group curriculum should consist of six sessions and should be in a lesson plan format (example below). The recommended page length is 12-18 pages (including the curriculum); papers should be consistent with APA, v.7, student paper style guidelines, including a title page, headings, margins, spacing, and references (no abstract is necessary). In addition to your textbooks, you should **cite a minimum of four peer-reviewed journal articles** to support your proposal.

The proposal should include, at minimum, the following components:
a) ***The rationale and relevance of the proposed group*** *(use support from the literature to justify your rationale):* Identify the presenting concern or clinical issue(s) to be addressed and the group specialization (i.e., task, psychoeducation, counseling, or psychotherapy). Provide a strong rationale as to why the population you chose needs services and the way that in which your group will meet those needs.
b) ***Objectives of the group:*** Identify 3-5 objectives for the group overall; *in your curriculum*, include an objective for each session that relates to these overall objectives.
c) ***Target population:*** Describe the composition of the group members: heterogeneous or homogeneous, open or closed, age or grade level, gender, number of participants/members, etc.
d) ***Practical considerations*** *(use support from the literature to justify your processes):*
   a. Include an informed consent form.
   b. Explain when and where the group will take place.
   c. How long will the group meet? How frequent are meetings? What is the duration of the meeting?
   d. Is the group open or closed?
   e. Describe how you will recruit, select, and screen members. Describe the criteria for inclusion in the group and what would cause a member to be inappropriate for the group. How might you deal with a candidate who is not appropriate for your group?

      f.   How many facilitators/leaders will the group need? Discuss your leadership style and the roles/responsibilities of leaders.

e) ***Ethical and multicultural considerations:*** Discuss various ethical concerns related to the group and how you will address them. Discuss how you will attend to diversity within the group.

f) ***The theoretical approach you will use in your group:*** Describe your theoretical approach to the group with support from the literature. The activities you develop *in your curriculum* should be congruent with your theoretical approach.

g) ***Ways you will attempt to balance process and content in your group****: Discuss how you will attend to group process and how you will balance process with content during group sessions. Also, include the specific content (activities, interventions, topics of discussion) as well as potential process questions for each group session *within the curriculum.*

h) ***Examples of how you will attend to warm-up, action, and closure phases in your group:*** Discuss interventions that you will use in the beginning, working, and closing phases of your group sessions. Also, include "ice-breaker" and warm-up activities, action interventions, and closing activities for each session *within the curriculum.*

i) ***Evaluation:*** Discuss how termination and follow up appraisals will be performed to evaluate the effectiveness of the group (e.g., what forms of assessment will you use?). Describe what provisions will be made for individuals who do not progress.

Procedures: Include a six-session curriculum *(use support from the literature to justify your plans).* The suggested **group session format outline** is listed below:
   a) *Session topic*
   b) *Goal and objectives*
   c) *Required materials*
   d) *Warm-up (check-in, introduction, review)*
   e) *Action (Activities/interventions such as teach new skill, behavior, etc., discussion, role-play, processing questions)*
   f) *Closing (identify behavioral learning, check-out)*

Each of these papers will be numerical graded (out of a possible 100 points) with the scoring rubric provided at the end of the syllabus then translated to a competency score (on a scale of 1-5).

* **Procedures for Revisions**: Upon the completion and evaluation of graded material, students are permitted one attempt at revision.

DEPARTMENTAL POLICIES:

Attendance: This class will abide by program standards for attendance. Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. The student is responsible for gathering material that is missed due to an absence. More than two absences per course will result in failing the course. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students, and faculty.

UNIVERSITY POLICIES:

ACADEMIC PROGRAM POLICIES
For EMU graduate program policies, please see the complete graduate catalog.

The Graduate and Seminary Student Handbook contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES
EMU's Life Together statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement

without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY
EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

BIAS RESPONSE
Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to report incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT
Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades (*see program specific guidelines). The student is responsible for the material presented in classes missed . Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS
EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation

of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

COURSE EXTENSIONS AND OUTSTANDING GRADES

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

WRITING GUIDELINES

EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the writing program! They offer free individual tutoring from a graduate writing coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the Academic Accountability Policy and Procedures. EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

MOODLE

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the Institutional Review Board to assure participant safety.

LIBRARY

The Hartzler Library offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the online request form or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the online portal. You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

APPENDIX A: Informed participation agreement

I understand that in order to complete this course I am required to be a member of a group in which I am asked to be honest and authentic. The group emphasis will be on self-disclosure and on honest feedback to others in the group as to how their behavior affects me.

I also understand that although there will be a strong norm established with personal openness as the group goal, my grade will not depend on how well I fulfill this demand.

I pledge to keep confidential all conversations that take place within the group session, and to not gossip with other group members outside of class. I understand that I should avoid processing at length with other group members outside of the group sessions those issues that need to be worked through within the group. I recognize that I am not prohibited from talking outside of our sessions to other group members about our group process, but I appreciate the value of using the group forum as the place to resolve issues that emerge from the group experience.

Furthermore, I understand that I am free to withdraw from this course and take it with another instructor or at another institution, and that doing so will not affect my standing in my program.

Signed:_____ Date:_____

APPENDIX B: Group Leadership Planning Guide

1. What stage is the group in?

2. What are the developmental tasks of that stage and how do you plan to address those?

3. What emerging dynamics are you aware of and how do you plan to address those?

4. Are there any problematic behaviors emerging and if so, how do you plan to address those?

5. How do you plan to open the group (reference "Starting a Session" handout on Moodle)?

6. What are your working prompts (these should take into consideration the stage of the group and the emerging dynamics; in other words, they should be specific to the needs of the group at this moment)?

7. How will you know if the working prompts aren't successful at moving the group and how do you plan to address this?

8. What are your back-up working prompts?

9. How do you plan to end the group (reference "Ending a Session" handout on Moodle)?

The peer review is intended to:
- Allow you to contribute to other students' learning process and to enrich your own
- Focus your attention on the process of writing and critical review
- Offer you the opportunity to participate in the process of professional peer review

Format:
- WRITERS: Make a list of specific questions for your reviewer or make notations on your draft
  - Identify parts of the report that you had difficulty with and/or could use help on
  - Identify places where you have questions
- Finalized proposals (must be complete) due on 4/11/24 *(turning in a complete proposal on time earns you 10 points)*
- Electronically trade papers with a reviewer on 4/11/24 during class *(shall I assign reviewers or would you like to choose?)*
- Over the next week THOROUGHLY read your partner's paper, taking note of the specifics that are outlined in the "guidelines for reviewers" section REVIEWER: Type your notes in **BOLD** so that they are easy for the writer (and for me) to find
- Using the scoring rubric, **provide your peer a score** based on your reading of their paper
- Electronically return proposals and your scoring sheet to the owner and go over your review next week (4/18/24) in class *(completing a peer review for a colleague earns you 10 points)*
- Use the following week to incorporate your peer's feedback and finalize your proposal
- **Turn in first proposal with reviewer feedback and add your self-evaluation score to the scoring rubric to turn in with your finalized proposal on 4/25/24.**

Guidelines for Writers:
- Take the reviewer's comments seriously; if they didn't understand something or found something unclear then the possibility exists that others might too
- Write notes during discussion of the review; ask questions if there is anything that remains unclear to you

Guidelines for Reviewers:
- Does the proposal meet the requirements outlined on the syllabus? Utilize the scoring rubric to help you make sure the writer has met all the requirements
- Respond to any of the specific questions or notations that the writer has pointed out to you
- Be tough but tactful in your review; HELP the writer to IMPROVE their proposal; Make notes on the draft, particularly regarding:
  - Specific strengths of the writing or the content
  - Places in the proposal that are confusing or difficult to follow
  - Any weaknesses including grammatical errors and/or APA errors (you don't need to fix but underline or point them out)
- Consider the following points:
  - Does the proposal have a clear, coherent and logical structure?
  - Does the proposal have "sign-posts" to guide the reader through?
  - Does the proposal include a minimum of four peer-reviewed resources?
- **Utilize pages 153-154, "Developing a proposal for a group" of your textbook** and consider any points that the writer didn't address but you, as the reviewer, think are particularly salient and should be included in their proposal.
- What questions remain in your mind? Pose them to the writer for their consideration.

Competency 6: Group Counseling and Group Work

Formal Group Proposal Rubric

Peer Review	Self-Eval	Points Earned	Criterion	Does not meet Expectations 5 points or less	Meets Expectations 6 points	Exceeds Expectations 7 points
			Rationale and relevance of the proposed group	Inadequate discussion; minimal description of background or weak rationale; few (or no) examples to justify the group; lacks support from literature	Adequate discussion; background and rationale are described; examples to justify the group are included; includes some support from the literature	Outstanding discussion; thorough description of background and rationale; several examples to justify the group; includes several citations to the literature
			Objectives for the group	Inadequate description; few (or no) objectives are included or objectives are not clear, specific, or realistic	Adequate description of a few objectives; objectives are clear, specific, and realistic	Outstanding description of all objectives (overall and in the curriculum); objectives are clear, specific, and realistic
			Target population	Insufficient description of group composition; few (or no) elements of group composition are described	Sufficient description of group composition; a few elements of group composition are described	Excellent description of group composition; many elements of group composition are described
			Practical considerations	Inadequate identification and consideration of logistical concerns; few (or no) components are included; lacks support from literature	Adequate identification and consideration of logistical concerns; includes a few components; includes some support from the literature	Outstanding identification and consideration of logistical concerns; includes many components; includes several citations to the literature
			Ethical and multicultural considerations	Insufficient attention; few (or no) examples of strategies to attend to ethics and diversity are included	Sufficient attention; 1-2 examples of strategies to attend to ethics and diversity are included	Excellent attention; several examples of strategies to attend to ethics and diversity are included
			Theoretical approach	Inadequate discussion; inconsistent with literature; key concepts from the theory are omitted; theory is incongruent with curriculum plans; lacks support from literature	Adequate discussion; consistent with the literature; multiple concepts from the theory are included; theory is congruent with curriculum plans; includes some support from the literature	Outstanding discussion; consistent with the literature; most key concepts from the theory are included; theory is congruent with curriculum plans; includes several citations to the literature

				Inadequate	Adequate	Outstanding
			Balance of process and content	Inadequate explanation; lacks specific examples to support the approach	Adequate explanation; provides examples to support the approach	Outstanding explanation; provides multiple examples to support the approach
			Attention to warm-up phase of group meeting	Inadequate attention; lacks specific examples of interventions	Adequate attention; 2-3 specific examples of interventions	Outstanding attention; many clear, specific, and realistic examples of interventions
			Attention to action phase of group meeting	Inadequate attention; lacks specific examples of interventions	Adequate attention; 2-3 specific examples of interventions	Outstanding attention; many clear, specific, and realistic examples of interventions
			Attention to closure phase of group meeting	Inadequate attention; lacks specific examples of interventions	Adequate attention; 2-3 specific examples of interventions	Outstanding attention; many clear, specific, and realistic examples of interventions
			Evaluation	Inadequate explanation; no or overly simplistic/complicated evaluation methods	Adequate explanation; sufficient and appropriate evaluation methods	Outstanding explanation; multiple comprehensive evaluation methods
			Quality of sources	Less than four sources and/or not peer-reviewed literature	Appropriate references to four peer-reviewed resources	Integrated and substantial references to four or more peer-reviewed resources
			Writing rhetoric	Inadequate quality of writing with many errors in grammar and syntax; poor writing structure	Adequate quality of writing with minimal errors in grammar and syntax; coherent writing structure	Excellent quality of writing structure with few, if any, errors in grammar and syntax; well-developed and coherent writing structure
			APA v.7 formatting	Many errors in APA formatting; does not follow APA style guide	Minimal errors in APA formatting	Few, if any, errors in APA formatting

Student name:

Faculty Reviewer:

Date:

Total Grade:____/100

Competency Score:____/5