

George Mason University
College of Education and Human Development
Counseling Program

EDCD 608.003 – Group Processes and Analyses
4 Credits, Fall 2022

Lecture

Tuesdays, 4:30 – 7:10 PM

Fairfax Campus – Synchronous Online

Labs (Synchronous Online)

Section 2D1 Lab for Lecture: Tuesdays, 3:00 – 4:20 PM

Section 2D2 Lab for Lecture: Tuesdays, 7:20 – 8:40 PM

Faculty

Name: Sam Steen, PhD
Office Hours: By Appointment
Office Location: Krug Hall 202 or Office via Zoom
Office Phone:
Email address:

Prerequisites/Corequisites

Admission to the Counseling program; B or better EDCD 606 or B or better in EDCD 609.

University Catalog Course Description

Presents theories appropriate to various types of groups and descriptions of group practices, methods, dynamics, and facilitative skills. Focuses on applying theory to practice. Includes lab.

Course Overview

This course is designed to familiarize students with fundamental concepts and theories of group counseling. A mastery of basic interpersonal and facilitation skills will be emphasized inclusive of issues related to racial and ethnic diversity, gender, and social justice. The course includes an intensive laboratory group experience to facilitate interpersonal awareness, sensitivity, and skills that are critical to be an effective group counselor/group therapist.

Course Delivery Method

This course will be delivered via lecture and online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first evening of class.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials as needed each week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

- Preferred Communication: Email and/phone is the preferred method of communication.

Please give the professor at least 48 hours from the time the email/phone call was submitted before sending a response. You can also leave a brief message with your name, number to reach you, reason for calling, and explicit permission if you would like a voicemail in return should you not pick up.

Course Objectives

This course is designed to enable students to do the following:

1. Gain personal awareness of one's own interpersonal style, characteristics and functions of effective group leaders (CACREP 2.F.6.d)
2. Understand theoretical foundations of group counseling and group work (CACREP 2.F.6.a)
3. Explore therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)
4. Learn approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)
5. Discuss types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)
6. Infuse ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)
7. Participate in 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 (CACREP 2.F.6.h)
8. Understand dynamics associated with group process and development (CACREP 2.F.6.b)
9. Learn various process and outcome issues that structure group experience.
10. Acquire and demonstrate group counseling skills in class demonstrations and experiences.
11. Gain an understanding of different K-12 students and clients that may participate in groups and learn about how to effectively intervene with those groups
12. Study ways to evaluate the group experience.
13. Experience group process personally and gain insight, awareness and enhanced interpersonal skills.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
theoretical foundations of	This Standard is part of Course	Assigned readings that discuss this

group counseling and group work (CACREP 2.F.6.a)	Objective #2, which is addressed in Classes 4 and 6 on “Theories and Techniques” and “Initial Stage”	Standard include: Chapters 4 & 6
dynamics associated with group process and development (CACREP 2.F.6.b)	This Standard is part of Course Objective #8, which is addressed in Class 7 on “Transition Stage”	Assigned readings that discuss this Standard include: Chapter 7 Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)	This Standard is part of Course Objective #3, which is addressed in Class 3 on “Ethical, Legal Issues and Cultural Implications”	Assigned readings that discuss this Standard include: Chapter 3
characteristics and functions of effective group leaders (CACREP 2.F.6.d)	This Standard is part of Course Objective #1, which is addressed in Classes 9 and 10 on “Working Stage and Therapeutic Factors” and “Ending Stage”	Assigned readings that discuss this Standard include: Chapters 8 & 9 Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)	This Standard is part of Course Objective #4, which is addressed in Class 5 on “Forming a Group, Preparation of Participants”	Assigned readings that discuss this Standard include: Chapter 5
types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)	This Standard is part of Course Objective #5, which is addressed in Classes 13 and 15 on “Crisis Work, Specialized Groups”	Assigned readings that discuss this Standard include: Singh et al. (2012)
ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)	This Standard is part of Course Objective #6, which is addressed in Classes 2, 3, 13, and 15 on “Multicultural Perspective on Group Work, Counselor’s Qualities and Skills”, “Ethical, Legal Issues and Cultural Implications”, and “Crisis Work, Specialized Groups”	Assigned readings that discuss this Standard include: Chapters 1 & 2 Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
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 (CACREP 2.F.6.h)	This Standard is part of Course Objective #7, which is addressed in Classes 4, 5, 6, 7, 9, 10, 11, and 12 (<i>Labs I-VIII</i>)	Course activities that discuss this Standard include: eight intensive laboratory group sessions to facilitate interpersonal awareness, sensitivity, and skills that are critical to be an effective group counselor

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Group counseling and psychotherapy, theories and techniques”
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.5.c, 6.c

Required Texts

Steen, S., Vannatta, R., Ieva, K.P. (2023). *Introduction to Group Counseling: A Culturally Sustaining and Inclusive Framework*. Springer Publishing: NY.

Corresponding Video Podcasts (p. TBD)

Optional Text

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

- **Assignments and/or Examinations**
See course schedule
- **Other Requirements**

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers (where appropriate).

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling Program, on-time attendance at every class meeting/lab is expected. Late arrival to class will be considered an absence. **Two or more un- excused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused.

Work-related absences are not considered excused.

Course Requirements

Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments

The main assignments for the course are to be **submitted the following way**: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssign on the course Blackboard site. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

- **Grading**

Your final grade will be calculated based on the following course requirements:

At-a-Glance Assignments:

- 1) Class attendance and participation (10 points)
- 2) Process Group and Co-Leadership (30 points)
- 3) Journal Starters (from required text) (24 points)
- 4) Psycho-education Group Curriculum (36 points)

Total 100 points possible

- 1) **Class attendance and participation in group lab (10 points):** Since many of the class goals involve practice and structured observation, attendance and active participation in discussion and exercises is essential. You are expected to participate in the experiential components of the course which includes a personal growth group. The participation is intended to serve as an active educational experience, not therapy.

Additional Information on Class attendance and participation:

- A student who rarely or never participates in class discussions or activities will receive a point reduction for their overall grade, despite classroom attendance. Some examples include sleeping, daydreaming, texting, working on other assignments for class/other classes, checking cell messages/internet, talking during lectures/videos, etc.
- If the professor sees such behavior as disruptive to the classroom environment, the professor will give only one warning. If it continues, the student will be asked to leave session for the day and will be counted as absent, even if most of the class time is completed.
- As a professional courtesy, students should always notify the professor via email that they will be running late or will be missing a class. An individual meeting during office hours may be necessary. Circumstances such as a death in the family, illness, or crisis/emergency will be evaluated on an individual basis. Doctors' notes may also be requested.
- Students are solely responsible for any material they may have missed during their absence. Make up assignments may be applicable depending on what course material was missed. Moreover, it is the student's responsibility to initiate and schedule a meeting with the professor via email if they missed class and need additional assistance.
- Coming to class late 30 or more minutes will be considered an absence unless the student spoke with the professor ahead of time.

2) **Process Group and Co-Facilitation (30 points total):** (Key Assignment: KPI A.6.a.1; CACREP 2.F.6.b, 2.F.6.d, 2.F.6.g):

Co-Facilitation (30 points)

Students will be assigned, at random, with another member of the class at the beginning of the semester by the professor. Students will co-facilitate a process group using their individual foundational skills and their knowledge of group dynamics. These student pairs will also collaborate on psychoeducational group curriculum.

The process group is approximately **50 minutes-1 hour long**, timed by the professor, to parallel a traditional clinical hour. Student pairs will explore the theme of what it means and the experience of becoming a group member by focusing on the present, "here and now," experience of the group members and overall group. Student pairs can use outside resources as well as the assigned textbooks to prepare for their co-facilitation roles.

Students will be graded on their ability to effectively use individual skills as well as their professionalism, empathetic/appropriate emotional response to group members/group's needs, and reflective skills. See rubric in syllabus. Students will also be graded on their overall leadership skills within a group setting to include, but not limited to, moving the group to a deeper purpose(s), solidifying goals, facilitating meaning making/emerging themes, and combining skills in an ethical and culturally competent manner.

In Class: Feedback for Co-Facilitators

- **Professor Feedback**
Post-Process Group Feedback by Professor: The remaining approximately **20 minutes** of the group will be used for post process and feedback provided by the professor. After each

group, the professor will facilitate a post group process with the entire class on: “how we are doing as a group and individual group members?” Additionally, the post group process will include observations of themes, behaviors of group members, pivotal moments in the group, feedback on skills used by the co-facilitators, etc. will be addressed.

- **Peer Feedback**

Post-Process Group Feedback by Peers: Students will provide peer feedback based on their observations of the group as well as the co-facilitator’s skill demonstration and overall performance. Topics of feedback may include important growth moments within the group, specific or significant quotes or actions by group member(s), interactions or non-verbal communications missed by the co-facilitator, strengths, common themes, questions worth asking for next time, basic skills used, etc. The purpose of this portion is to: 1) provide more feedback for the group and co-facilitators, 2) learn how to provide clear and constructive feedback to peers, 3) encourage and increase peer to peer learning, 4) parallel a supervision process of observation in which the observer will have a unique perspective unlike the group members or facilitators to add to the post-process portion of the class. *Engagement in feedback process is considered a part of and graded as class participation and attendance.*

3) **Journal Starters (2 points for each Chapter x 12 Chapters = 24 points total):** Found after each chapter of your required text, you will complete one prompt of your choice for each chapter. Note: Some Journal Starters range from having 1-3 questions or 1-2 questions with multiple parts. Please write as much as you’d like for the questions you chose for each chapter. You will submit these assignments on Blackboard. See Class Schedule for due dates.

4) **Psycho-education Group Curriculum (36 points)**

At-a-Glance Break Down:

- 1) **Part 1: Literature Review (10)**
- 2) **Part 2: Proposal (10) & Curriculum Design (10)**
- 3) **Part 3: In-Class Presentation (6)**

Summary of Assignment

Students will be paired with a co-leader at the beginning of the semester by the professor. Each pair will design a proposal for a group counseling curriculum for a **6-session group**. The proposal will contain an overview of the purpose(s) of the group, a review of pertinent literature on the subject, and a detailed outline of the structural and process issues that pertain to this group. The proposal should include, but not limited to, modules, methods, and principles of program development and delivery. The proposal should include issues related to screening as well as exclusion criteria. Students should develop a sample brochure as a means of marketing to the community and attracting group members. There are three parts to the group curriculum proposal—all of which will be submitted via Blackboard.

1) **Part 1: Literature Review**

The first component is to determine what type of group for which you would be interested in developing a curriculum (e.g., eating disorders, anger management, abuse group, test anxiety group, etc.). The literature review should be around 5-6 pages. A minimum of eight references are required. These eight references do not include the courses text. Your goal in the literature review should be to establish a foundation that justifies the use of group work for your specific population and problem. Use literature published within the last 5 years unless it is a seminal piece of literature/research.

Note: This literature review is not a book report or annotated bibliography of discrete references. You must use the literature to provide a rationale for your group. In other words, your literature review needs to be framed in a way that answers these questions: Why do we need this group? What are the gaps for this population regarding treating them (the population/issues) in a group setting? How does our proposed curriculum fill that gap/need?

2) **Part 2: Proposal & Curriculum Design**

Proposal

- A. Proposal Introduction Paragraph: Describe your role in your selected setting and the client population with which you will be working. How will your group meet the needs of your proposed population? a. What are the specific goals of this group?
- B. Describe how you will recruit participants for this group. With whom must you consult to generate potential members for this group? What are the selection criteria for potential group members?
- C. Group Logistics (Header 2) Discuss how you will address the following considerations in organizing your group and your rationale for these considerations: a. Group composition (e.g., gender, age, issue(s), etc.) b. Group size c. Open or closed group d. Length and frequency of meetings e. Pre-group interviews and orientation f. Initial paperwork (e.g. disclosure statements, screening questionnaire) g. Ground rules h. Physical setting i. Role of the counselor or counselors (if the group is intended to be co-facilitated)
- D. Ethical Considerations (Header 3) Discuss any ethical considerations you believe to be particularly relevant to the setting and/or the type of group and how you will address them. Refer to the ACA Code of Ethics and any related materials from the Association for Specialists in Group Work (ASGW).

Curriculum Design

You will write out your curriculum design to the format of 6 proposed sessions.

For example, you will state objectives, rationale, activity, and process questions for session 1...session 2...session 3 and so forth. **One page for each session.** The required section descriptions are stated below.

a. **Objectives:** Objectives should be member oriented. Member oriented statements are simple sentences stating what behaviors are expected. For example, “Members will... as demonstrated by...” is but one type. These sentences should provide behavioral indicators to measure success or attainment of goals. Each session will probably contain two to three objectives.

b. **Rationale:** The rationale explains why some sessions are arranged in some logical order or sequenced in a particular way. For example, group norms are established in the first session (as opposed to the fourth session) to lay the necessary foundation for important future group work. If group norms were not discussed early on, feelings of anxiety and fear would develop rather than a sense of group cohesion, universality, and trust. Further, group evolution and its development, relevant to group factors and characteristics of target population should be discussed.

c. **Activity:** This should include a description of the activity including procedures and materials. Approximate length of time should also be identified. Examples of activities may include a guided meditation or visualization, art or creative exercise, journal prompts, exercise, etc.

d. **Process Questions:** Identify process questions for both activities used in session as well as the overall session. These questions should connect the activity to the overall objective(s).

e. **References:** If applicable.

3) **Part 3: Presentation and Recruitment Flier**

Each group will give a 15 minute oral presentation in class of their overall proposal materials. Each group will act as if they are training other counselors to follow their curriculum. They will review all the components listed above. **Each member of the group must speak for full credit.** A PowerPoint is not required.

Recruitment Flier is Required: Create a brochure, flyer, or one-page narrative that is designed to market your group to the community to recruit for members. Submit an electronic copy via Blackboard see “Submission” section below.

Submission of Psycho-education Group Curriculum:

One person from your team will be designated to submit all materials via Blackboard on your team’s behalf. Be sure to put everyone’s name on all submitted materials. If the assignment is submitted late by the designated team member, it is considered late for the entire group. In sum, students should have a 5-6-page literature review, 6 pages total of curriculum design, 1 page of a recruitment flier = approximately 12-pages total for this assignment.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future

professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date	Topics/Assignments	Reading Assignments Due before next Class	Course Obj. #
Class 1: Tuesday, August 23, 2022	Introductions to each other and the course, overview of course structure, assign co-facilitators/dates	Read: Chapter 1: How Are Groups Present in Our Lives? & Chapter 2: The Group Experience for Counselor Trainees Listen: Video Podcast 1.1 & 2.1 Assignment: Journal Starters (p.27 & p.51)	
Class 2: Tuesday, August 30, 2022	Discussion on Chapters 1 & 2 Class Agenda: Overview of Content, In Class Small Group Activities, Discussion Questions, or Process Questions Due: Journal Starters for Ch. 1 & 2	Read: Chapter 3: Group Counseling Fundamentals Within a Multicultural Counseling Context & Chapter 4: Ethical Practice and Cultural Competence Listen: Video Podcast 3.1 & 4.1 Assignment: Journal Starters (p.81 & p. 111)	
Class 3: Tuesday, September 6, 2022	Discussion on Chapters 3 & 4 Class Agenda: Overview of Content, In Class Small Group Activities, Discussion Questions, or Process Questions Due: Journal Starters for Ch. 3 & 4	Read: Chapter 5: Group Planning and Logistical Considerations & Chapter 6: Moving from Individual Developmental Counseling Theories to Advancing Multicultural Competence and Social Justice Listen: Video Podcast 5.1 & 6.1 Assignment: Journal Starters (p.147 & 179)	
Class 4: Tuesday, September 13, 2022	Discussions on Chapters 5 & 6 Class Agenda: Overview of Content, In Class Small Group Activities, Discussion Questions, or Process Questions Due: Journal Starters for Ch. 5 & 6	Read: Chapter 7: Culturally Sustained Group Counseling Skills & Chapter 8: The Stages of Culturally Sustained Groups Listen: Video Podcast 7.1 & 8.1 Assignment: Journal Starters (p.203 & p. 226)	
Class 5: Tuesday, September 20, 2022 Labs Start:	Group Co-leadership/facilitation Due: Journal Starters for Ch. 7 & 8	Read: Chapter 9: Beyond Traditional Group Counseling: Moving Toward Healing, Catharsis, and Social Action & Chapter 10: Research, Assessment, and Evaluation of Group Effectiveness Video Podcast 9.1 & 10.1 Assignment: Journal Starters (
Class 6: Tuesday, September 27, 2022:	Group Co-leadership/facilitation Due: Journal Starters for Ch. 9 & 10	Read: Chapter 11: Current and Future Culturally Sustained Group Supervision Considerations & Chapter 12: Applying Culturally Sustained Group Leadership and Future Directions Listen: Video Podcast 11.1 Assignment: Journal Starters	
Class 7: – Tuesday, October 4, 2022	Group Co-leadership/facilitation Due: Journal Starters for Ch. 11 & 12	Work on Group Curriculum & Meet with Co-facilitator to discuss	
Oct. 11, 2022 Fall Break			
Class 8: Tuesday,	Group Co-leadership/facilitation	Work on Group Curriculum & Meet with Co-facilitator to discuss plan for	

October 18, 2022		group	
Class 9: Tuesday, October 25, 2022	Group Co-leadership/facilitation	Work on Group Curriculum & Meet with Co-facilitator to discuss plan for group	
Class 10: Tuesday, Nov. 1, 2022	Group Co-leadership/facilitation	Work on Group Curriculum & Meet with Co-facilitator to discuss plan for group	
Class 11: Tuesday, Nov. 8, 2022	Group Co-leadership/facilitation	Work on Group Curriculum & Meet with Co-facilitator to discuss plan for group	
Class 12: Tuesday, Nov. 15, 2022	Group Co-leadership/facilitation	Work on Group Curriculum & Meet with Co-facilitator to discuss plan for group	
Class 13: No Class - Tuesday, Nov. 22, 2022		Work on Group Curriculum & Meet with Co-facilitator to discuss plan for group	
Class 14: Tuesday, Nov. 29, 2022	Presentations for Psycho-education Group Curriculums Due: All Psycho-education Group Curriculums Reflection/Closing		
	Last day of classes for GMU: Sat. Dec. 3, 2022 Reference: https://registrar.gmu.edu/calendars/fall_2022/		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Group Session Assignments

Group Session Leader(s)	Class Session/Date

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are

integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric(s)

Group Facilitation in 608 (Key Assignment: KPI A.6.a.1; CACREP 2.F.6.b, 2.F.6.d, 2.F.6.g)

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Group Dynamics [KPI A.6.a.1; CACREP 2.F.6.b]	25	Demonstrates a thorough understanding of the dynamics associated with group process and development	Demonstrates a some understanding of the dynamics associated with group process and development	Demonstrates little understanding of the dynamics associated with group process and development	Demonstrates no understanding of the dynamics associated with group process and development
2. Group Leadership [KPI A.6.a.1; CACREP 2.F.6.d]	25	Demonstrates the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/challenging, etc.)	Demonstrates the characteristics and functions of effective group leaders throughout some of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/challenging, etc.)	Little demonstration of the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/challenging, etc.)	No demonstration of the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/challenging, etc.)
3. Diversity KPI A.6.a.1; CACREP 2.F.6.g	25	Demonstrates ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time	Demonstrates ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) some of the time	Demonstrates little ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time	Demonstrates no ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time
4. Group Approaches [KPI A.6.a.1; CACREP 2.F.6.d]	25	Demonstrates the ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time	Demonstrates the ability to plan and facilitate group that is appropriate for the setting, needs, and participants some of the time	Demonstrates little ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time	Demonstrates no ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time