



**Course Name:** Group Counseling Procedures

**Course Number:** COUN 571 Counseling Academic Unit, College of Education

**Term Offered:** Summer 2016

**Credits:** 3

**Instructor name:** Tara M. Gray, PhD, LPC

**Instructor email:** [grayta@oregonstate.edu](mailto:grayta@oregonstate.edu)

**Instructor phone:** (970) 769-9472

**Course Description**

A conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, styles of leadership and group facilitation skills. Consideration is given to group counseling goals, composition, phases and research.

This course is designed to prepare counselors to become competent group facilitators. Through professional preparation standards and evidence-based research, this course provides a conceptual and experiential exploration of group types, cultural and social justice principles, group membership and leadership skills, ethical and legal issues, theories, methods, and techniques as applied to different group developmental stages and across diverse populations and settings.

**Course Credits**

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits. Instruction includes 14 hours of direct Group Experience in which students participate as group members in a small group activity (CACREP, 2016).

**Direct Contact Hour Distribution**

Delivery Modality	Weekly Multiplier	Total
In Class Instruction & Direct Group Experience	2 weeks * 7 hours	14 hrs
Asynchronous Online Activities & Assignments	8 weeks * 9.5 hours	76 hrs
<i>Total Direct Contact Hours</i>		90 hrs

**In-Person and Online Meeting Times**

*In-Person:* Saturdays, June 26<sup>th</sup> & August 6<sup>th</sup> (8 am-3 pm) at the Chemeketa Center for Business and Industry, 626 NE High St., Salem, OR

**Hybrid In-Person and Canvas**

This course will be delivered via two in-person meetings and in Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, group videos and assignments. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#)

**Measurable Student Learning Outcomes**

571.1	Principles of group dynamics, including group process components, group development theories, group member roles, and group therapeutic factors.
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571.2	Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles.
571.3	Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
571.4	Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
571.5	Approaches used for other types of group work, including tasks groups, psychoeducational groups, and therapy groups.
571.6	Professional preparation standards for group leaders.
571.7	The impact of social and cultural factors upon group leadership and membership.
571.8	Ethical and legal considerations pertinent to group work.
571.9	Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs.

#### Relation to Knowledge Base: CACREP Core Standards

#	Text of Standard
II.G.6.a	Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
II.G.6.b	Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
II.G.6.c	Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
II.G.6.d	Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
II.G.6.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.

#### TSPC/CACREP School Counseling (2009) Standards

#	Text of Standard
C.1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
C.5	Understands group dynamics--including counseling, psycho-educational, task, and peer helping groups--and the facilitation of teams to enable students to overcome barriers and impediments to learning.
D.2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
J.1	Applies relevant research findings to inform the practice of school counseling.
M.6	Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
N.4	Uses peer helping strategies in the school counseling program.
N.5	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

**OSU Graduate Learning Outcomes for MS in Counseling**

<b>GLO #</b>	<b>At the end of the course students:</b>
1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material
3.	Be able to conduct scholarly or professional activities in an ethical manner

See Appendix A: Student Notices and Course Policies

See Appendix B: Relation of Learning Objectives to GLOs and to Knowledge Base

See Appendix C: Permission to Record

**Learning Resources****Required Texts**

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups, process and practice*. (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Shakoor, M. (2010). *On becoming a group member: Personal growth and effectiveness in group counseling*. New York, NY: Routledge.

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/Academics> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**Other Resources**

American Counseling Association. (2005). [ACA code of ethics](#). Alexandria, VA: Author.

American School Counselor Association. (2014). [Ethical standards for school counselors](#). Alexandria, VA: Author.

American School Counselor Association. (2105). [The school counselor and peer support programs](#). Alexandria, VA: Author

Association for Specialists in Group Work (ASGW). (2008). [ASGW best practice guidelines 2007 revisions](#). *Journal for Specialists in Group Work*, 33, 111-117.

Association for Specialists in Group Work (2012). [ASGW: Multicultural and social justice competence principles for group workers](#).

DeLucia-Waack, J., Segrist, A., Horne, A. M., Nitza, A., Miller, A., Indiana University-Purdue University Fort Wayne. CATV5, & American Counseling Association. (2011). [Leading groups with adolescents \(Institutional/Instructor's version. ed.\)](#). Mill Valley CA: Psychotherapy.net.

Steen, S., Bauman, S., & Psychotherapy.net. (2013). [Group counseling with adolescents: A multicultural approach](#). Mill Valley CA: Psychotherapy.net.

**Evaluation of Student Performance**

<b>Assignment</b>	<b>Points Possible</b>
1. Attendance and Participation	20 (20%)
2. Reading Probes and Online Discussion	20 (20%)
3. Group Counseling Proposal	20 (20%)
4. Final Group Experience Reflection Project	20 (20%)
5. Final Group Facilitation Video	20 (20%)
<b>Total</b>	<b>100 (100%)</b>

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**Grading Scale**

Letter	Points	Letter	Points
A	95-100	C	77-79
A-	92-94	C-	74-76
B+	89-91	D+	71-73
B	86-88	D	68-70
B-	83-85	D-	65-67
C+	80-82	F	Below 65

***n.b.*, the GPA Requirement**

You must achieve a minimum grade point average (GPA) of 3.00 for all courses you take at OSU as a graduate student AND for courses you include in your graduate program. Grades on transfer courses will be included in calculating the program GPA, but will not affect the GPA of courses taken at OSU. Grades below C are not accepted on a graduate program. You must meet the minimum GPA requirements before scheduling your final oral or written exam.

**Course Content**

Week	Topic	Reading Assignments	Learning Activities	Due Dates
1	<b>Introduction &amp; Group Leadership and Facilitation</b>	Video-Session 1-Group counseling with adolescents: A multicultural approach (Steen & Bauman)  Chapter 1 "Introduction to Group Work" & Chapter 2 "The Group Counselor" (Corey et al., 2014)  "Introduction & Orientation Prologue" (p. xi-xxxiv) and Chapter 5 "Leaders and Group Leadership" (Shakoor, 2010)  "ASGW Multicultural and Social Justice Competence Principles for Group Workers"	Attendance and Participation-Salem Group Experience	8am-3pm Sat, June 25
	Types of Groups		Submit Attendance & Participation Score	11:59pm Sun, June 26
	Multicultural and Social Justice Principles		Reading Probe and Online Discussion	11:59pm Sun, June 26
	Group Membership and Participation			
	Group Leadership Skills Coleadership			
2	<b>Group Proposals and Group Process Across Settings</b>  Group Proposals	Video-Session 2-Group counseling with adolescents: A multicultural approach (Steen & Bauman)	Reading Probe and Online Discussion	11:59pm Sun, July 3

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Week	Topic	Reading Assignments	Learning Activities	Due Dates
	<p>Group Work with Children and Adolescents</p> <p>Peer Facilitation &amp; Support Programs</p> <p>Groups in Community Settings</p>	<p>Chapter 10 “Groups in School Settings” &amp; Chapter 11 “Groups in Community Settings” (Corey et al., 2014)</p> <p>ASCA Position Statement on “The School Counselor and Peer Support Programs”</p> <p>Additional Research Article on Peer Facilitation &amp; Support Programs</p>		
3	<p><b>Ethical and Legal Issues</b></p> <p>Legal and Ethical Standards</p> <p>Informed Consent &amp; Confidentiality</p> <p>Diversity and Social Justice</p>	<p>Video-Session 3-Group counseling with adolescents: A multicultural approach (Steen &amp; Bauman)</p> <p>Chapter 3 “Ethical and Legal Issues in Group Counseling” (Corey et al., 2014)</p> <p>Chapter 6 “A Word on Ethical Concerns” (Shakoor, 2010)</p> <p>Ethical &amp; Legal standards ASGW, ASCA &amp; ACA</p>	Reading Probe and Online Discussion	11:59pm Sun, July 10
4	<p><b>Group Theories &amp; Techniques &amp; Forming a Group</b></p> <p>Group Proposal</p> <p>Research &amp; Literature</p> <p>Selection and Screening Procedures</p> <p>Group Composition and Structure</p>	<p>Video-Session 4-Group counseling with adolescents: A multicultural approach (Steen &amp; Bauman)</p> <p>Chapter 4 “Theories and Techniques of Group Counseling” &amp; Chapter 5 “Forming a Group” (Corey et al., 2014)</p>	<p>Reading Probe and Online Discussion</p> <p>Group Proposal</p>	<p>11:59pm Sun, July 17</p> <p>11:59pm Sun, July 17</p>

Week	Topic	Reading Assignments	Learning Activities	Due Dates
5	<p><b>Initial Stage of a Group</b></p> <p>Group Characteristics and Process</p> <p>Group Process and Goal Setting</p>	<p>Video-Session 5-Group counseling with adolescents: A multicultural approach (Steen &amp; Bauman)</p> <p>Video-1<sup>st</sup> hour and 10 minutes-Leading groups with adolescents (DeLucia-Waack, Segrist, Horne, Nitza &amp; Miller)</p> <p>Chapter 6 "Initial Stage of a Group" (Corey et al., 2014)</p> <p>Chapter 1 "Beginning Stage" (Shakoor, 2010)</p>	Reading Probe and Online Discussion	11:59pm Sun, July 24
6	<p><b>Working and Middle Stages of a Group</b></p> <p>Group Process and Group Development</p> <p>Techniques for Challenging Situations</p>	<p>Video-Session 6-Group counseling with adolescents: A multicultural approach (Steen &amp; Bauman)</p> <p>Video-2<sup>nd</sup> hour and 10 minutes-Leading groups with adolescents (DeLucia-Waack, Segrist, Horne, Nitza &amp; Miller)</p> <p>Chapter 7 "Transition Stage of a Group" (Corey et al., 2014)</p> <p>Chapter 2 "Early Middle Stage" (Shakoor, 2010)</p>	Reading Probe and Online Discussion	11:59pm Sun, July 31
7	<p><b>Techniques and Process</b></p> <p>Group Dynamics</p> <p>Therapeutic Factors</p>	<p>Video-Session 7-Group counseling with adolescents: A multicultural approach (Steen &amp; Bauman)</p> <p>Chapter 8 "Working Stage of a Group" (Corey et al., 2014)</p>	<p>Attendance and Participation-Salem Group Experience</p> <p>Submit Attendance &amp; Participation Score</p> <p>Reading Probe and Online Discussion</p>	<p>8am-3pm Sat, Aug 6</p> <p>11:59pm Sun, Aug 7</p> <p>11:59pm Sun, Aug 7</p>

Week	Topic	Reading Assignments	Learning Activities	Due Dates
		Chapter 3 "Late Middle Stage" (Shakoor, 2010)		
8	<b>Final Stages of a Group</b>  Group Process and Group Termination  Methods of Evaluation and Effectiveness	Video-Session 8-Group counseling with adolescents: A multicultural approach (Steen & Bauman)  Chapter 9 "Final Stage of a Group" (Corey et al., 2014)  Chapter 4 "Ending Stage (Termination)" (Shakoor, 2010)	Reading Probe and Online Discussion  Final Group Experience Reflection Project	11:59pm Sun, Aug 14  11:59pm Sun, Aug 14
8 Finals Week	<b>Course Summary and Final Evaluations</b>		Final Group Facilitation Video	11:59pm Sun, Aug 14

### Course Assignments

#### Attendance and Participation

Students are expected to attend all of both classes in Salem (10 points each). Students will engage in direct experiences in which they participate as group members in a small group activity for a minimum of 10 clock hours over the course of the term. This will include role-play scenarios where students engage as group members, group leaders and process observers with specific guidelines. Students will be evaluated on demonstration of graduate level skill and their participation in group process, engagement as group members, leaders, or process observers, and on ability to receive feedback. Students will evaluate their attendance and submit the score (viewed by instructor only) in Canvas by 11:59 pm Sunday.

#### Attendance and Participation Scoring Rubric

Assessment Category	Mastered	Developing	No attempt
<b>Attendance</b>	3-5 pts <i>Attends all of class.</i>	1-2 pts <i>Attends most of class but not all.</i>	0 pt <i>Does not attend.</i>
<b>Participation</b>	3-5 pts <i>Very engaged in group activity as leader, member or process observer and open to feedback.</i>	1-2 pts <i>Participates minimally in group activity as leader, member or process observer and developing openness to feedback.</i>	0 pt <i>No attempt.</i>
TOTAL POSSIBLE POINTS: 10 points			

#### Reading Probes and Online Discussions

After reading assigned readings, answer the weekly reading probe and online discussion questions and post to weekly discussion board.

Provide answers to questions that demonstrate graduate level knowledge of the topic in at least 200 words. Then respond to the posts of at least two peers. Due in Canvas Sunday by 11:59 pm.

### Reading Probe and Online Discussion Scoring Rubric

Assessment Category	Mastered	Developing	No attempt
<b>Demonstration of Knowledge</b>	1-1.25 pts <i>Answers questions and makes comments that indicate advanced graduate level knowledge of topics.</i>	.5 pt <i>Answers questions or makes comments that indicate a developing graduate level knowledge of topic.</i>	0 pt <i>No attempt.</i>
<b>Responses to Peers</b>	1-1.25 pts <i>Responds to two peers.</i>	.5 pt <i>Responds to only one peer.</i>	0 pt <i>No attempt.</i>
TOTAL POSSIBLE POINTS: 2.5 points			

### Group Counseling Proposal

Write a proposal for a school counseling group. Due in Canvas July 17 by 11:59 pm. Assignment will be viewed by instructor & students. Use this format (no more than 10 pages in length (double-spaced, APA):

1. Introduction- Using 3 evidence-based research references, support your rationale for utilizing group work for the selected group population.
2. Purpose and goals of the group
3. Eligibility criteria, recruitment strategies and screening techniques.
4. Topic/curriculum outline of sessions, including length of group sessions, frequency of meetings and duration of group (i.e. number of weeks or meetings & length of sessions).
5. Appropriate group leadership style and roles.
6. Appropriate group norms, process and procedures (i.e. structured vs. unstructured).
7. Activities, techniques, interventions (creative and engaging).
8. Ethical considerations.
9. Evaluation criteria.
10. Summary-Briefly summarize your proposal and rationale.

### Group Counseling Proposal Scoring Rubric

Assessment Category	Mastered	Developing	No Attempt
<b>Introduction and Citation of 3 References</b>	2 pt <i>Proficient understanding demonstrated.</i>	1 pt <i>Developing proficiency demonstrated.</i>	0 pt <i>No attempt.</i>
<b>Purpose and Goals of Group</b>	2 pt <i>Proficient understanding demonstrated.</i>	1 pt <i>Developing proficiency demonstrated.</i>	0 pt <i>No attempt.</i>
<b>Eligibility Criteria, Recruitment Strategies and Screening Techniques</b>	2 pt <i>Proficient understanding demonstrated.</i>	1 pt <i>Developing proficiency demonstrated.</i>	0 pt <i>No attempt.</i>
<b>Topic/curriculum Outline of Sessions, including Length of Group Sessions, Frequency of Meetings, Duration of Group</b>	2 pt <i>Proficient understanding demonstrated.</i>	1 pt <i>Developing proficiency demonstrated.</i>	0 pt <i>No attempt.</i>
<b>Appropriate Group Leadership Style and Roles</b>	2 pt <i>Proficient understanding demonstrated.</i>	1 pt <i>Developing proficiency demonstrated.</i>	0 pt <i>No attempt.</i>
<b>Appropriate Group Norms, Process and Procedures</b>	2 pt	1 pt	0 pt <i>No attempt</i>

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Assessment Category	Mastered	Developing	No Attempt
	<i>Proficient understanding demonstrated</i>	<i>Developing proficiency demonstrated</i>	
<b>Activities, Techniques and Interventions</b>	2 pt <i>Proficient understanding demonstrated</i>	1 pt <i>Developing proficiency demonstrated</i>	0 pt <i>No attempt</i>
<b>Ethical Considerations</b>	2 pt <i>Proficient understanding demonstrated</i>	1 pt <i>Developing proficiency demonstrated</i>	0 pt <i>No attempt</i>
<b>Evaluation Criteria</b>	2 pt <i>Proficient understanding demonstrated</i>	1 pt <i>Developing proficiency demonstrated</i>	0 pt <i>No attempt</i>
<b>Summary</b>	2 pt <i>Proficient understanding demonstrated</i>	1 pt <i>Developing proficiency demonstrated</i>	0 pt <i>No attempt</i>
TOTAL POSSIBLE POINTS: 20			

### Final Group Experience Reflection Project

Due August 14 by 11:59 pm, Upload to Canvas. Assignment will be viewed by Instructor only. Students will be asked to keep reflections after each group experience activity. However, these will not be submitted to the instructor rather used as a learning and personal growth tool to help students write a Final Group Experience Reflection. Reflections should demonstrate graduate level understanding of topics and relation to professional standards for group leaders. The final reflection project should be 6-10 pages in length (double-spaced, APA) and address the following areas:

1. What aspects of group process were most significant for you as you reflect on your Group Experience in this course?
2. Which group experience or significant moment affected you most in the group experiences? Describe this in terms of group therapeutic factors (Corey et al., 2014, p. 279-295) and group development.
3. Which type of group member or group member behavior was most challenging for you to respond to and how will you address this as a group counselor?
4. Discuss an ethical awareness you have gained regarding diversity and social justice in group work and how this awareness will influence your group leadership and facilitation approach.

### Final Group Experience Reflection Project Scoring Rubric

Assessment Category	Mastered	Developing	No attempt
<b>Introduction</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Group Process</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Therapeutic Factors</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Group Development</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>

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Assessment Category	Mastered	Developing	No attempt
<b>Group Member Roles</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Group Counseling Methods</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Ethics</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Social &amp; Cultural Factors</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Group Leadership</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>Summary</b>	2 pts <i>Demonstrated graduate level understanding of topic.</i>	1 pt <i>Demonstrated a developing graduate level understanding of topic.</i>	0 pt <i>No attempt.</i>
<b>TOTAL POSSIBLE POINTS: 20 points</b>			

### Final Group Facilitation Video

Due August 14 by 11:59 pm, Upload to Canvas. Assignment will be viewed by Instructor only. Submit a 10 min Video clip and written indication of which Group Facilitation and Leadership Skills are demonstrated in the video (Corey et al., 2014, p. 36-43). The video should be a video of the student facilitating a counseling role-play (Appendix C: Permission to Record). The video clip should show demonstration of the following Group Facilitation Skills:

1. Listened accurately & reflected content &/or process of group.
2. Demonstrated group facilitation skills appropriate for group developmental level.
3. Demonstrates group facilitation skills that enhance therapeutic factors.
4. Demonstration of one or two Group Facilitation and Leadership Skills (Corey et al., 2014, p. 36-43) along with written indication of the skill(s).

### Final Group Facilitation Video Scoring Rubric

Assessment Category	Mastered	Developing	No attempt
<b>Listened accurately &amp; reflected content &amp;/or process of group.</b>	4-5 pt <i>Demonstrated graduate level skill.</i>	1-3 pt <i>Demonstrated developing graduate level skill.</i>	0 pt <i>No attempt.</i>
<b>Demonstrated group facilitation skills appropriate for group developmental level.</b>	4-5 pt <i>Demonstrated graduate level skill.</i>	1-3 pt <i>Demonstrated developing graduate level skill.</i>	0 pt <i>No attempt.</i>
<b>Demonstrated group facilitation skills that enhance therapeutic factors.</b>	4-5 pt <i>Demonstrated graduate level skill.</i>	1-3 pt <i>Demonstrated developing graduate level skill.</i>	0 pt <i>No attempt.</i>

Assessment Category	Mastered	Developing	No attempt
Demonstration of one or two Group Facilitation and Leadership Skills (Corey et al., 2014, p. 36-43) along with written indication of the skills.	4-5 pt <i>Demonstrated graduate level skill of two skills and submitted written indication of skills.</i>	1-3 pt <i>Demonstrated developing graduate level skill of one skill and no written submission of skill.</i>	0 pt <i>No attempt.</i>
TOTAL POSSIBLE POINTS: 20 points			

## Appendix A: Student Notices and Course Policies

### Mission Statements

#### Counseling Unit Mission Statement

The OSU Counseling Program faculty, staff, and students endeavor to support the principles of dignity, respect, integrity, value, and equality in all we do. We prepare professional counselors who promote the social, psychological, and physical well-being of individuals, families, communities, and organizations in order to continually improve global welfare. We believe that professional counselors stand for social, economic, and political justice and therefore must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Development across the life span, cultural diversity, and a global perspective are integral to the preparation of professional counselors.

#### Disposition Statement (from Counseling Program Handbook)

The Department of Teacher and Counselor Education is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate that knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress. (See *Student Handbook for more on student dispositions.*)

#### OSU University Mission Statement

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress

#### College of Education Mission Statement

The College of Education develops multi-culturally competent researchers, scholars, learning leaders, teachers, and counselors who make a difference by promoting innovation, social justice, and lifelong learning with a focus on understanding diversity and developing scientific and technological literacy. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

#### Values

- We believe that the discovery, dissemination, and application of knowledge in STEM education, counseling, adult education, postsecondary education, and educational leadership disciplines must be situated in a context of social justice that acknowledges and embraces diversity.
- We value a collaborative, interdisciplinary approach to research and to facilitating the learning of individuals of all ages and cultural and ethnic backgrounds.
- Our programs are informed by research, and our research is informed by our practice as educators.

#### Ethics Statement

This course is offered through Oregon State University Extended Campus. For more information, contact:  
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Students are expected to conduct all learning activities in alignment with the [ACA Code of Ethics](#). The instructor, supervisor, and main site contact (if appropriate) must be notified of any ethical issues that arise during these activities. In the event of an ethical dilemma, students should apply an ethical decision-making model in consultation with the instructor, supervisor, and/or site contact to determine and implement an ethical course of action. Failure to notify the instructor and supervisor of ethical issues may result in a no-pass grade, remediation, and/or dismissal from the program.

### **Timeliness**

All course work must be completed on time. If there are extenuating circumstances regarding course assignments, please negotiate with the instructor PRIOR to assignment deadlines. Otherwise, late assignments will not be accepted.

### **Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

### **In-class Portion Attendance Policy**

Take this course only if you can complete the in-class portion of the course. Absence from an in-class session will result in an "I" grade and those sessions will need to be made up the next time the course is offered.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Communication**

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

### **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

### **Electronic Device Notice**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

### **Laptop/PDA Policy**

Excluding students with a documented disability, the use of laptops and PDAs during the in class portion is prohibited without prior permission of the instructor.

### **Recording Policy**

This course is offered through Oregon State University Extended Campus. For more information, contact:  
Web: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu)      Email: [ecampus@oregonstate.edu](mailto:ecampus@oregonstate.edu)      Tel: 800-667-1465

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material present in the in class portion is prohibited to all students.

**Use of Research Data (i.e., CACREP Standard II.I)**

Faculty will disseminate and students will discuss current published research as part of class activities.

**Class Visitor Policy**

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**Confidentiality Notice**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession.

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

**Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

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## **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

### **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

### Appendix B: Relation of Learning Objectives to GLOs and to Knowledge Base

Learning Objectives & GLOs	CACREP Core Standards Met	CMH Curricular Standards Met	TSPC / CACREP Standards Met	Assignment #
571.1	II.G.6.a	C.1, C.5	C.1, C.5, D.2, J.1, M.6, N.4, N.5	1, 2, 3, 4, 5
571.2	II.G.6.b	C.1, C.5, D.2	C.1, C.5, D.2	1, 2, 3, 4, 5
571.3	II.G.6.c	C.1, C.5	C.1, C.5	1, 2, 3, 4, 5
571.4	II.G.6.d			1, 2, 3, 4, 5
571.5	II.G.6.c			1, 2, 3
571.6	II.G.6.b			1, 2, 3, 4, 5
571.7	II.G.6.a, b, c			1, 2, 3, 4, 5
571.8	II.G.6.d			1, 2, 3, 4, 5
571.9	II.G.6.e			1, 2
GLO #1	II.G.6.c			2, 3
GLO #2	II.G.6.a			1, 2, 3, 4, 5
GLO #3	II.G.6.e			1, 2, 3, 4, 5

**Appendix C: Permission to Record**



Counseling Academic Unit, Master of Counseling Graduate Program,  
TCE 571, Instructor Tara M. Gray, PhD, LPC, (970) 769-9472  
grayta@oregonstate.edu

**COUN 571 Permission to Record**

I, \_\_\_\_\_, give students in COUN 571 Group Counseling Procedures  
(COUN 571 student)

permission to video record our Group Experiences for the Final Group Facilitation Video Assignment.

I understand that the group facilitator is (a) a graduate student in counseling, (b) may not yet be licensed, and (c) the course instructor is a licensed counselor and qualified counselor educator and clinical supervisor.

I understand that the sole use for these recordings is to increase the effectiveness of the counselor-in-training. Review of recordings of any session may occur by an on-site supervisor, the OSU clinical supervision team or an OSU course instructor.

I understand that session recordings are destroyed in a HIPAA-compliant manner within a month of the date of the recording.

I understand that the confidentiality of these recordings will be preserved by my counselor and his/her clinical supervisors in accordance to state law, federal law, and the ethical standards of the American Counseling Association. Furthermore, I understand that concerns about suicide, homicide, or child abuse may place limitations on confidentiality, in that the safety of individual lives is considered a priority to holding information confidential. Where lives are at risk, ethical and legal obligations of the profession dictate communication with official resources that may prevent loss of life or childhood injury.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*