



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education
and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5328 Group Counseling
Fall 2024**

Instructor: Lisa McGinnis, PhD, LPC

Class Time & Location: CH
Thurs 7-9:45

E-mail & Phone: lmcginnis@tamusa.edu, (cell) 210-854-6453

Office Hours: Before class or scheduled as needed-zoom/phone/in person

Office Location: N/A

Required Textbooks:

Gladding, Samuel T. (2020) *Groups: A Counseling Specialty*. Pearson, 8th Edition

I SBN-13: 9780135166895 (2020 update)

Recommended Textbooks:

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

Course Description:

This course provides an introduction to group psychotherapy with an overview of group dynamics and group processes. The course includes an exploration of group counseling models, group leadership and techniques, including planning and facilitating group. A major component of the class is participation in a training group. We will be both learning about group and participating in one. The class will be split into two halves, one will be lecture/discussion with the latter half of the class as a group experience. Prerequisites: EDCG 5313 and EDCG 5317.

In addition...

This course is markedly experiential. It requires on-going, active participation. This means being on time and no cell phones or other devices. We will work together to learn, develop, and challenge ourselves. The goal by the end of the semester is to be comfortable and competent at facilitating a variety of groups. Our class will be a safe space, but know there may be strong emotions at times and we may even have some conflict. This is part of the experience. Trust the process.

Student Learning Outcomes:

Students will be able to:

- identify and discuss various group counseling theories and techniques.
- evaluate group dynamics, including group stage development and identification of specific group member roles.
- define characteristics, facilitation styles, and approaches of effective group counseling leaders.
- discuss specific ethical codes from the ACA Code of Ethics related to group counseling.
- practice group counseling skills by leading small group activities over the course of one academic term.
- develop a group proposal with an emphasis on establishing appropriate group type and goals, group member selection criteria/screening, and methods of evaluation of group counseling effectiveness.

CACREP Standards:

Section 2: Professional Counseling Identity

F. Counseling Curriculum

6. Group Counseling and Group Work

- a. Theoretical foundations of group counseling and group work
- b. Dynamics associated with group process and development
- c. Therapeutic factors and how they contribute to group effectiveness
- d. Characteristics and functions of effective group leaders
- e. Approaches to group formation, including recruiting, screening, and selecting members
- f. Types of groups and other considerations that affect conducting groups in varied settings
- g. Ethical and culturally relevant strategies for designing and facilitating groups
- h. 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

TEA School Counseling Standards:**Domain II – Planning and Implementing the Developmental Guidance and Counseling Program****Competency 006 – Counseling**

The school counselor understands how to provide effective counseling services to individuals and small groups.

Key Performance Indicator:

CACREP CORE OR SPECIALTY AREA: Group Counseling and Group Work

The **Group Counseling Techniques Portfolio** is used to determine the level of student knowledge and skills related to the following CACREP Standards:

6. a. theoretical foundations of group counseling and group work

6. b. dynamics associated with group process

6. d. characteristics and functions of effective group leaders

6. h. 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

Students who fail a summative assignment [receive a rating scale of 2 or below] will meet with the issuing faculty and schedule a Fitness to Practice Committee meeting. The Fitness to Practice Committee meeting will result in the student being placed on a developmental plan or dismissed from the program.

KEY PERFORMANCE INDICATOR: (Group Counseling Techniques Portfolio)

1. Group Counseling Skills Scale: Students are assessed on their group counseling leadership skills (6. d.)

This assessment checklist is used to evaluate the following **10 group counseling skills**. Each skill is expected to be demonstrated in the group counseling session that you will co-facilitate:

- opening the group session in a professional manner
- reflecting feelings
- using open ended questions appropriately
- effectively uses silence
- facilitating group toward collaborative goals
- linking group members
- focusing on PROCESS vs. content
- focusing on the here-and-now
- appropriate self-disclosure
- summarizing and closing the session appropriately

Grading Method- Each of the ten group counseling skills will be scored from 0-2 points:

0	inability to demonstrate the skill
1	ability to demonstrate the skill adequately (some missed opportunities for using the skill in the group session and hesitation in using the skill in the group session)
2	ability to demonstrate the skill competently and consistently with no hesitation throughout the group session

Students can earn up to two points for each of the ten group counseling skills-- earning a maximum of 20 points for this assignment.

Group Counseling Skills Assessment

Students can earn up to two points for each of the ten group counseling skills-- earning a maximum of 20 points for this assignment.

1. _____ student is able to **open session in a professional manner** (ie: student may introduce him/herself, discuss confidentiality, review previous session, discuss session plan, etc.)
2. _____ student is able to **reflect feelings to group members** (ie: it seems that you're feeling...)
3. _____ student is able to use **open ended questions appropriately** (How, when, where, what words are used to begin open ended questions).
4. _____ student is uses **silence effectively**. (student uses silence to help GM's reflect or to prompt group to use their own resources).
5. _____ student uses **facilitating skills to guide group toward a COLLABORATIVE goal**. (student facilitates communication that helps GM's take responsibility for the group's direction)
6. _____ student is able to **link group members** (connecting what one GM is saying/doing with what other GM's are saying/doing)
7. _____ student ***appropriately* focuses on PROCESS vs. content** (this may include: helping GM's focus on here-and-now group dynamics; facilitating feedback among GM's)
8. _____ student **effectively uses a here-and-now focus** (ie: "Let's check-in and see how everyone is doing right now.")
9. _____ student uses **appropriate self-disclosure** (revealing your reactions to here-and-now events in the group: "I'm concerned that we're not progressing toward our goals.")
10. _____ student **summarizes and closes session effectively**

2. Group Counseling Session Summary

In addition you will be expected to evaluate the session you co-lead by answering the questions below. Each question will be worth 3 points for a max of 36 points total.

GROUP COUNSELING SESSION SUMMARY

Student Counselor's Name:

Date:

Number of participants:

Presenting Topic:

1. What were the mutually agreed upon group counseling goals for this group session?
2. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?
3. Identify the stage of group development that your group appears to be at based on what you observed during the group counseling session?
4. As group leader, what style did you use (e.g., democratic, authoritarian)? Explain how you implemented this leadership style AND how group members seemed to react to you as the group leader.
5. What was the major theme of this group session? Describe any major important content.
6. Describe the group dynamics. Include observations about specific group member roles (e.g., silent members, monopolizers) and about the overall group dynamics (e.g., sub-grouping, conflict).
7. What theory and techniques were used predominantly in this session and why did you use these? How did you know you used these?
8. What ethical questions, concerns, issues or dilemmas were raised during this session? (None is not an appropriate answer.) How did you resolve those?
9. Review the ACA Code of Ethics. List the specific ethical code(s) that apply in this session.
10. How successful was the group session? How do you know?
11. What did you learn about the group counseling process from this session?
12. What specific questions do you have for your supervisor regarding this and /or future group sessions?

3. Process Group Curriculum: This section is to include your specific plans for the group, including topic areas, activities, and objectives. This will be turned into the discussion board so the class can see your plan prior/post group.

Include the following elements for each session plan. Each section can be worth up to 4 points for a max of 32 points.

- Assessment of group members' readiness for group session based on the stage of the group
- Diversity considerations for the group session
- Objective for the session
- Opening activity(ies)
- Guided practice/modeling activities, as needed*
- Group activities to meet the objectives of the session*
- Closing activity(ies) for the session
- Materials/facilities needed for the session

*Activities can be discussion and do not necessarily need to be structured. Remember that you should spend at least 2X the amount of process time as you do on the content of the activity.

GRADING RUBRIC: The following rubric will be included in your KPI and will be a combination of your skills assessment and your group summary. This is what will be input into TEVERA.

POINTS	0	1	2	3	4
Group Counseling Skills Scale Score	Demonstrates 4 or less group counseling skills adequately (0-4 points on GCSS)	Demonstrates 5 to 8 group counseling skills adequately (5-8 points on GCSS)	Demonstrates at minimum 9 group counseling skills adequately; Demonstrates at maximum 2 of the 10 skills competently and consistently (9-12 points on GCSS)	Demonstrates 3-6 group counseling skills competently and consistently (13-16 points on GCSS)	Demonstrates 7-10 group counseling skills competently and consistently (17-20 points on GCSS)

Group Counseling Session Summary: Knowledge of group stages	Did not complete	Failed to demonstrate understanding about group stage development	Demonstrates incomplete understanding of group stage development	Demonstrates proficient understanding of group stage development based on observations of group dynamics	Demonstrates comprehensive understanding of group stage development based on observations of group dynamics
Group Counseling Session Summary: Group style/ theory used	Did not complete	Failed to demonstrate understanding of group leadership style and group counseling theory used in session	Demonstrates incomplete understanding of group leadership style and group counseling theory used in session	Demonstrates proficient understanding of group leadership style and group counseling theory used in session	Demonstrates comprehensive understanding of group leadership style and group counseling theory used in session
Group Counseling Session Summary: Description of group dynamics	Did not complete	Failed to demonstrate understanding of group dynamics and group member roles	Demonstrates incomplete understanding of group dynamics and group member roles	Demonstrates proficient understanding of group dynamics and group member roles	Demonstrates comprehensive understanding of group dynamics and group member roles
Small Group Activity Evaluations	Did not complete	Submitted for 1-3 groups	Submitted with 4-6 groups	Submitted with 7-9 groups	Submitted with 10 groups
TOTAL					20

EVALUATION PROCESS:

GROUP COUNSELING TECHNIQUES PORTFOLIO SUMMARY

Points from Group Counseling Techniques Portfolio	Overall Rating	Rating Scale	Description
16-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
11-15	Proficient	3	Able to perform without supervision on consistent basis
6-10	Developing	2	Able to perform with supervision on a consistent basis
1-5	Beginning	1	Able to perform with supervision on an inconsistent basis
0	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

Instructional Methods and Activities:

The method of instruction in the classroom is a combination of lecture, discussion, and small group work. Students are encouraged to ask questions during the lecture for clarification or further discussion of concepts that are not entirely clear. Class discussions will be used to critically review and analyze summaries of current research. Small group work will be used to provide hands-on learning experiences using concepts discussed during the lecture.

Methods of Evaluation/Assessments/Evidence:

1. **Commitment to class and learning.** Students are expected to attend class, prepare for class by reading the assignments, participate in the activities, discussions, practice, and come prepared to contribute. Please let the instructor know in advance, personally or by email, if you know you will not be able to attend a class. Each absence will deduct one point from total attendance grade. If you miss more than 2 classes, the highest grade you can get is a B.(14 points)
2. **Co-leadership/Evaluation of the Process Group.** (KPI's-2.F8.h.)- Each week in the process group, a student will co-lead the group overseen by the instructor. This will happen in a "fishbowl" format, where some of the class will participate in a psychoeducational process group while the other members of the class will observe. The purpose of this assignment is for students to gain awareness about what it is like to be both a group member and a group leader. This experience will include a brief consultation between the leaders before the process group and discussion with the observers after the group. Participation in the process group is not graded however points will be gained by group attendance and co-leadership.
 - ***Confidentiality is expected and necessary for trust to develop. You will be required to sign a confidentiality form before participation in the small group activities. Level of***

disclosure during these activities is your choice, but this group is NOT personal counseling and although confidentiality forms will be signed by everyone, confidentiality CANNOT be guaranteed. If the instructor believes that the conversation is becoming inappropriate for the small group activity, it will be stopped.
(Total: 80 points-20 Group skills scale, 36 Group skills summary, 24 Curriculum Plan)

3. **Book Chapter Quizzes-** Book chapter quizzes will be administered to assess students understanding of textbook material. Quizzes will be held on Blackboard. There will be 4 quizzes each worth 5 points. **(20 points)**

4. **Screening Assignment (KPI's- 2.F.8.e.)-** Once you have selected the type of group for your group proposal, you will practice conducting a screening interview for that group with a classmate who will role-play a potential group member. Interviews should last 10-15 minutes. You will describe the group to your partner and will need to create questions for your interview utilizing the research you completed for your lit review. Once you have conducted the interview, determine whether or not you would have accepted this person a member. In your paper, you will justify your decision and identify what you would have recommended for the client if you did not accept them as a member. The role-play prospective member should share how they felt after the interview is over and thoughts about the potential group. You may want to record your interview to aid in writing you paper, but it is not required. Your paper should be 2-4 pages and does not require APA format. Your screening questions should be included in your paper. If you wish, you may try more than one screening interview to give you a variety of experiences. **(15 points).**

5. **Group Proposal (KPI's- 2.F.8.g.; 2.F.8.d.; 2.F.8.c.; 2.F.3.e) -** An activity to help you gain competencies involves your preparing a typed proposal described a group you might conduct in your desired work setting (e.g. communication skills for an adolescent in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, marriage group etc.). This assignment should be as outlined and formatted to APA guidelines:

Literature Review (20 pts.): The first task is to determine what type of group for which you would be interested in developing a curriculum (e.g. eating disorders, anger management, domestic abuse group, test anxiety group, etc.). The literature review should be around **5-6 pages**. Research no fewer than **5 references** (other than course texts); two may be texts on group counseling specifically related to the type of group you will be using. The remaining 3 will need to be contemporary peer-reviewed articles found in professional counseling journals

(such as Journal for Specialists in Group Work). Discuss the information found in each reference relevant to the group you are describing. References need to be clearly related to the type of group you will be using, the population involved, and/or the group's purposes and procedures. *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. You should also include support for the theoretical orientation that will best serve your group.* The literature review should conform to APA Style Manual (7th edition).

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.**

Proposal (20 pts.): The second component consists of the group counseling proposal. This is focusing on the structure of your time. Specific instructions for how to write up and format these two sections are provided below.

Proposal:

- Identification of the population
 - Describe the client population with whom you will be working and tell why this population could benefit from group counseling. (Lit Review support)
 - Briefly describe the group you would like to implement. What are the specific goals of the group you will be conducting? (3-5 goals only)
- Literature Review (Part One)-see above
 - Introduction: state the specific type of group you will be conducting and what the literature will be covering
 - Review at least 5 references specifically related to the type of group you will be developing. Discuss the information found in each reference in relation to the population involved and the group's purposes and procedures.
- Group Logistics: Discuss the following in organizing your group. State your reasoning for your decisions in each area.
 - Group composition/size
 - Open/closed group
 - Recruitment and screening (screening assignment)
 - Group duration/length and frequency of meetings
 - Ground rules
 - Physical setting-office/outside experiential/classroom
- Leadership Role
 - You should decide on an appropriate orientation to group leadership for this specific group. Explain your view regarding degree of involvement, directive vs. non-directive approaches, and structured vs. unstructured group.

- Role enactment: based on your leadership orientation, explain the facilitator's role during each stage of the group.
- Topics for each group session: This is not detail, but a general outline of what each session will cover. Keep the stages of group in mind. Opening session should include informed consent/norms/introductions. Closing session should include summarizing the group experience.
- Techniques and Interventions: Name 3 techniques/interventions you would use, how you would use them, and desired results.
- Ethical Considerations: List and explain 3 ethical considerations you believe to be particularly relevant to the type of group you propose. (Reference specific codes)

Course Requirements/Grade Assignment

Course Requirements:	Points:	Percentage:
Attendance/participation/group evaluations	14	5%
Portfolio		
Group Skills Scale	20	
Group Skills Summary	36	
Curriculum Plan	32	88 Total 35%
Chapter Quizzes	20	10%
Screening Assignment	20	15%
Group Proposal		
Lit Review	20	
Proposal	20	40 Total 35%

Grading Criteria/Scale (percentage):

A = 90 and above B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Scheduled work turned in late will be penalized 10 percent per number of days late; papers will not be accepted more than one week late. **There is no opportunity for extra credit in this course.**

Student Expectations

- Students are expected to participate in all aspects of the course. Students are encouraged to discuss personal concerns with the professor.
- Students are expected to respect others' experiences and personal information as confidential at all times.
- Students are encouraged to seek personal counseling at any time, should the content of the course be a challenge.
- Students are expected to observe ethical standards and exhibit professional behaviors.

Self-Care

While self-disclosure is a nature and desirable part of your training and learning, please be mindful and careful about personal disclosures during class discussion and with peers. Please consider carefully before disclosing personal histories of abuse, trauma, additions, or psychological disorders as your confidentiality cannot be guaranteed or assured.

Attendance

Regular class attendance at the graduate level is required and expected. Given the discussion-based nature of this course, regular attendance is required to earn credit for the course. In consideration of the limited number of classes per semester, each student is permitted one absence per course. ***More than 2 absences will result in a reduction of a letter grade for each absence.*** Please let the instructor know in advance, personally or by email, if you know you will not be able to attend a class. This course is part of a professional graduate training program that is invested in your development as a professional. Your approach to the logistics of the course is a reflection of your professional development and commitment to your training.

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: <http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences.

Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an

appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Date	CACREP standards	Topics Discussed	Reading for class	Assignments Due
8/28	Sec.2:F.6.f	Review syllabus & course structure Chpt 1: Types of Groups and Group Work	Chpt 1	* Self Assessment-in class
9/4	Sec.2:F.6.f	Chpt 2: Group Dynamics; Chpt 3: Effective Group Leadership; Quiz available in Blackboard: 9/1-9/4	Chpt 1, 2,3	Quiz 1 Chpts 1-3 *Partner Draw*
9/11	Sec.2:F.6.a,b,e	Group Skills Chpt 4: Forming a Group; Chpt 5: The Transition Period in a Group: Storming & Norming	Chpts. 4-5	
9/18	Sec.2:F.6.a,b,c	Chpt 6: The Working Stage in a Group: Performing; Chpt 7: Closing a Group Quiz available in Blackboard: 9/15-9/18	Chpts. 6-7	Quiz 2 Chpts 4-7
9/25	Sec.2:F.6. c,f,g	Small Group Activity Chpt 8: Diversity & Social Justice; Chpt 9: Specialty & Creativity in Groups; Chpt 10: Ethical & Legal Aspects; Quiz available in Blackboard: 9/22-9/26	Chpts. 8-10; ACA COE	Quiz 3 Chpts 8-10
10/2	Sec.2:F.6.f	Chpt 11 & 12: Children & Adolescents; Chpt 13 & 14: Adults, & Older Adults	Chpts. 11-14	
10/9 Online assignment, not in person	Sec.2:F.6.a,b,c,d,h	Chpt 15: Transactional Analysis, Reality, & PC Groups; Chpt 16: Existential, Gestalt & REBT Groups Quiz available in Blackboard: 10/6-10/9	Chpt 15-16	Quiz 4 Chpts 11-16
10/16	Sec.2:F.6.d	Small Group Activity		
10/23	Sec.2:F.6.a,b,d,h	Small Group Activity		
10/30	Sec.2:F.6.a,b, c,d,h	Small Group Activity		Literature Review Due
11/6	Sec.2:F.6.a,b,d,h	Small Group Activity		
11/13	Sec.2:F.6.a,b,d,h	Screening Activity/ Small group Activity		
11/20	Sec.2:F.6.a,b,c,d,h	Small Group Activity-Closing-McGinnis Celebration!		
11/27	Sec.2:F.6.a,b, c,d,h	NO CLASS-Thanksgiving		Screening Activity Due
12/4	Sec.2:F.6.a,b,c,d,e,f,g,	Exam Week-Group Proposal Due as Final		Due 12/9

Assignments/due dates are subject to change due to course/class needs.

- * Schedule subject to change depending upon understanding of content and level of participation.
- * Class content may overlap or carry over into following class meetings. Thanks in advance for your flexibility.
- * Our research librarian is: Kimberly Grotewold, Kimberly.Grotewold@tamusa.edu (210) 784-1519