



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** EDCO

**Course and Section #:** 6070 X01

**Course Title:** Group Counseling

**Credits:** 3

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### *Course Description*

Provides an introduction to many of the important challenges facing group leaders and group members in contemporary society. Discusses ethical guidelines particular to group work. Exposes students to how common Counseling theories can be applied in group settings. Provides an understanding of group developmental stages and processes, and how these dynamics influence group growth and productivity. Emphasizes leader skill development. Includes approximately 20 hours of class time spent in a laboratory experience wherein each student is provided the opportunity to function in a group.

### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other:

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### *Instructor Information*

**Instructor Name:** Delanie Wu

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### *Student Learning Outcomes*

- Recognize the stages of group development.
- Critique existing group therapy theory.
- Develop approaches to group formation.
- Apply ethical and culturally relevant strategies for designing and facilitating groups in a school setting.

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## ***Course Materials and Texts***

Corey, M. & Corey, G., & Corey C. (2017). *Groups: Processes and Practice*, 10th ed. Brooks/Cole Pacific Grove, CA.

Tillman, K. (2019). *Group counseling with elementary students*. American School Counseling Association. ISBN:978-1-929289-36-3s

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Week 1 Video Introduction: 10 points. You will record a brief intro video about yourself and post it for your classmates.

Week 6 Reflection Paper: 10 points. The reflection paper is an opportunity for you to reflect on what you have learned thus far in the course, as well as to plan for continued practice.

Week 8 techniques of counseling survey: This survey is meant to be feedback to your professor regarding where you feel your understanding is in regards to counseling skills.

Week 8 Reflection Paper: 10 points. This is an opportunity for you to reflect on what you have learned so far in the course and how you can mitigate any areas that are confusing.

Live Skills Labs 1 and 2: 100 points each. Participation in the Live Skills Labs is a requirement for this course. Each Live Skills Lab weekend is worth 100 points and has an accompanying rubric. Come to these activities prepared to participate in foundational counseling skills lectures, discussions, and practices.

Week 14 Reflection Paper: 10 points. The reflection paper is an opportunity for you to reflect one what you have learned thus far in the course, as well as to plan for continued practice.

#### **Discussions:**

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit.

It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn. Due dates for discussions correspond with the initial post date which is usually a Thursday. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the Sunday following the due date. After this, posts will be marked late.

#### **Assessments:**

Chapter reading quizzes are offered through Canvas. You may take each quiz twice. The highest score will be submitted. Make sure you get these done before quiz closes.

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## **Required or Recommended Reading Assignments**

## General Description of the Subject Matter of Each Lecture or Discussion

Week	Dates	Assignments
Course Orientation	Jan 6th- Jan 12th, 2025	<ul style="list-style-type: none"> <li>• Video Introduction</li> </ul>
Module 1	Jan 13th- Jan 19th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Basic Issues In Group Work</li> <li>• Submit   Self-Assessment: An Inventory of Your Views on the Process and Practice of Groups</li> <li>• Complete   Chapter 1 Quiz: Basic Issues in Group Work</li> <li>• Submit   Group Project Topic Sign Up</li> </ul>
Module 2	Jan 20th- Jan 26th, 2025	<ul style="list-style-type: none"> <li>• Discuss   The Group Counselor</li> <li>• Complete   Chapter 2 Quiz: The Group Counselor</li> </ul>
Module 3	Jan 27th- Feb 2nd, 2025	<ul style="list-style-type: none"> <li>• Discuss   Ethics and Legal Issues in Group Counseling</li> <li>• Complete   Group Counseling Course Informed Consent</li> <li>• Complete   Chapter 3 Quiz: Ethical and Legal Issues in Group Counseling</li> </ul>
Module 4	Feb 3rd- Feb 9th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Theories and Techniques of Group Counseling</li> <li>• Submit   Part 1 of Group Proposal Project</li> <li>• Complete   Chapter 4 Quiz: Theories and Techniques of Group Counseling</li> </ul>
Module 5	Feb 10th- Feb 16th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Forming a Group</li> <li>• Complete   Chapter 5 Quiz: Forming a Group</li> </ul>
Module 6	Feb 17th- Feb 23rd, 2025	<ul style="list-style-type: none"> <li>• Complete   Chapter 6 Quiz: Initial Stage of a Group</li> <li>• Discuss   Group 1-6 Feedback Survey</li> </ul>
LIVE SKILLS LAB 1	Feb 21st- Feb 22nd, 2025	Face-to-Face Participation
Module 7	Feb 24th- March 2nd, 2025	<ul style="list-style-type: none"> <li>• Discuss   Transition Stage of Group</li> <li>• Submit   Live Skills Lab Reflection Paper 1</li> <li>• Complete   Chapter 7 Quiz: Transition Stage of a Group</li> </ul>
Module 8	March 3rd- March 9th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Working stage: It's time to get to bottom of the work</li> <li>• Complete   Chapter 8 Quiz: Working Stage of a Group</li> </ul>
Module 9	March 17th- March 23rd, 2025	<ul style="list-style-type: none"> <li>• Discuss   Final stage of group: How to tie everything up</li> <li>• Complete   Chapter 9 Quiz: Final Stage of a Group</li> </ul>
Module 10	March 24th- March 30th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Groups in School Settings</li> <li>• Complete   Chapter 10 Quiz: Groups in School Settings</li> </ul>
Module 11	March 31st- April 6th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Group creation and groups in the community</li> <li>• Complete   Chapter 11 Quiz: Groups in Community Settings</li> </ul>
Module 12	April 7th- April 13th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Trauma group creation and evaluation</li> </ul>
Module 13	April 14th- April 20th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Group 7-12 Feedback Survey</li> <li>• Submit   Live Skills Lab 2</li> </ul>
LIVE SKILLS LAB 2	April 18th- April 19th, 2025	Face-to-Face Participation
Module 14	April 21st- April 27th, 2025	<ul style="list-style-type: none"> <li>• Discuss   Reflecting and Adjusting</li> <li>• Submit   Live Skills Lab Reflection Paper 2</li> </ul>
Module 15	April 28th- April 30th, 2025	<ul style="list-style-type: none"> <li>• Submit   Group Project Final Paper</li> </ul>

## ***Required Course Syllabus Statements***

### **Generative AI**

AI applications should not be viewed as substitutes for your innate creativity, individuality, and analytical thinking skills. The art of writing, critical thinking, and research are disciplines that require cultivation over time to refine your unique voice. Simultaneously, it is essential to understand the appropriate utilization of AI tools and recognize the situations where AI can offer valuable assistance to your work. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

It is your responsibility to ensure that the information you provide in response to an AI query adheres to certain standards, such as not infringing upon intellectual property rights, avoiding dissemination of misinformation, and refraining from unethical content. Proper documentation and citation of your use of AI tools are necessary to comply with university guidelines regarding academic integrity.

Students utilizing AI tools for their assignments must distinctly differentiate between their original work and the AI-generated content. In these instances, the portion of the student's work generated by AI should not exceed 15%. If there are any uncertainties or confusion regarding this matter, please do not hesitate to contact me for clarification before submitting your work.

Plagiarism occurs when you:

- Use another author or source's exact wording in a way that makes it seem like your own, regardless of the original form of those words (e.g., book, article, lecture, website, speech, graphic, or any other form like an AI text generator)
- Paraphrase another author's words in a manner that closely resembles the original passage without proper citation.
- Do not clearly acknowledge the authorship of someone else when submitting work.
- Create false information that is not supported by the actual research in a writing project
- Have someone else, whether paid or not, write your paper or use a paper mill website with pre-written papers
- Produce and submit a paper created using artificial intelligence, such as ChatGPT

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### **Using Remote Testing Software**

X This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.