

COUN 5430: GROUP THEORIES & TECHNIQUES

Term: Spring 2022

Credit Hours: 3 hours

Meeting Time: Thursday 4:30-7:30

Room #: CL

Instructor: Cecily Moore, LPC-MHSP-LMHC,
LPCC

Telephone: 731-252-5240

Email Address: moorecr@apsu.edu

Office: Virtual

Office Hours: By Appointment Only

Prerequisites:

COUN 5400, COUN 5410, COUN 5420

Required Texts:

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and Practice (10th Ed.)*. Belmont, CA: Brooks/Cole

Association for Specialists in Group Work (2007). *ASGW Best Practice Guidelines: 2007 Revisions*. Retrieve from D2L course site.

Association for Specialists in Group Work (2012). *ASGW Multicultural and Social Justice Competence Principles for Group Workers*. Retrieve from D2L course site.

Yalom, Irvin. (2005). *The Schopenhauer Cure*. New York, NY: HarperCollins

Additional Readings: *Additional readings may be assigned to supplement & reinforce your learning.*

Course Descriptions:

Group facilitation is an effective way to work with individuals. There are many new concepts to learn, understand, practice and experience. This course is designed to provide you with an overview of the basic elements of the group process, with a focus on stages of group development, including coverage of introduction to group work; guidelines for multicultural practice; ethical and professional issues in group practice; group leadership; early stages of groups; and later stages of groups. The course is a combination of didactic and experiential activities including demonstrations, short lectures, class discussions, facilitation and participation in a group, and reflective practice.

Caveat on the Small Group Experience: Learning about group dynamics is only possible when you participate in a group. This experience will provide you with the opportunity to experience what it is like to be a group member and a group leader. Additionally, it will help you remember

how your counselees may experience being a member of a group. It is important to note that the group activities you will experience this semester are not intended to be psycho-therapeutic, however, as a group member you will experience the group as being therapeutic at times. It simply cannot be avoided. Cathartic moments may occur at any time, and introspection may result. Pay attention to what you are feeling and thinking, and be an observer of other group members, particularly as peer can provide examples of various types of group behaviors. In addition, pay attention to the group dynamics and those who serve as group leaders. Above all, respect all the members of the class and in your group. You have the right to “pass” at any time for any reason and this right will be respected. **Confidentiality must be maintained at all times.**

Austin Peay State University

College of Education

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism

may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: disabilityservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the "Code of Conduct" in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

Writing Quality and Academic Honesty:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Plagiarism Policy:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Class Grievances:

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Course Objectives & CACREP Standards

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Examining the theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research.	II.F.6.a II.F.8.a	Readings, class discussion, exams, group proposal project
Utilizing ethical and culturally relevant strategies necessary for designing and facilitating groups with diverse members.	II.F.1.i II.F.2.c II.F.6.g V.C.2.j	Readings, class discussion, exams, group proposal project, photo voice project, group facilitation & paper
Identifying the principles of group dynamics, including group process components, developmental stages of group, group member roles and behaviors, and the therapeutic factors of group work.	II.F.6.b II.F.6.c	Readings, class discussion, exams, personal growth group experience, group facilitation & paper
Demonstrating the characteristics and functions of effective group leaders.	II.F.6.d	Readings, class discussion, exams, group facilitation & paper, group Proposal project
Identifying the approaches to group formation, including recruitment, screening, and member selection.	II.F.6.e	Readings, class discussion, exams, group proposal project
Differentiating between the different types of groups, and identifying other considerations that affect conducting groups in varied settings.	II.F.6.f V.C.2.c V.G.3.f	Readings, class discussion, exams, group proposal project

Participating in direct experience as a group member for a minimum of 10 clock hours over the course of one academic term.	II.F.6.h	Personal growth group experience, group facilitation & paper, Reflective Journal
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STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES:

Attendance & Class Participation (150 points; 10 pts. each week)

Due to the experiential nature of this course attendance is vital to your learning and that of your peers. If for some reason you are unable to attend class, it is important that you contact the leader of your group for that week and me PRIOR to class. If you miss more than one class, your grade **will be lowered one full letter grade**. Please be courteous to the instructor and your peers by being on time to class and to your group sessions. Habitual tardiness to class will result in a deduction in participation points. This is a graduate level class and as such, attendance, class participation and professionalism are expected and vital.

Participation: Class participation grades will be based on your engagement and participation in both the online and on-ground portions of class. Please come to class prepared and ready to fully engage in class. Since class participation is a vital part of learning, even excused absences can impact your class participation grade. Also, please engage with all assigned online material. Failure to view online components will also impact your class participation grade.

Attendance Specifics: If you do miss a class, you will be responsible for the information presented in that class. Each unexcused absence will result in a 10-point deduction from your attendance and class participation weekly grade. More than three unexcused absences will result in a failing grade for the course. Absences will be excused at the discretion of the instructor; however, please think in terms of life/death emergencies. That said, **please use your discretion and take care of yourself if you are sick**. Contact the instructor for alternate ways to access the class that week. Please note that this class starts at 4:30 PM. You are expected to be in class on time as a late arrival disrupts class instruction and your peers. Please make every effort to be here on time for class. However, there may be times when events outside of your control constitute a late arrival. Please be aware that three late arrivals will constitute one absence. Additionally, please be aware that being late by more than 20 minutes for two class meetings will constitute one absence.

Please come to class prepared and ready to fully engage in class. Since class participation is a vital part of learning, even excused absences can impact your class participation grade. Also, please engage with all assigned online material. Failure to view online components will also impact your class participation grade.

Professionalism: Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect

you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your discussions and management of course material and personal information shared by peers; appropriate dress and behavior during on-ground and online meetings; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness

Cell Phone Usage: Please be respectful of your classmates and keep your cell phones, pagers, etc. turned off or in the silent setting, AND out of sight. If you absolutely *must* take a call, please be respectful and quietly turn off your camera. **Please note:** The instructor has the right to ask you to leave the class for the remainder of the session should cell phone usage be observed during class time. Additionally, 10 points will be removed from the offender's overall grade for the semester for each offence. **Absolutely *NO* cell phone activity is to occur in the small group sessions and cell phones should not be visibly present. A violation will result in removal from the group AND a failing grade for the course.**

Late Assignments: I reserve the right to not accept late assignments. If you need to submit an assignment late, please let me know in advance and as soon as possible. You have plenty of time to complete each assignment, last minute problems such as computer issues or other obligations will not be acceptable reasons for a late submission.

Confidentiality:

In order to establish an environment that provides the greatest potential for growth it is imperative that the classroom and the small group environment is a safe, caring, and confidential space. **A breach of confidentiality will be met with a failing grade and the potential for removal from the Counseling program.**

Personal Growth Group Participation (100 pts.; 10 pts. each week)

As a course requirement you will be a participant and a leader in a small group experience. The class will be divided into three smaller groups. You will facilitate/co-facilitate at least one session throughout the semester (more on this below). The group will meet the second half of class and last approximately 1 hour and 15 minutes (6:15 to 7:30). You are required to attend and participate. This is a unique opportunity for you to learn more about yourself, the therapeutic value of groups, and the group process. These small group sessions are confidential for trust and cohesion (see confidentiality statement above). It is imperative that you actively participate in the group process in order to fully benefit from the process. While participants have the right to decline to share at particular times, points will be deducted for absenteeism, and/or continuously participating only as a silent "observer."

Reflection Journal (100 pts.; 25 pts. each)*

Due Date: Upload your Reflection Journal entry by midnight on the due date to the D2L Dropbox. Late journal entries will not be accepted.

During the semester you are required to complete a reflection that summarizes your group experience. You will post your reflection in the Drop Box on the course D2L site that is only accessible by me. The rubric below will be used for this assignment. Although I have indicated a point value, this is only to take this assignment seriously, and points will be subtracted if required topics are not included or where there is over-brevity or under-personalization. Otherwise, if you follow directions, keep regular entries, and genuinely work on self-exploration and personal learning, you will earn all the points for this assignment. I will be the only person who has access to your journal entry and will treat your post courteously, respectfully, and with total confidentiality. Make an effort to describe and confront important personal and interpersonal issues that may affect your future professional effectiveness. This does not mean you have to share personal issues that you are not willing to disclose, however, you may do so if you choose.

Sections	Points
Focus on what you <i>did</i> , <i>thought</i> , and <i>felt</i> in the session. Use the “I” pronoun and address what went on within you.	2
Describe how willing you were to take risks be providing or receiving feedback.	2
Explain your level of trust. What is promoting or detracting from this trust level and how are you taking responsibility for this level?	2
Describe your feelings regarding the leader’s involvement and investment in today’s session.	2
What were the things you thought went well? What might you have done differently as the facilitator or if you had been the facilitator?	2

Note: Please submit your weekly reflection journal entry on D2L as a Word document with your name, date, and group week number at the top of the page. One weekly entry per document.

Facilitation/Co-facilitation of a Group Session(s) (100 pts.)* LiveText Assignment

Due Date: Upload your 3–5-page paper to Livetext prior to class (by 4:30 PM) the week following your group facilitation. Please do not upload it to the Reflection Journal Dropbox. Turn in the recording of your session at the start of class. Make sure your name and group session number are on your recording.

You will be required to facilitate at least one session of small group. You will video tape your session and write a paper to accompany it. Select a 5 minute portion of the video that you thought went well and a 5 minute portion you thought could have used improvements. The paper should be structured similar to your weekly reflection paper, with an **expanded** self-evaluation and overall evaluation sections. This means your paper will include a discussion of the items required in the Weekly Reflections; and the following:

1. The group stage at the time of the facilitation and how this informed your practice.
2. A description of your own style of group facilitation, including strengths and weaknesses/areas for growth.

3. A discussion of any theoretical approaches you used to inform your facilitation.
4. Description and rationale for any activities, exercises, and/or interventions you employed.

Your paper should include a cover page, headers, headings and sub-headings, and generally follow APA 7th edition formatting (no abstract is required).

*** Note: You are exempt from writing a weekly reflection journal if you facilitate group on the same day a journal reflection is due.**

Group Proposal/Presentation (150 points/100 pts. for paper & 50 points for presentation)

Due Date: Upload a copy of your paper and all supporting documents (e.g. session plans, PowerPoint/Canva/Presi presentation) to the D2L Dropbox by 4/6/22 by midnight.

Presentations Begin 4/7

You and your partners will design your own group proposal based on the criteria provided at the end of the syllabus. This group proposal is one that can be implemented in an agency school, or other institution. This assignment is a research-based meaning your rationale should be supported by a thorough review of the literature. You will need to cite and reference a minimum of six journal articles and/or texts. The plan should be approximately 10-12 pages (not including cover and reference pages), written in APA 7th edition style, and double spaced.

The intent of this assignment is to have a group outline that is ready to implement in a setting in which you will be working. In other words, the activities to be used in the group are to be included in addition to the group logistics and other criteria listed in the rubric. You and your partners are to present this group proposal to the class in an interesting manner. In other words, do not just simply lecture; involve the class in some way. The presentation should take between 25-30 minutes.

Photo Voice Project Presentation (150 points) * This project is due and will be presented to the class on 1/27/22

For the photovoice project, you will “take pictures that capture your voice with regard to aspects of your own intersectionality and social location (BOTH marginalized and privileged)” (Case & Rois, 2017, p. 96). The photos can be personal or conceptual (e.g. images that represent social location to you). You will create a PowerPoint or website (or other creative way of displaying the photos). This assignment will require a 10-15-minute media presentation detailing your intersectional cultural analysis.

Justification for this project:

This assignment provides an opportunity for reflection on your lived experiences across

multiple social identities while connecting those lived experiences to the broader social world. Your task is to utilize intersectional theory as a framework to explore your personal social locations (you will include both marginalized and privileged social locations) and then discuss how your lived experiences, across the various social locations, intersect with structural power

to create systemic issues. Ultimately, the critical focus will be on systemic issues, “the way things work (Cho, et al., 2013, p. 797)”, in the larger sociocultural context. There are two parts to the assignment: a photovoice project (Case & Rios, 2017) and a recorded presentation.

Grading:

Class Attendance/Participation	100
Personal Growth Group Participation	200
Reflection Journal	100
Group Facilitation, Recording & LiveText Assgn.	300
Group Proposal/Presentation	150
Photo Voice Project & Presentation	150
Total Points:	1000

Tentative Course Schedule

Please Note: This is a tentative schedule and subject to change as deemed necessary by the instructor.

Date	Topic	Assignments/Readings
1/20	Introduction to Course/Review of syllabi and course expectations	Review Syllabus Group Sign Ups
1/27	Introduction to Group Work: A Multicultural Perspectives The Group Counselor (CACREP F.2.c; F.6.a; F.6.d; F.6.g; F.8.a; C.2.j) Small Groups Begin	Chapter 1 & 2 Photo Voice Project Due
2/3	Initial Stages of Group (CACREP F.6.a; F.6.b; F.6.e; F.6.f; F.6.h, F.8.a)	Chapter 6 Journal Reflection 1 Due
2/10	No Class Group Dynamics & Types, Group Stages, and Forming a Group	**No Class** Chapter 5 Recording - Developing a Group Proposal (CACREP F.6.a; F.6.b; F.6.e; F.6.f; F.8.a)
2/17	Ethical & Legal Issues in Group (CACREP F.1.i; F.6.g)	Chapter 3
2/24	Theories & Techniques of Group (CACREP F.6.a; F.6.h; F.8.a)	Chapter 4 Journal Reflection 2 Due
3/3	Transition Stages of Group (F.6.b; F.6.h)	Chapter 7
3/10	SPRING BREAK	
3/17	Working Stages of Group (CACREP F.6.b; F.6.h)	Chapter 8 Journal Reflection 3 Due
3/24	Therapeutic Factors for Group Work CACREP F.6.c; F.6.h) Final Stages of Group (CACREP F.6.b; F.6.h)	Chapter 9
3/31	Groups in School Settings Groups in Community Settings (CACREP C.2.c; G.3.f; F.6.h)	Chapter 10 Chapter 11 Journal Reflection 4 Due
4/7	(CACREP F.6.h)	Group Presentations
4/14	Last Day of Class Course Evaluations (CACREP F.6.h)	<i>Group Presentations & Wrap Up</i>

Intersectional Cultural Analysis Photo Voice Project Grading Rubric

	Unsatisfactory 0-69 (total across all items)	Emerging 70-79	Proficient 80-89	Exemplary 90-100	Max Points 100
Assignment Components					
Rubric Item 1: Provide a series of photos that represent the intersections of your own various identities.	Fewer than three photos are submitted OR the photos are not relevant to the project.	At least three relevant photos are submitted via PowerPoint presentation, website created for the assignment, or another approved creative means of displaying the photos.	At least five relevant photos are submitted via PowerPoint presentation, website created for the assignment, or another approved creative means of displaying the photos.	At least seven relevant photos are submitted via PowerPoint presentation, website created for the assignment, or another approved creative means of displaying the photos.	100 pts
Rubric Item 2: A presentation is created that clearly explains the relevance of the photos, how they are connected to intersectionality theory, course readings, and social justice.	No presentation or a poorly explained presentation that does not make connections between the photos and intersectionality theory, course readings, and social justice.	Presentation provides a limited explanation of the photos and their connections to intersectionality theory, course readings, and social justice.	Presentation provides a clearly articulated explanation of the photos and their connections to intersectionality theory, course, reading, and social justice.	Presentation provides a clearly articulated explanation and advanced understanding of the photos and their connections to intersectionality theory, course readings, and social justice.	100 pts
Rubric Item 3: Presentation articulates how you will infuse a multicultural (intersectional) approach into group counseling.	A discussion of social justice in group work is not included OR the discussion does not articulate an intersectional multicultural approach.	A discussion of the infusion of intersectional multiculturalism into group counseling is included in the written analysis but is not clearly explained and may not be clearly relevant.	A clearly articulated discussion of the infusion of intersectional multiculturalism into group counseling is included in the presentation. Specific examples of strategies are presented in the work.	A clearly articulated and advanced discussion of the infusion of intersectional multiculturalism into group counseling is included in the presentation. Specific and clearly articulated examples of group counseling strategies are presented in the work.	100 pts

Group Proposal Guidelines

Below are general guidelines for your group proposal paper. Review them and make note of any questions you have. We will discuss questions as a class in the next few weeks. Remember that the goal is for you to LEAD this group one day – your hard work will pay off in the years to come!

Paper Format: Your group proposal paper will be approximately 10 pages in length (excluding cover page and references). Please follow APA style (7th edition) and use Time Roman 12-point font. Select a setting in which you want to implement a group (i.e. groups designed for children, adolescents, college students, older adults, etc.) Please select one of the specialization areas (i.e. task, psycho-educational, counseling, or psychotherapeutic group). The paper will include references from at least six (6) journal articles and/or texts. You may use no more than (1) website reference.

*****Please read the handout for Gladding (2008) first*****

STEP 1: DEVELOPING A RATIONALE FOR YOUR GROUP ~ approx.2 pages

See Page 110 of your handout. It may be helpful for you to first do a literature review of what HAS been done for the population you have in mind. Or you may already have a specific idea and you will want to find research that supports it. Your rationale should include research literature—in other words, you cannot just do the group because you think it would be cool. Find others who have done a group like yours or agree with your rationale. Or find areas that are missing in the group work field and demand further investigation.

Examples:

A support group for counselors is difficult to form because counselors are particularly concerned about confidentiality. Many counselors fear their disclosures will lead to professional fallout (Priest, 2003). This self-censorship can lead counselors to burnout and impairment and put themselves and their clients at risk. Support for counselors is essential to their personal and professional well-being (Dee, 2009).

OR

There is a dearth of knowledge in the research literature regarding counseling groups for children who have had a parent killed in combat (Rakes, 2005). The need for such a group, however, is paramount (Combs, 2010).

STEP 2: DECIDING ON A THEORETICAL FORMAT~2 paragraphs

See pages 110-111. This is where you not only need to decide the best format for the group you propose, but also how you (the group leader) will display that theoretical viewpoint to the group.

STEP 3: WEIGHING PRACTICAL CONSIDERATIONS~2-3 pages

See Page 111 and Figure 5.1. Detail your specific goals and objectives for the group. Also detail specifics such as ideal number of group members, meeting place, time, and frequency. Is the

duration sufficient to cover topic and allow for change? What specific changes will occur as a result of a member's participation? Is the time sufficient for number of members? What potential barriers to scheduling exist?

STEP 4: PUBLICITY~1 paragraph

Page 112. How will you publicize for your group? If you plan on using a flyer, include a sample flyer in the appendix.

STEP 5: PRE-TRAINING/SCREENING~ 2-4 pages

Include information on how you plan to conduct pre-training (if applicable), screening, and selecting your group members (pp. 112-116). When deciding whom to exclude, what are the criteria? When deciding who to include, which of the following are taken into account: gender, cognitive ability, maturity, duration of issue, frequency of issue, intensity of issue, acceptance and/or completion of issue.

What information will you provide group members before the first group meeting? If you will have a written informed consent, provide an example in your appendix. You will be leading the group, but you will need to decide if you will want/need a co-leader. Write a brief paragraph on you/your co-leader's qualifications to lead the group. Write about your role as leader (including leadership styles and whether your role will be constant or changing).

STEP 6: STARTING/MAINTAINING THE GROUP~ Length will vary depending on appendices

Pages 116-129. This is where your group comes to life and how that looks depends on the type of group you decide to do. If you are doing a psycho-educational group in the schools, you can decide the structure, format, and content ahead of time. If you are doing a support group, the direction your group takes will depend on your group.

GUIDELINES BY TYPE OF GROUP:

PSYCHOEDUCATIONAL

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas (How will you open the group? What information will you give them? How will the topic change from week to week, or will it? Are you following a teaching model developed by someone else? If so, will you deviate at all from that model?).
3. Put agendas (first group plus 3 more) and exercise descriptions in the appendix.

COUNSELING/PSYCHOTHERAPY

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas with what you know about group development in mind. For example: how the goals, purpose, and topic of the group may

change/evolve as the group moves through the stages of group work; How will you promote and/or respond to aspects of group development, such as structuring, group cohesion, and risk taking? What skills (e.g., joining, cutting off, drawing out) do you predict you will make use of?

3. Put agendas (first group plus 3 more) and exercise descriptions (if applicable) in the appendix.

SUPPORT GROUPS

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas with what you know about group development in mind. This will depend on your role in the group (e.g., are you there as a consultant or more as a leader?). Detail how the goals, purpose, and topic of the group may change/evolve as the group moves through the stages of group work. How will you promote and/or respond to aspects of group development, such as structuring, group cohesion, and risk taking? What skills (e.g., joining, cutting off, drawing out) will you make use of?
3. Put agendas (first group plus 3 more) and exercise descriptions (if applicable) in the appendix.

EACH GROUP PROPOSAL (NO MATTER WHAT TYPE) SHOULD ALSO COVER:

1. Self-disclosure: how you plan to respond to questions if personal; if you have personal experience with the topic, how will that come into play in the group?
2. Potential areas of concern: what about the type, make-up, setting, and/or members of the group make you apprehensive? Are there obstacles to getting a group like this approved, if so what are they and how would you negotiate them?

Scoring Rubric for Group Proposal Paper

Element	Proficient (15-14 pts.)	Satisfactory (13-12 pts.)	Needs Improvement (11-10 pts.)	Inadequate (9 or less pt.)
Research & Rationale CACREP-2016.2.F.6.b CACREP-2016.2.F.8.a CACREP-2016.2.F.8.b	Group proposal includes a clearly defined rationale based on a review of current literature. Sources are current, balanced and include evidence supporting usefulness and need for the proposed group.	Group proposal includes a rationale and is supported by a literature review. Potential for usefulness of group proposal is present. However, extensive use of secondary or outdated sources are present in rationale and literature review.	Rationale for group proposal is present but not well defined. Literature review is minimal and/or not supported by current, primary sources. Little support for usefulness of group proposal is present.	No rationale for group project is present and/or not supported by a review of current literature. Little or no evidence of usefulness of group proposal is present. Lacks the use of current, primary sources.
Theoretical Format CACREP-2016.2.F.6.a	Theoretical format for proposed group is clearly articulated with strong supporting evidence of effectiveness for the proposed group and the targeted population. Group leader roles are clearly described and reflect theoretical format.	Theoretical format is articulated and some evidence of effectiveness for proposed group/target population is present. Group leader roles are somewhat defined and aligned with stated theoretical format.	Theoretical format is either not clearly stated or does not include supportive evidence of effectiveness for proposed group or target population. Group leader roles are ill-defined and/or do not reflect an understanding of theoretical format.	Group proposal lacks a theoretical format and/or no support for a theoretical format is evident. Group leader roles are not defined and/or show no understanding of group counseling theory.
Practical Considerations CACREP-2016.2.F.6.f CACREP-2016.2.F.6.g	Practical considerations including publicity are clearly stated. Clear, detailed goals and objectives for the group are present. Group members, meeting place, time and frequency are clearly detailed. Group outcomes are clearly identified. Potential barriers are clearly identified along with proposal for addressing barriers.	Most practical considerations and publicity are present. Goals and objectives are somewhat defined. Potential barriers are identified but plan to address barriers is either not appropriate or not present.	Some elements of practical considerations and/or publicity are missing and/or not appropriately detailed. Goals & objectives are present but lack detail or are not appropriate for group/target population. Potential barriers are not identified and/or no plan to address barriers is present.	Many elements of practical considerations (including publicity) are missing or they are poorly detailed. Proposal shows a lack of understanding of practical considerations and/or Goals & objectives. Goals and objectives are not present in proposal or are not at all appropriate for proposed group/target population. No potential barriers are discussed in proposal.
Pre-training and Screening CACREP-2016.2.F.6.d CACREP-2016.2.F.6.e CACREP-2016.2.F.6.g	A detailed plan for pre-training, screening, and selecting group members is evident and includes criteria for inclusion/exclusion, and informed consent. Leader/co-leader training/qualifications are clearly stated and includes	Most elements of pre-training, screening and group membership are present. Group member inclusion/exclusion criteria is somewhat defined. Leader/co-leader qualifications are somewhat defined, but lack clarity and/or	Some elements of pre-training, screening, and group membership criteria are present, but some elements are missing or lack detail. Leader/co-leader qualifications lack detail and/or leadership style is not described.	Many elements of pre-training, screening, and group member selection and criteria are missing. No discussion of leader/co-leader qualifications and/or leadership style is present.

Element	Proficient (15-14 pts.)	Satisfactory (13-12 pts.)	Needs Improvement (11-10 pts.)	Inadequate (9 or less pt.)
	a description of leadership style.	description of leadership style.		
Starting and Maintaining Group CACREP-2016.2.F.6.f	Type of group is clearly described. Clear details of the first and three additional group meetings/agendas are clearly outlined.	Type of group is outlined but lacks a detailed description. Group meetings/agendas are somewhat outlined but lack detail OR some are missing from proposal.	Type of group is named but not described. Several group meeting descriptions/agendas are missing from the proposal OR lack significant detail.	Type of group is not discussed in group proposal and/or no group meeting descriptions/agendas are included in proposal
Evaluation CACREP-2016.2.F.8.b CACREP-2016.2.F.8.e	Group proposal includes a clear, detailed plan for evaluating the effectiveness of the group.	Group proposal includes a simplistic evaluation plan with limited specificity and/or appropriateness for assessing effectiveness of proposed group.	Evaluation plan lacks detail and/or specificity and presents difficulty in determining effectiveness of group.	Little or no evidence of evaluating group effectiveness is present in group proposal.
Writing Style	APA writing style with appropriate citations and references is present throughout paper. Sources are balanced. Reference and Appendices are APA style format. Clear writing that is organized with smooth transitions. Outstanding grammar and spelling.	APA writing style with appropriate citations and references are present throughout most of the paper. Writing is generally good but some organization/transition issues are present but do not hamper readability. Reference and Appendices pages are APA style format.	Some difficulty with APA citations and references exists throughout paper. Writing is acceptable, however there are some problems with organization, grammar and spelling that somewhat impact readability. Some problems with formatting Reference and/or Appendices pages is present.	APA writing style not appropriately used. Difficulties with organization and expression are present. Poor spelling and grammar throughout paper. Reference and Appendices pages are not APA style format.

Rubric for Presentation of Group Design

Element	10 - 9 points	8 – 7 points	6 or less points
Organization	Clear organization with focus. Clear introduction and conclusion.	Some organization, but confusing in areas with unclear introduction and conclusion.	Poor organization and difficult to follow, with no introduction to topic or conclusion.
Content	Relevant course contents discussed and pertinent to class objectives. Ability to answer questions.	Some relevance to course content and objectives. Difficulty answering questions.	Little relevance to course content and objectives. Not able to answer questions.
Resources	Excellent evidence of understanding the material supported through reliable research	Some evidence of understanding the material and some use of reliable research	Little evidence of understanding material and use of reliable research
Professionalism	Voice is clear, easy to hear and understand. Information is presented without distractions	Many interruptions with some difficulty understanding information.	Difficulty presenting information with a lot of difficulty understanding information.
Presentation Style	Creative, informative presentation that involves class members. Attention to time limit.	Some creativity shown but consisted predominantly of lecture. Did not adhere to time limit.	Little creativity with majority of information provided in a lecture format. No attention to time limit.

GROUP LEADERSHIP EVALUATION AND FEEDBACK FORM

COUN 5430: GROUP THEORIES AND TECHNIQUES

Your group leadership was evaluated using the following scale in each of the categories below:

	Needs Improvement ----- Excellent				
	1	2	3	4	5
Introduction:					
Drew our attention					
Drew group attention					
Outlined "Therapeutic" Components (what do you want members to walk away with?)					
Preparation:	1	2	3	4	5
Preparation apparent					
Practice apparent					
Creativity:	1	2	3	4	5
Did the facilitator/s show creative thinking in the method of development and delivery of materials/content?					
Did the facilitator/s show creative methods of engaging group members?					
Group Counseling Skills:	1	2	3	4	5
Were group counseling skills implemented by facilitator/s?					
Were skills used appropriately?					
Were skills effective at providing connections and insight within the group?					
Content:	1	2	3	4	5
Were ancillary materials developmentally appropriate for this group?					
Were materials accurately addressing the needs of the group?					
Were materials used at appropriate times during the group process?					
Facilitation Style:	1	2	3	4	5
Eye contact					
Volume, vocal variety					
Nonverbal Body language (fidgeting, posture, gestures, etc.)					
Did facilitator/s show sincerity or enthusiasm?					

Conclusion:	1	2	3	4	5
Ended with session summary					
Provided focus for time apart and next session (including time/date)					
Answered group questions/concerns appropriately					

Overall Rating of Facilitation:	1	2	3	4	5
Includes style, content, organization, skills, creativity, and cohesiveness					

GRADE OR ASSIGNED POINTS: ____

Group Counseling Grading Summary

Student Name: _____

Criteria	Score	Comments
Grammar, clarity, organizational structure, APA style (10 points)		
Reflection Paper (60 points – see point breakdown below) <ul style="list-style-type: none"> • The group stage at the time of the facilitation and how this informed your practice. (5 points) • A description of your own style of group facilitation, including strengths and weaknesses/areas for growth. (10 points) • A discussion of any theoretical approaches you used to inform your facilitation. (10 points) • Description and rationale for any activities, exercises, and/or interventions you employed (5 points) • Discuss what you thought and how you felt during the session (5 points) • Describe how willing you were to take risks be providing or receiving feedback (5 points) • Explain your level of trust. What is promoting or detracting from this trust level and how are you taking responsibility for this level? (5 points) • What were the things you thought went well? What might you have done differently as the facilitator or if you had been the facilitator? (15 points) 		

Criteria	Score	Comments
Skill Progress (see attached skill evaluation notes) (10 points)		
TOTAL		

Skills Evaluation

3 = Proficient 2 = Satisfactory 1 = Needs Improvement 0 = Inadequate
 (See Rubric for detailed grading guidelines)

Criteria	Score	Comments
Attending & Active Listening		
Reflecting Feeling & Content		
Probing/Questioning		
Use of Silence		
Relationship Building		
Immediacy		
Attending to Diversity (in session or in paper)		
TOTAL		