

# Group Counseling

## PSYC 665

### Fall, 2018

### Basic Course Information

Our class is a 3-credit-hour course that meets on Tuesdays from 12:45 to 3:15 p.m. in Miller G-007. It is an intensive introduction to the theory, research and practice of group work. We begin promptly because we have a great deal to accomplish during our class time.

*Prerequisite: PSYC 660, PSYC 661, or permission of instructor.*

“Alone we can do so little; together we can do so much.”

—Helen Keller

“No matter what accomplishments you make, somebody helped you.”

—Althea Gibson

### Required Text

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

### Electronic and Rental Copy Availability

<http://www.cengagebrain.com/shop/search/9781133945468>

### Online Resources

Association for Specialists in Group Work (ASGW)

<http://www.asgw.org>

Expressive Therapist Group Activities

<http://www.expressivetherapist.com/group-activities.html>

### Purpose

The purpose of this course is to prepare you to be an effective facilitator and productive participant in a variety of groups throughout your career. In your professional practice, you will have countless opportunities to work with groups. The format, membership, and purpose of these groups will vary tremendously. Some of your possible group experiences will include long-term counseling groups, structured psychoeducational groups, support groups, training groups, crisis groups, personal growth groups, and work groups. You may also be dealing with group members from the entire spectrum of life—children, adolescents, and adults of all ages.

In this course, you will be examining the group literature, gathering tools for facilitating groups, reflecting on the power and dynamics of groups, exploring the creative applications of the group format, and enhancing your own skills as a group leader and member. You will probably find this course to be both intellectually and emotionally challenging. As you monitor your own reactions, please feel free to use me as a resource.

## Group Membership

Effective group membership is a prerequisite to good group leadership. If you are able to be a productive group member, then you have the potential to become a leader. Of course, you can't learn group skills without practice. Being actively engaged in this class is, therefore, essential. In order to know how groups function and how to manage their process, you must be involved in the experience, both as a group member and as a group leader.

## Group Dynamics

Regardless of their composition and purpose, all groups have certain characteristics in common. Concepts such as group norms, roles, boundaries, and development are useful tools for understanding group dynamics. Learning group dynamics is like learning a foreign language. The best way is to become immersed in the process by studying, observing, and practicing group skills.

## Group Leadership

Whether it is called "group leadership" or "group facilitation," the role of a person who is primarily responsible for influencing group process is always an essential one. Although groups are somewhat predictable, they also develop a "personality" that arises out of the contributions of their members. The hackneyed phrase, "the whole is greater than the sum of the parts" is certainly true with groups. This is what gives groups their power, but it is also what makes group leadership challenging.

Someone once said of a counseling group, "A developing group is like a swamp creature that rises surprisingly out of the depths, and the best you can do as a leader is throw a saddle on it and ride while attempting to get it to respond to the reins." You can influence a group, but you must be focused, persistent, and skilled. Ultimately, you need to trust the process.

## CACREP Standards

When you have successfully completed this course, you will have demonstrated knowledge in the following common core content areas of the CACREP 2016 Standards, Section 2.F.6. a-h:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2. SOCIAL AND CULTURAL DIVERSITY
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - e. the effects of power and privilege for counselors and clients
  - f. help-seeking behaviors of diverse clients
  - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
5. HELPING RELATIONSHIPS
  - a. theories and models of counseling
  - c. theories, models, and strategies for understanding and practicing consultation
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills

- n. processes for aiding students in developing a personal model of counseling
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

## CLINICAL MENTAL HEALTH COUNSELING

### 2. Contextual Dimensions

- f. impact of crisis and trauma on individuals with mental health diagnoses

### CMHC 9. JMU Counseling Program Key CMHC Standards:

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

## Course CACREP Standards and KPI Chart: See Appendix

### Format and Methods of Instruction

The class format is that of a seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your experiences, discussing the readings, practicing skills, offering one another feedback, and engaging in experiential learning activities. I invite you to participate fully and contribute generously to our endeavors. Welcome aboard!

Most of our classes will follow this general structure:

- Engaging in a welcoming activity
- Discussing readings and assignments
- Viewing groups in action
- Participating in a group process experience

### Performance Evaluation Criteria and Procedures

Grades will be based on the following criteria.

- |                           |           |
|---------------------------|-----------|
| 1. Class Participation    | 10 points |
| 2. Journal Key Assignment | 10 points |
| 3. Other Key Assignments  | 50 points |

#### 4. Welcoming & Group Facilitation 30 points

A—90-100 points

B—80-89 points

C—70-79 points

D—60-69 points

F—59 points or below

You determine the grade that your performance will receive in this class. It is based on your work as an active learner—no tricks, no gimmicks, no Mickey Mouse.

### Class Participation

I am looking forward to you being a dedicated student who attends all our classes, comes prepared, is fully involved in all activities, and offers your ideas and observations to our discussions. I will use the rubric below to evaluate your performance in class participation.

#### **Class Participation Rubric**

<b>Excellent (9-10)</b>	<b>Acceptable (7-8)</b>	<b>Unacceptable (0-6)</b>
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors that communicate disrespect or contempt for peers and the instructor.

### Journal Key Assignment

To document your fulfillment of the 2016 CACREP standard for participating as a group member in a small group experience (2.F.6.h.), you will keep a journal of your journey of discovery in this class. The journal is your ongoing Key Assignment for this learning outcome. You can use your journal to react to, reflect on, and tie together all your learning: readings, class discussions, and the group experience. If you like, you can rely on these three basic questions to guide you:

- What are you learning about yourself?
- What are you learning about others?
- What are you learning about groups?

Submit each journal entry, which should be at least one double-spaced page in length, to me electronically before each class. The following rubric will be used to evaluate your performance on your journal:

<b>Excellent (9-10)</b>	<b>Acceptable (7-8)</b>	<b>Unacceptable (0-6)</b>
All submitted journal entries are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to expressing personal reflections regarding self, others, and groups.	The journal entries are submitted in a timely fashion and provide an adequate account of the student's developing thoughts regarding the course content. The journal entries provide a general narrative of the student's reflections regarding self, others, and groups.	The journal entries are often submitted late and typically demonstrate minimal self-reflection. The entries are not relevant to the course content and are inadequate in providing even a superficial account of the journey through the semester.

## Other Key Assignments

To document meeting the 2016 CACREP standards for this course, you will complete the following five key assignments. For each assignment, write a short paper, no more than 3 double-spaced pages, in which you briefly summarize your understanding. Rely on your readings and class experiences. Submit the written assignment to me electronically before the class it is due. In class, we will then discuss your reflections regarding these topics.

1. Describe and contrast two theories of group counseling. (2.F.6.a.)
2. Think about the dynamics of a particular group. Describe its current stage of group development. What is one of the factors that has a therapeutic impact on this group's effectiveness? (2.F.6.b. & 2.F.6.c.)
3. Summarize the characteristics and functions of effective group leaders. (2.F.6.d.)
4. Describe some of the possible approaches for recruiting, screening, and selecting members. (2.F.6.e.; CMHC 9)
5. Briefly describe the possible types of groups you may be facilitating. Summarize the ethical and cultural considerations in designing and facilitating these groups. (2.F.6.f. & 2.F.6.g.)

The following rubric will be used to evaluate your performance on each of your key assignments:

<b>Excellent (9-10)</b>	<b>Acceptable (7-8)</b>	<b>Unacceptable (0-6)</b>
Written assignment is submitted prior to the class meeting and demonstrates thorough knowledge of the specific learning outcomes. Contributions to the class discussion show a nuanced understanding of the material.	Written assignment is submitted prior to the class meeting and demonstrates an adequate understanding of the material. Contributions to the class discussion are appropriate and productive.	Written assignment is submitted late or does not demonstrate a fundamental understanding of the learning outcome. Contributions to the class discussion are minimal or nonexistent.

## Welcoming Activity and Group Facilitation Experience

(CACREP Standards 2.F.6.a. & 2.F.6.b. & 2.F.c. & 2.F.6.d.)

(CMHC Standards JMU 9)

Every class will begin with a welcoming activity and discussion of the assigned reading. In two classes, you will be responsible for leading the group through a welcoming activity and leading the class discussion of the assigned chapter material.

Following the welcoming activity and chapter discussion, we will then observe recordings of groups in action, and review videotapes of our previous group process session.

The second half of the class will involve a group process experience. I will facilitate the first few sessions and lead the concluding session during the final class. Each of you will be facilitating the group process experience in the remaining sessions.

We will be videotaping the group process sessions. Select a segment of your recording for presentation in the following class. When you choose a sample to process, introduce it with your specific needs for feedback on this particular tape. What parts of your work were problematic? What issues were getting in the way of you doing your best in this sample? What do you want to gain from this review process? What feedback do you especially want?

The following rubric will be used to evaluate your performance on the welcoming activity and group facilitation experience:

Excellent (27-30)	Acceptable (21-26)	Unacceptable (0-20)
Welcoming activity and facilitation of discussion demonstrate an awareness of the issues and topics of the assigned chapter. Group facilitation demonstrates a nuanced understanding of the group process. Plan for facilitation is clear, creative, and promising. Group leadership skills, such as active listening, reflecting, clarifying, linking and blocking, are outstanding. Welcomes feedback and is exceptionally open to suggestions regarding leadership behavior.	During the planning meeting, demonstrates an adequate understanding of the group process and has a promising action plan for the upcoming session. While facilitating the group, demonstrates fundamental leadership skills, such as active listening, reflecting, clarifying, linking and blocking. Makes productive use of feedback regarding leadership behavior.	Unprepared for planning meeting and ineffective in describing the current group dynamics. During the group facilitation experience, essential group leadership skills, such as active listening, reflecting, clarifying, linking and blocking, are lacking. Fails to make productive use of feedback regarding leadership behavior.

## Group Process Experience

Come to class prepared to fully engage in the personal growth group segment. Share as much as you can, and offer your genuine feedback to others in your group. **Your behavior as a member of this group will not be evaluated for a grade.**

The expectation for your group participation will be that you are fully involved and contributing to the group process. Here are some suggestions for getting the most out of your experience:

- At the start of the group session, **take several deep breaths and focus on being in the room.** Leave your preoccupations at the door or talk about them in the group if they continue to distract your focus during the group session.
- **Be in the here-and-now.** What's happening the group? What's going on in your head at this very moment? What is going on that makes you feel closer to or more distant from others? What is happening between the group members?
- **Get involved and be open.** It's okay to not understand. It is not expected that you will come up with a brilliant interpretation for others. Just be honest, even if it means admitting that you don't know what is going on at the moment.
- **Give feedback to others.** Giving feedback can be one of the most effective ways to deepen any relationship. Be specific about what you're responding to, such as particular remarks or nonverbal behaviors. Be direct and honest, and provide concrete examples. Share

both positive and negative feedback. Give your feedback as soon as possible.

- **Learn to receive feedback from others.** Think of feedback as a gift from other group members. Acknowledge feedback graciously and with a sense of gratitude. Seek clarification from the member or verify with other members if the feedback you've received matches their perceptions. Beware of becoming defensive, but if you notice yourself feeling self-protective, it's a good idea to share it.

- **Ask for feedback.** Find out from others in the group how they perceive you. What role do they see you taking on in the group? What are your "blind spots"?

- **Avoid giving advice.** Sometimes we really want to offer advice to someone who is struggling, but often when we do, we fail to let that person feel heard. Make sure you have truly listened and fully understood the other person's feelings before you even consider offering advice.

- **Share with others what is going on in your mind, even if it isn't very pretty.** If you don't know what is going on in your mind, tell the group that. It is okay to be "messy" and let others know about the things that you normally keep hidden from others. Here, we follow "group rules" not "social rules," and these rules allow for greater self-disclosure.

- **Express your feelings genuinely with the group.** The expression of emotion will have far greater value than the expression of ideas or information. Take the risk to let yourself be emotionally available to, and vulnerable with, others.

- **Remember that how people talk is as important as what they say.** Pay attention to the nonverbal behaviors in the group—yours and those of other members. Talk about what you notice.

- **Be as direct as possible and be open to the responses of others.** Telling a story is sometimes a way of being known, but it can also be a way of avoiding authentic communication and intimacy. Aim for dialogue that fosters an understanding of your experiences, rather than monologue.

- **Focus on the relationships you have with the group, other group members, and the leader.** Put a priority on noticing what is happening inside the group. Explore with the group what you observe and experience.

<u>Week</u>	<u>Highlights</u>	<u>Assignments Due</u>
8/28	Getting Acquainted & Overview Cultural Considerations	Instructor Welcoming Syllabus Instructor Facilitation
9/4	Group Work  Types of Groups	Instructor Welcoming Chapter 1 Journal Entry Instructor Facilitation
9/11	The Group Counselor Leadership Skills	Student Welcoming Chapter 2 Journal Entry Student Facilitation
9/18	Ethics and Legal Issues Confidentiality	Student Welcoming Chapter 3 Journal Entry

		Student Facilitation
9/25	Theories and Techniques Training	Student Welcoming Chapter 4 Key Assignment #1 Student Facilitation
10/2	Forming a Group Practical Considerations	Student Welcoming Chapter 5 Journal Entry Student Facilitation
10/9	Initial Stage Early Concerns Goals and Norms	Student Welcoming Chapter 6 Key Assignment #2 Student Facilitation
10/16	Transition Stage Problem Behaviors	Student Welcoming Chapter 7 Journal Entry Student Facilitation
10/23	Working Stage Tasks Therapeutic Factors	Student Welcoming Chapter 8 Key Assignment #3 Student Facilitation
10/30	Final Stage Termination Evaluation	Student Welcoming Chapter 9 Journal Entry Student Facilitation
11/6	School Settings Guidelines	Student Welcoming Chapter 10 Key Assignment #4 Student Facilitation
11/13	Community Settings Examples	Student Welcoming Chapter 11 Journal Entry Student Facilitation
11/20	Thanksgiving Break	
11/27	Lessons Learned	Student Welcoming Student Facilitation
12/4	Review/Preview	Key Assignment #5



## Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

### Class Participation

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

### Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

## Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

## Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the contact person is James Robinson, director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>.

**Carefully read and keep this page:****INFORMED PARTICIPATION AGREEMENT**

I understand that in order to complete this course I am required to be a member of a group in which I am asked to be honest and authentic. The group emphasis will be on self-disclosure and on honest feedback to others in the group as to how their behavior affects me.

I also understand that although there will be a strong norm established with personal openness as the group goal, my grade will not depend on how well I fulfill this demand.

I pledge to keep confidential all conversations that take place within the group session, and to not gossip with other group members outside of class. I understand that I should avoid processing at length with other group members outside of the group sessions those issues that need to be worked through within the group. I recognize that I am not prohibited from talking outside of our sessions to other group members about our group process, but I appreciate the value of using the group forum as the place to resolve issues that emerge from the group experience.

Furthermore, I understand that I am free to withdraw from this course and take it with another instructor or at another institution, and that doing so will not affect my standing in my program.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Your continued enrollment in this course indicates your informed consent to participate actively in class discussions, activities, and experiences described in this syllabus.** During class, you will be asked to participate in a variety of experiential activities designed to facilitate exploration of your personal process in a group work setting. Although these activities are used as educational experiences, they frequently involve real issues for the participants. Therefore, you are expected to treat each class as a growth group experience by being sensitive to the feelings of your colleagues and respecting the confidentiality of the information they disclose. Because learning in this class is based on constructivist learning theory, meaning that you are responsible for constructing your own learning, active participation is required. If you are unable to attend or unwilling to participate in a specific activity, you may opt out. However, you will need to make an appointment with me to discuss your decision and arrange an alternative experience.

**After you have carefully read this agreement, please sign and return this copy to me:**

### **INFORMED PARTICIPATION AGREEMENT**

I understand that in order to complete this course I am required to be a member of a group in which I am asked to be honest and authentic. The group emphasis will be on self-disclosure and on honest feedback to others in the group as to how their behavior affects me.

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**APPENDIX: CMH AND SC KPI Chart and CACREP Standards Mapped**

**CLINICAL MENTAL HEALTH PROGRAM KPI Chart and CACREP Standards Mapped**

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	6 a	6 b	6 c	6 d	6 e	6 f	6 g	6 h	9
<b>6. Group Counseling and Group Work</b>	X	X	X	X	X	X	X	X	
<b>KPI 6 (Reinforcement): Group Facilitation</b> - you will be facilitating the group process experience (See Rubric below)	X	X	X	X					X
<b>9. Counseling Program Key CMHC Standards</b>									X
<b>Journals</b>								X	X
<b>Compare/Contrast Two Theories (KA#1)</b>	X								
<b>Group Dynamics Analysis (KA#2)</b>		X	X						
<b>Group Leader Summary (KA#3)</b>				X					
<b>Group Member Selection Analysis (KA#4)</b>					X				
<b>Group Descriptions and Ethical/Cultural Considerations (KA#5)</b>						X	X		

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><b>Group Counseling and Group Work</b> Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.	Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.	Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.	Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.

### **SCHOOL COUNSELING PROGRAM Chart and CACREP Standards Mapped**

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	6 a	6 b	6 c	6 d	6 e	6 f	6 g	6 h
<b>6. Group Counseling and Group Work</b>	X	X	X	X	X	X	X	X
<b>KPI 6 (Reinforcement): Group Theories Compare and Contrast, Key Assignment #1</b>	X							
<b>Journals</b>								X
<b>Group Dynamics Analysis (KA#2)</b>		X	X					
<b>Group Leader Summary (KA#3)</b>				X				
<b>Group Member Selection Analysis (KA#4)</b>					X			
<b>Group Descriptions and Ethical/Cultural Considerations (KA#5)</b>						X	X	
<b>Group Facilitation</b>	X	X	X	X				

KPI RUBRIC	<b>Below Standard</b> <b>1</b>	<b>Approaching Standard</b> <b>2</b>	<b>Meets Standard</b> <b>3</b>	<b>Exceeds Standard</b> <b>4</b>
<p><b>Group Counseling and Group Work</b> Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.	Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.	Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.	Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.