**SPRING 2024**

**CNS 742: Group Procedures in Counseling Syllabus**

**Wake Forest University Department of Counseling**

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**Office Hours**: By appointment

**Time and Location:** Tuesdays, 2:15-4:45

Carswell 016

**Course Content:** This course is for students admitted to the graduate program in the Department of Counseling. It is designed to develop a working knowledge of the theories, procedures and techniques used in a variety of group types, including task/work, psychoeducational, counseling, and psychotherapy groups. The course will introduce and explore group processes and dynamics from theoretical and experiential perspectives. Ethical guidelines, best practices, history, research, along with multicultural and developmental considerations in groups will be covered.

**Student Learning Objectives: Knowledge and skills** (CACREP 2024 standards in parentheses)

Upon successful completion of this course, you will be able to:

•Explain advantages and disadvantages of group counseling and circumstances under which it is indicated or contraindicated. (3.F.1,2,5,6,7,8)

•Identify ethical guidelines and problems related to group work. (3.F.9)

•Analyze group stages, process, and dynamics. (3.F.2,3)

•Examine characteristics of group leaders that affect group process, personal awareness of own strengths, weaknesses, values, prejudices, etc., and the effects on others. (3.F.4,8,10)

•Investigate and apply theoretical rationales supporting the use of various group counseling procedures or techniques. (3.F.1,3,5,7)

•Interpret research on group counseling that informs evidence-based practice (3.F.3,6,7,8,9)

•Facilitate group process from a member’s standpoint. (3.F.10)

•Identify strategies to continue learning about group process and group leadership.

This course is meant to serve as a foundation of information and skills upon which to build expertise in group counseling. Students should always supplement this course with supervised group leadership experience during their practicum and internship courses.

**Methods of instruction:** lectures, discussions, case studies, videos, experiential activities

**Texts, readings & media:**

Corey, G. (2016). *Theory & practice of group counseling*. (10th ed.). Boston, MA: Cengage.

Yalom, I.D. (2005). *The Schopenhauer cure*: A novel. New York, NY: Harper Perennial.

*Selections from:* Yalom, I. D., & Leszcz, M. (2020). *Theory and practice of group*

*psychotherapy* (6th ed). New York: Basic Books. - **THESE WILL BE PROVIDED FOR YOU**

Supplemental Reading:

Brougeois, M. B., Winters, R. C., & Esters, I. E. (2016). Teaching group processes through

multiple group leadership opportunities in a master’s level counselor education program.

*Journal of the Scholarship of Teaching and Learning, 16* (5), 1-18. doi:

10.14434/josotl.v16i5.20020

Comstock, D. L., Duffey, T., & St. George, H. (2002). The relational-cultural model: A

framework for group process. *Journal for Specialists in Group Work, 27*(3), 254-272.

Glass, J. S., & Benshoff, J. M. (1999). PARS: A processing model for beginning group leaders.

*Journal for Specialists in Group Work, 24*(1), 15-26.

Morran, K. D., Stockton, R., Cline, R. J., & Teed, C. (1998). Facilitating feedback exchange in

groups: Leader interventions. *Journal for Specialists in Group Work, 23*(3), 257-268.

Rogers, C. (1971). Carl Rogers describes his way of facilitating encounter groups. *The American*

*Journal of Nursing, 71*(2), 275-279.

Sommers-Flanagan, J. (2015). Evidence-based relationship practice: Enhancing counselor

competence. *Journal of Mental Health Counseling*, *37*(2), 95-108.

**Expectations & Information**

**Writing Utensil:**

You will need to bring a writing utensil (pencil or pen) to each class for the in class quiz.

**Email:**

It is the instructor’s intention to respond to emails as quickly as possible and within a reasonable time frame. However please be aware that emails received after 5PM Monday-Friday may not be opened until the next working day. Emails received on Saturday, Sunday, or a scheduled WFU break may not be opened until classes resume. Please don’t hesitate to send emails at any time (if I am up working late, I am happy to respond) but be aware that in an effort to have appropriate boundaries I am not tethered to email 24/7.)

**Attendance,** **Preparation, and Participation:**  As graduate students, your commitment to learning is manifested in regular class preparation, attendance, and active participation (i.e., appropriate, thoughtful, and meaningful contributions to class discussions). This requires that you come to class having completed the readings and assignments and taken time to consider the application of this knowledge to the counseling process and being willing to share and contribute to discussions.

To participate fully in class, **students must complete all assigned readings and assignments ahead of time** and bring textbooks and other assigned readings to each class meeting. Furthermore, you will need to bring your syllabus with you to class as it will be referenced as assignments are discussed. This class is collaborative and experiential; a place where knowledge is constructed. Your spirit of participation is a key to your success.

You are **allowed 1 absence with no penalty**. More than 1 absence may result in a deduction of your final grade.

**You are allowed 1 tardy. (Tardy = more than 5 minutes late.)** More than 1 tardy may result in a deduction of your final grade.

All course assignments are expected to be completed independently unless the instructor has specified that the assignment is appropriate for group work. (This includes the use of AI). If you have questions about an assignment, please read the detailed instructions in this syllabus. If you still have questions, please contact the instructor.

**Professionalism:** Due to the nature of this class, we may occasionally deal with personal and sensitive matters. Please remember that any personal information shared by anyone during class time is confidential and should be confined to class. Additionally, it is important that we respect differences in opinion. Furthermore, any information that is shared about clients is to remain confidential. Please do not provide any identifying (e.g., full names) client information when sharing your experiences and work with clients. It is possible to share all the information necessary for proper consultation and collaboration without jeopardizing confidentiality.

Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and express feelings appropriately. Part of the instructor’s evaluation will be based on your display of professional disposition.

Side private conversations, cell-phone use, inappropriate use of computers, and arriving late for class are not acceptable professional behaviors. As a step toward creating healthy boundaries in your life and to demonstrate respect for others, please make sure that all **cellular phones are turned off or placed on silent** for the duration of class. Interruptions to the course from ringing or buzzing cell phones or text-messaging may negatively affect your grade. Additionally, you are more than welcome to bring your **laptop** to class, however the instructor will notify you when and if it is appropriate to use in each class.

**Sometimes problems arise during the semester that can impact a student’s ability to be successful in a course. If this happens to you, please see the professor as soon as you know you are having problems with an assignment or if other issues may be impacting your ability to be successful in this course. Do not wait until the last minute to get help with an assignment or an issue that is impacting your success in the course or in the program.**

The professional performance evaluation standards, based upon the Counselor Competencies Scale-Revised as cited in the Student Handbook, provide a helpful overview of the qualities of a strong group member, as well as my (and the Department’s) expectations for your participation in class:

Professional behavior and ethics (e.g., appropriately citing all materials, maintaining confidentiality, adhering to the ACA Ethical Code)

Maintenance of professional and personal boundaries

Completing tasks

Respect for cultural differences

Motivation to learn

Openness to feedback

Flexibility and adaptability

Congruence and genuineness

**Late Assignments Policy:**

Assignments are due no later than 11:55 p.m. on the day that is listed in the assignments section. Unless arrangements have been made with the course instructors, students who submit late assignments may receive a **10% grade deduction for each day beyond the due date.**

**Student Learning Outcomes / Key Performance Indicators**

There is one signature assignment for this course, the Group Proposal (complete), that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Group Proposal assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Group Proposal is: VI.a.: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

**Special Accommodations:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the [Center for Learning, Access, and Student Success (CLASS) (Links to an external site.)](https://class.wfu.edu/) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the [Center for Learning, Access, and Student Success (CLASS) (Links to an external site.)](https://class.wfu.edu/) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

**Contact Information:**

**118 Reynolda Hall, WFU**

**Winston-Salem, NC, 27109**

**Phone:** 336-758-5929

Email: class@wfu.edu

**Emergency Contingency Plan:**

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents are or will be made available online via Canvas. If internet access is limited, work can be submitted via snail mail to the instructor’s home address (will be provided if necessary.) If there is a continued need to cancel class, the due dates for assignments may be altered. The instructor will be available by email or phone, unless the internet or phone is inaccessible.

**Academic Policies and Honor Code:**

You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](https://studentconduct.wfu.edu/honor-system-wfu/) in addition to the [WFU Graduate School Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf). All work handed in for this course must be your own work. Written or presented contributions from anyone or anything else (including AI sources) must be properly quoted and cited every time they are used. Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the Graduate Student Academic Honor Code, which can be accessed at the Graduate School website.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University, or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

· Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.

· Submission of same term paper to another class without permission.

· Providing another student’s answers during an exam.

· Use of notes or book during exam when prohibited.

· Collaboration on homework or take-home exams when instruction called for independent work.

· Providing test question(s) to student(s) in another section of the class.

· Falsifying records or the fabrication of information and/or citation in an academic exercise.

· Violation of computer policies.

· Using work and/or information generated by an AI program.

· **Plagiarism** is the appropriating or passing off as one’s own work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.

· Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your [Student Handbook](https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/General-handbook-Fall-2022-FINAL-07-29-22.pdf).

**Other Academic Policies:**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [WFU Dept of Counseling Student Handbook](https://prod.wp.cdn.aws.wfu.edu/sites/306/2019/08/General-handbook-Fall-20192.pdf). Further information can be found in the [WFU Dept of Counseling Clinical Experience Manual](https://prod.wp.cdn.aws.wfu.edu/sites/306/2021/07/Clinical-Experience-Manual-Updated-July-14-2021.pdf).

### **Synchronous Class Recording Notice:**

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

· **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.

· **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.

· **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.

· **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

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### **Diversity, Equity, and Inclusion:**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The [Office of Diversity and Inclusion.](https://diversity.wfu.edu/) provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the web page under Affinity & Support.

To learn more about WFU’s commitment to diversity, equity, inclusion read the [Non-Discrimination Statement](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/) and policy on [Non-Discrimination on the Basis of Disability](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/)

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face, and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the [Realizing Inclusion, Diversity, & Equity (R.I.D.E.)](https://ride.wfu.edu/introduction-to-ride/#.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Bias:**

You deserve a community free of bias and discrimination. A bias incident is an act or behavior consciously or unconsciously motivated by the offender’s bias against facets of another’s identity. As stated in the [University's Equal Opportunity Policy](https://reportbias.wfu.edu/community-standards/), these facets include race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.If you experience or witness an incident of bias or discrimination, please visit [Report Bias](https://reportbias.wfu.edu/).

**Complaints:**

For complaints in the academic setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department for assistance. The chair will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student’s complaint is not resolved by these procedures, the student should consult with the Office of Academic Advising for assistance. The Associate Dean for Academic Advising will consult with the parties to obtain a resolution. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

<https://bulletin.wfu.edu/undergraduate/wake-forest-college/student-complaints/>

**Emergency Contingency Plan:**

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents are or will be made available online via Canvas. If internet access is limited, work can be submitted via snail mail to the instructor’s home address (will be provided if necessary.) If there is a continued need to cancel class, the due dates for assignments may be altered. The instructor will be available by email or phone, unless internet or phone is inaccessible.

**Grading Scale**

| A | 92.5-100 |
| --- | --- |
| A- | 89.5-92.49 |
| B+ | 86.5-89.49 |
| B | 82.5-86.49 |
| B- | 79.5-82.49 |
| C+ | 76.5-79.49 |
| C | 69.5-76.49 |
| F | 0-69.49 |

**Assignments.** Please ask questions if you are unclear about expectations.

| Participation and Professionalism  (Includes Plagiarism Assignment) | Weekly | 15% | CACREP 2024: 3.F.1-10 |
| --- | --- | --- | --- |
| Experiential Group Component | Due 4/30 | 20% | CACREP 2024: 3.F.10 |
| Group Proposal Topic | Due 2/13 | 5% | CACREP 2024: 3.F.1-10 |
| Group Proposal Rationale | Due 3/19 | 15% | CACREP 2024: 3.F.1-10 |
| Group Proposal Complete  (Rationale AND Plan) | Due 4/30 | 25% | CACREP 2024: 3.F.1-10 |
| Quizzes (text, Yalom, Schopenhauer) | Weekly | 20% | CACREP 2024: 3.F.1-10 |

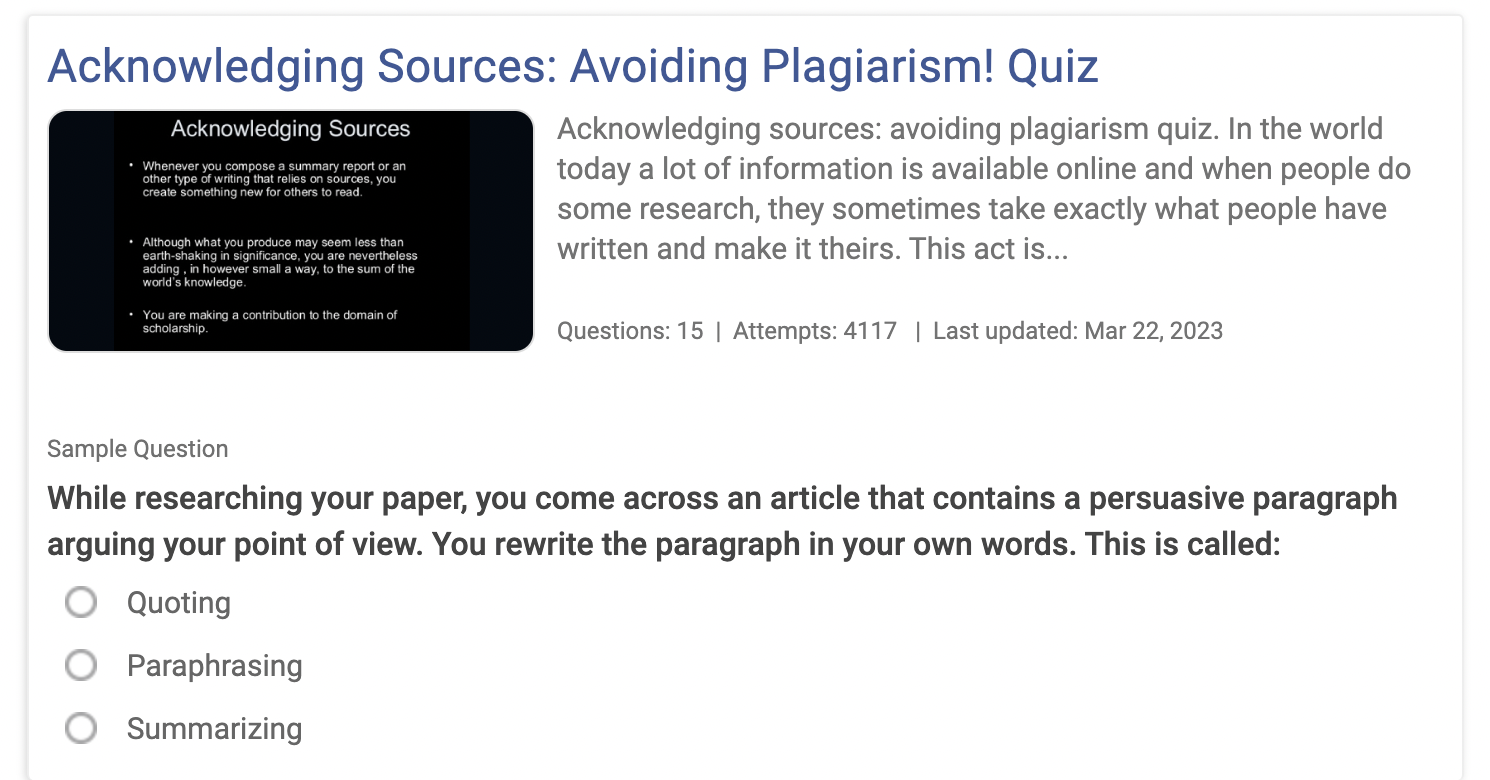
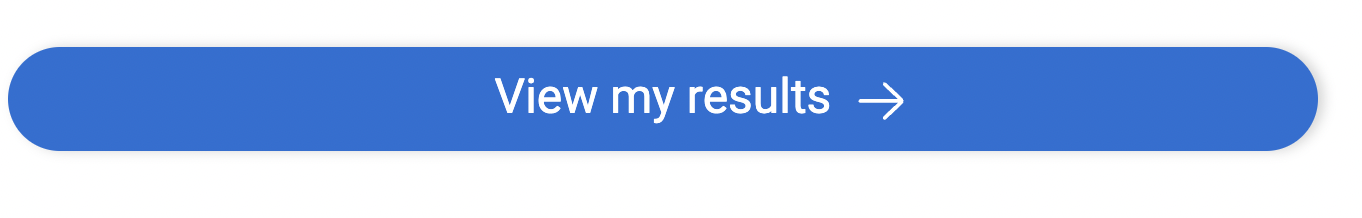
**Participation and Professionalism:**

Please refer to the previous sections:

1. Attendance, Preparation and Participation

2. Professionalism

3. Plagiarism Assignment - I will provide plagiarism resources (Canvas). You are not restricted to these resources only. You will complete a Plagiarism Quiz and submit the completed certificate in Canvas. Below are the steps to take to complete the quiz.

1. Go to <https://www.proprofs.com/quiz-school/topic/plagiarism>.
2. Scroll down to the 3rd quiz and complete it: 
3. At the completion of the quiz, scroll down and click: 
4. Put your name on your certificate and download: 
5. Submit your certificate in Canvas under Assignments - Plagiarism Quiz

Failure to complete the Plagiarism Quiz will result in 10 points off of your Professionalism

**Experiential Group Component:**

The 2024 CACREP standards state the following requirement for the core area of Group Counseling and Group Work:

“3.F. 10. direct experiences in which counseling 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”

It is assumed that in the field of human behavior, the learning which leads to more creative practice comes about through reflection upon actual situations, particularly as they are experienced in the ‘here and now.’ This requirement gives you the opportunity to examine group processes and development through active participation as a group member as well as practice as a group leader.

You will co-lead a psychoeducational group for your classmates. The ASGW Guiding Principles for Group Work (2021) provides the following definition:

“A.2 Psychoeducational Groups Psychoeducational groups promote personal and

interpersonal growth and development. Such groups often work to prevent future

difficulties and enhance personal attributes and abilities.”

Your text (Corey, 2016, p.8) provides the following description of psychoeducational groups:

* “...structured by some central theme…”
* “...presentation and discussion of factual information and skill building through the use of planned skill-building exercises.”
* “…serve a number of purposes: imparting information, sharing common experiences, teaching people how to solve problems, teaching social skills, offering support, and helping people learn how to create their own support systems outside of the group setting.”
* “...thought of as educational and therapeutic…”

Following are the components that you will include in your facilitation of your group:

1. Review of group rules
2. Icebreaker
3. Introduction of topic
4. Facilitation of group
5. Wrap-up/Summary/Ending exercise

**Schopenhauer’s Cure:**

As you read, please be mindful of the following:

* Ethical situations
* Leadership skills
* Group dynamics - including issues/difficulties
* Your somatic reaction

You may want to mark your book or make brief notes for our discussion in class. You will not turn these in. You will be graded on your participation in the group discussion.

**Group Proposal Topic:**

Briefly (1-2 paragraphs) describe your group topic choice for your group proposal. Please include:

1. Focus (e.g., grief, trichotillomania, anxiety…)
2. Population (e.g., adolescents (specify ages), children (specify ages), emerging adults (specify ages)...)

This assignment will NOT be graded. The sole purpose for this assignment is to assess the viability of your success with your chosen topic and the expectations of the Group Plan assignment.

**Group Proposal: Rationale & Plan**

Prepare a detailed rationale and plan for a specific type of counseling group with a population of your choice.

Your group proposal will consist of two parts (described below). You will first explore the literature to inform your choices and provide a strong rationale for the need for your group and your choices in planning a group clinical experience. Examples include groups for: new students at an elementary school, children with divorced parents, gay-straight alliance at a high school, women graduate students of color at a university, new parents, cancer patients, abuse survivors, etc.

Please note that this assignment should be written and formatted using APA style wherever possible. It may be most clear and appropriate to include the full citation for some references on the page which they are used. APA 7th Edition formatting—font, margins, page numbers, headings, citations, title page, reference list. Do not include an abstract for this assignment.

***Part 1: Rationale***

Write a rationale for your proposed group. Include at least 5 scholarly references to support your rationale [e.g., descriptive statistics (X% of teen moms drop out of school), correlations (prevalence of depression is high among refugee populations), outcomes (type of group that has been shown to be efficacious with a certain population), and/or hypotheses (e.g., “given the data suggesting the efficacy of psychoeducation to improve athletic performance, and the data supporting the use of groups to improve athletic performance, our plan is to offer psychoeducation related to athletic performance to college athletes in a group setting”)]. Also cite the Corey text and any other readings where appropriate.

Conclude your rationale with one paragraph describing your proposed group. This paragraph should briefly state the population and focus of the group you are planning, where it will be held, size, length of sessions, where members will be recruited, etc.

The rationale should be approximately 4 pages in length (no more than 1200 words, not including the reference list).

APA 7th Edition formatting—font, margins, page numbers, headings, citations, title page, reference list. Do not include an abstract for this assignment.

[**APA GENERAL FORMAT GUIDELINES**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

***Part 2: Complete Group Proposal (Rationale AND Plan)***

The remainder of your group plan should contain the following elements:

· Rationale. **You may need to make edits or other improvements based on the feedback that you received.**

· Group objectives. This section will describe 3-6 objectives for the group.

· Informed consent document to be signed by group members (and their parents/caregivers if relevant).

· Detailed plan for 2 group sessions. A detailed plan describing the procedures and techniques that will be utilized for each session. This should include:

o An icebreaker or opening activity.

o A skill-building or awareness activity.

o A summary or concluding activity (e.g., each group member will describe one thing that they will take away from today's group).

o A list of any materials required for each session (if needed).

· An outcome evaluation questionnaire. A short evaluation that you would give your participants at the conclusion of the group.

· Resources - A list of at least 5 resources for group members (and/or their parents/caregivers). Also, include a list of at least 5 resources for group leaders related to the topic.

· It is perfectly acceptable for these resources to be formatted as lists, but they should include specific information. For instance, if a resource is a website, its description would include the name of the website, a link to the website, and if the content is not self-explanatory (from the name of the website), a one sentence or fewer description of what information will be found on the website.

· Issues in application. A brief statement (1-2 pages) addressing the following:

o How practical would it be for you to conduct this group in your anticipated place of employment?

o What obstacles can you foresee in implementing this group?

o Are there ethical concerns? Cultural concerns?

· A reference list that includes all resources you utilized during the creation of your group plan. The group plan should demonstrate integration of research and theory from the group counseling literature to support your rationale and proposed procedures.

APA 7th Edition formatting—font, margins, page numbers, headings, citations, title page, reference list. [APA GENERAL FORMAT GUIDELINES](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) (on the left-hand side of this page, you will see a menu that can help with citations and references)

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Remember to cite sources within your session plans and supplemental materials as appropriate. Also cite the Corey text where appropriate.

Remember to focus on the clarity and style of your proposal. Could someone take your proposal and be able to use it to conduct this group?

**Quizzes:**

A minimum of 10 quizzes will be administered throughout the semester based on the Corey text, Yalom readings, and The Schopenhauer Cure. Quizzes will be administered in class at the beginning of class.

**THIS IS A TENTATIVE SCHEDULE - CHANGES MAY BE MADE DURING SEMESTER**

**Course Schedule**

| **Date** | **Topics** | **Readings & Assignments due** |
| --- | --- | --- |
| 1/23  WK 1 | Introductions  Syllabus |  |
| 1/30  WK 2 | Intro to Group  Leadership | Corey - Chs 1 & 2  Quiz - Chs 1 & 2  Optional/Supplemental:  Moran  Glass & Benshoff  Comstock et al. |
| 2/6  WK 3 | Ethics | Corey - Ch 3  Quiz - Ch 3 |
| 2/13  WK 4 | Early Stages  Process of Preparation | Corey - Ch 4  Yalom - pp 362-370  Quiz - Ch 4 & Yalom  **DUE: Group Proposal Topic** |
| 2/20  WK 5 | Later Stages  Therapeutic Factors | Corey - Ch 5  Yalom - pp 9-31  Quiz - Ch 5 & Yalom |
| 2/27  WK 6 | Schopenhauer’s Cure | Schopenhauer’s Cure  Quiz - Schopenhauer’s Cure  Group Process  **DUE: Schopenhauer’s Cure** |
| 3/5  WK 7 | Psychoanalysis  Adlerian | Corey - Chs 6 & 7  Quiz - Ch 6 & 7  Group Process |
| 3/12  WK 8 | **SPRING BREAK** | **SPRING BREAK** |
| 3/19  WK 9 | Psychodrama | Corey - Ch 8  Quiz - Ch 8  Group Process  **DUE: Group Proposal Rationale** |
| 3/26  WK 10 | Existential | Corey - Ch 9  Quiz - Ch 9  Group Process |
| 4/2  WK 11 | Person-Centered | Corey - Ch 10  Quiz - Ch 10  Group Process |
| 4/9  WK 12 | Gestalt | Corey - Ch11  Quiz - Ch 11  Group Process |
| 4/16  WK 13 | CBT  REBT | Corey - Chs 12 & 13  Quiz - Chs 12 & 13  Group Process |
| 4/23  WK 14 | Choice/Reality | Corey - Ch 14  Quiz - Ch 14  Group Process |
| 4/30  WK 15 | SFBT  MI | Corey - Ch 15  Quiz - Ch 15  **DUE: Group Proposal—Rationale AND Plan** |

**RUBRIC: *Group Plan Rationale***

|  | **Exceeds expectations** | **Meets expectations** | **Near Expectations** | **Below Expectations** |
| --- | --- | --- | --- | --- |
| **APA Style** | No errors noted          **10 points** | Minimal, non-distracting errors (e.g., less than 3 minor errors)    **9 points** | Several distracting errors (e.g., 3-5 minor errors, 1 major error)    **8 points** | Pattern of distracting errors (e.g., more than 5 minor errors, more than 1 major error)  **7 points** |
|  |  |  |  |  |
| **Mechanics & Style** | Clear, concise, descriptive language with no errors noted    **20 points** | Clear language with few errors or unclear passages    **18 points** | Several unclear passages, grammatical errors, or word use errors  **16 points** | Frequent unclear language, grammatical errors, or word use errors  **14 points** |
| **Choice of references** | Five or more compelling, peer-reviewed and/or scholarly (e.g., books or editorials by recognized scholars, government databases, etc.) references, including at least one group process/outcome study  **25 points** | Five or more compelling, peer-reviewed and/or scholarly references                  **22 points** | Less than five peer-reviewed and/or scholarly references.                    **19 points** | Less than three peer-reviewed and/or scholarly references, and/or use of unprofessional references              **16 points** |
| **Integration of group counseling literature** | Thorough, artful, insightful integration and synthesis of theoretical and empirical counseling literature to create a very strong rationale for the proposed group  **25 points** | Thorough integration and synthesis of theoretical and empirical counseling literature to create a strong rationale for the proposed group      **22 points** | Several missed opportunities to integrate and/or synthesize the counseling literature to form rationale for the proposed group      **19 points** | Pattern of missed opportunities to use the counseling literature to form rationale for the proposed group, and/or inaccurate use of the literature    **16 points** |
| **Feasibility, appropriateness, and goodness of fit for type of group and population** | Group is feasible, appropriate, and an excellent fit for the specific concern and population, with only minor caveats or limitations    **20 points** | Group is feasible, appropriate, and a good fit for the specific concern and population, with few caveats or limitations      **18 points** | Notable challenges to the feasibility, appropriateness, and fit of the proposed group for the specific concern and population    **16 points** | Group infeasible, inappropriate, and/or otherwise a poor fit for the specific concern and population; ethical concerns related to the proposed group  **14 points** |
| **TOTAL** |  | | | |

**RUBRIC: *Group Proposal***

|  | **Exceeds expectations** | **Meets expectations** | **Near Expectations** | **Below Expectations** |
| --- | --- | --- | --- | --- |
| **Rationale** | Clear, concise, descriptive language with no errors noted. Five or more compelling, peer-reviewed and/or scholarly references, including at least one group process and outcome study. Thorough, artful, insightful integration and synthesis of theoretical and empirical counseling literature to create a very strong rationale for the proposed group.    **10 points** | No distracting APA errors. Clear language with few errors or unclear passages. Five or more compelling, peer-reviewed and/or scholarly references. Thorough integration and synthesis of theoretical and empirical counseling literature to create a strong rationale for the proposed group.        **7 points** | Distracting or concerning APA errors. Several unclear passages, grammatical errors, or word use errors. Less than five peer-reviewed and/or scholarly references.  Several missed opportunities to integrate and/or synthesize the counseling literature to form rationale for the proposed group.      **5 points** | Frequent unclear language, grammatical errors, or words use errors.  Less than three peer-reviewed and/or scholarly references, and/or use of unprofessional references. Pattern of missed opportunities to use the counseling literature to form rationale for the proposed group, and/or inaccurate use of the literature    **3 points** |
| **Objectives** | 3-6 clearly defined, appropriate, and achievable objectives for the group that describe specific outcomes, supported by the literature, that will be achieved in terms of knowledge, skills, behaviors, and/or attitudes.    **6 points** | 3-6 clearly defined, appropriate, and achievable objectives for the group, described in terms of knowledge, skills, behaviors, and/or attitudes.            **5 points** | 1 or 2 objectives are not clearly defined, appropriate, and/or achievable for the group.                  **4 points** | 3-6 objectives are not clearly defined, appropriate, and achievable for the group, and/or objectives that would be contraindicated per the literature.            **3 points** |
| **Informed consent** | All items from "Meets Expectations," but with exceptional clarity and sensitivity to client concerns.                **10 points** | Clearly describes, in appropriate professional language, the nature of the group, the limits of confidentiality, and allows for members/guardians to indicate acknowledgment of the group in which they (or their children) are about to participate and are doing so voluntarily.    **7 points** | All items from “Meets Expectations,” but with some minor unclear language, or minor omissions.                **5 points** | Informed consent contains inaccurate, unprofessional, or unethical language.                  **3 points** |
| **Session 1** | All items from “Meets Expectations,” with exceptional therapeutic salience and/or creativity.                  **20 points** | Icebreaker, Skill, Concluding activities with materials. Session plan is appropriate for the population and phase of the group and is tied to the group objectives with a clear therapeutic rationale.        **18 points** | Icebreaker, Skill, Concluding activities with materials. Session plan has one or two weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale.    **16 points** | Missing icebreaker, skill, concluding activities or materials list. Session plan has three or more weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale.    **14 points** |

| **Session 2** | All items from “Meets Expectations,” with exceptional therapeutic salience and/or creativity.                **20 points** | Icebreaker, Skill, Concluding activities with materials. Session plan is appropriate for the population and phase of the group and is tied to the group objectives with a clear therapeutic rationale.        **18 points** | Icebreaker, Skill, Concluding activities with materials. Session plan has one or two weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale.    **16 points** | Missing icebreaker, skill, concluding activities or materials list. Session plan has three or more weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale.    **14 points** |
| --- | --- | --- | --- | --- |
| **Resources** | All items from "Meets Expectations," but with exceptionally useful resources for members and/or leaders.          **5 points** | 5 resources for group members (and/or their parents/caregivers) and 5 resources for group leaders clearly related to the group’s population and objectives.      **4 points** | All items from “Meets Expectations,” with 1-2 resources of questionable therapeutic or practical value.          **3 points** | All items from “Meets Expectations,” with 3 or more resources of questionable therapeutic or practical value, and/or any unvetted or otherwise inappropriate or unprofessional resources.    **1 point** |
| **Outcome evaluation** | All items from “Meets Expectations,” but exceptionally strong in terms of face validity, clear ties to the literature, collection of both qualitative and quantitative data, and/or usefulness.    **4 points** | Brief instrument that will provide useful information to group leaders and other stakeholders regarding the process and outcomes of the group.        **3 points** | Instrument somewhat lacking in clarity, specificity, or usefulness, and/or contains items or language that may not meet standards of professionalism or appropriateness for the context.    **2 points** | Instrument does not meet minimum standards for professionalism or appropriateness for the context.            **1 point** |
| **Issues in application** | All items from “Meets Expectations,” with exceptional thoughtfulness regarding possible challenges and obstacles.      **15 points** | Well-written statement including possible practical, ethical, or cultural, challenges, and/or other specific obstacles to implementation.    **13 points** | All items from “Meets Expectations,” but with weaknesses in writing clarity/style or failure to fully address challenges.        **10 points** | Authors’ statements include ethically questionable or contra-therapeutic strategies.          **8 points** |
| **Reference list** | Complete with all references used throughout document; no APA errors noted.    **10 points** | Complete with all references used throughout document; less than 3 minor APA errors.    **7 points** | 3-5 minor APA errors, 1 major error (including missing items).        **5 points** | More than 5 minor APA errors, more than 1 major error (including missing items)    **3 points** |
| **TOTAL** |  | | | |

Appendix: CACREP Rubric for Signature Assignment 6.1: Group Plan Proposal

|  | **1**  **Unacceptable / Harmful** | **2**  **Below Expectations** | **3**  **Near Expectations / Developing Competencies** | **4**  **Meets Expectations / Demonstrates Competencies** | **5**  **Exceeds Expectations** |
| --- | --- | --- | --- | --- | --- |
| **Rationale** | One or no peer-reviewed and/or scholarly references, and/or use of unprofessional references. Striking pattern of missed opportunities to use the counseling literature to form rationale for the proposed group, and/or inaccurate use of the literature. Feedback from first Rationale assignment not applied. | Less than three peer-reviewed and/or scholarly references, and/or use of unprofessional references. Pattern of missed opportunities to use the counseling literature to form rationale for the proposed group, and/or inaccurate use of the literature. Feedback from first Rationale assignment not fully applied. | Less than five peer-reviewed and/or scholarly references. Several missed opportunities to integrate and/or synthesize the counseling literature to form rationale for the proposed group. Feedback from first Rationale assignment somewhat applied. | Five or more compelling, peer-reviewed and/or scholarly references. Thorough integration and synthesis of theoretical and empirical counseling literature to create a strong rationale for the proposed group. Feedback from first Rationale assignment fully applied. | Five or more compelling, peer-reviewed and/or scholarly references, including at least one group process and outcome study. Thorough, artful, insightful integration and synthesis of theoretical and empirical counseling literature to create a very strong rationale for the proposed group. |
| **Objectives** | All objectives are not clearly defined, appropriate, and achievable for the group. | 3 or more objectives are not clearly defined, appropriate, and achievable for the group. | 1 or 2 objectives are not clearly defined, appropriate, and achievable for the group. | 4-6 clearly defined, appropriate, and achievable objectives for the group. | 4-6 clearly defined, appropriate, and achievable objectives for the group that describe specific outcomes that will be achieved in terms of knowledge, skills, behaviors, and/or attitudes. |
| **Informed Consent** | No informed consent included. | Informed consent contains inaccurate, unprofessional, or unethical language. | All items from “Meets Expectations,” but with some minor unclear language, or minor omissions. | Clearly describes, in appropriate professional language, the nature of the group, the limits of confidentiality, and allows for members/guardians to indicate acknowledgment of the group in which they (or their children) are about to participate and are doing so voluntarily. | All items from "Meets Expectations," but with exceptional clarity and sensitivity to client concerns. |
| **Two Group Sessions** | Missing icebreaker, skill, concluding activities and materials list. Session plans have more than three weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale. | Missing icebreaker, skill, concluding activities or materials list. Session plans have three weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale. | Icebreaker, Skill, and Concluding activities, and materials list for all sessions. Session plans are appropriate for the population and phase of the group. Session plans have one or two weak areas in terms of appropriateness for the population, phase of the group, and/or relationship to group objectives with a clear therapeutic rationale. | Icebreaker, Skill, and Concluding activities, and materials list for all sessions. Session plans are appropriate for the population and phase of the group, and are tied to the group objectives with a clear therapeutic rationale. | All items from “Meets Expectations,” with exceptional therapeutic salience and/or creativity. |
| **Resources** | No resources of questionable therapeutic or practical value, and unvetted or otherwise inappropriate or unprofessional resources. | All items from “Meets Expectations,” with 3 or more resources of questionable therapeutic or practical value, and/or any unvetted or otherwise inappropriate or unprofessional resources. | All items from “Meets Expectations,” with 1-2 resources of questionable therapeutic or practical value. | 5 resources for group members (and/or their parents/caregivers) and 5 resources for group leaders clearly related to the group’s population and objectives. | All items from "Meets Expectations," but with exceptionally useful resources for members and/or leaders. |
| **Issues in Application** | No inclusion of practical, ethical, cultural challenges, or specific obstacles to implementation. | Authors’ statements include ethically questionable or contra-therapeutic strategies | All items from “Meets Expectations,” but with weaknesses in writing clarity/style or failure to fully address challenges. | Well-written statement including possible practical, ethical, or cultural, challenges, and/or other specific obstacles to implementation. | All items from “Meets Expectations,” with exceptional thoughtfulness regarding possible challenges and obstacles. |