

Washington Adventist University

School of Graduate and Professional Studies
Department of Psychology

CPSY 560: Group Therapy

S Y L L A B U S

Fall 2016

COURSE NUMBER:	CPSY 560
COURSE TITLE:	Group Therapy
LEVEL:	Graduate level
CREDITS:	3 Credit Hours
SEMESTER:	Fall 2016
CLASS SCHEDULE:	6:00 p.m. – 10:00 p.m.
PROFESSOR:	Rita Johnson

COURSE DESCRIPTION

This course is designed to provide an overview of the basic dynamics, theoretical components, and developmental aspects of therapy groups. In addition to providing instruction about group therapy theory, techniques and ethical behavior, the class participants will form into small groups and analyze its own processes in relation to the personality and roles of its members. Students will gain experience in exploring group leader and member roles.

PHILOSOPHY AND INTEGRATION OF FAITH AND LEARNING

Washington Adventist University is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the Nation's capital in order to become moral leaders in communities throughout the world. This course will be conducted in accordance with WAU's Statements of Mission, Objectives, and Community Ethos. Upon graduation, WAU students will demonstrate competencies in the following areas: spiritual identity, communication, analytical skills and information literacy, effective citizenship, teamwork, aesthetic appreciation, and discipline-specific competency.

COURSE OBJECTIVES

This course provides an overview of various group theories and provides an understanding of both theoretical and experiential understanding of group purpose, development, dynamics, group therapy methods and skills, and other group approaches, including all of the following:

- Examine and apply theoretical foundations of group counseling and group work through reading, discussing, writing, and viewing videos ;(*CAREP STANDARDS 5.C.1.b; 5.C.1.c*)
- Integrate and utilize the group process and development to include associated dynamics through the use of self-exploration exercises, discussion, and role plays; (*CAREP STANDARD 5.C.3.b*)
- Understand therapeutic factors and the relevancy to group effectiveness;

- Review skills of effective group leaders, inclusive of characteristics and functions; (*CAREP STANDARDS 5.C.3.b; 5.C.1.b*)
 - Learn approaches to group formation, including recruiting, screening, and selecting members; (*CAREP STANDARDS 5.C.3.a; 5.C.1.b*)
 - Familiarity of types of groups and considerations that affect conducting groups in varied settings; (*5.C.3.a; 5.C.1.c*)
 - Acquire an understanding of ethical and culturally relevant strategies for designing and facilitating groups; (*CAREP STANDARDS 5.C.2.j*)
 - Provide direct experiences of student participation as group members in various roles in small group activities, for a minimum of 10 clock hours per one class term. (*CAREP STANDARDS 5.C.3.b*)
-

CLINICAL MENTAL HEALTH COUNSELING PROGRAM OBJECTIVES:

1. Students develop knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)
Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence
Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
6. Professional Counseling Identity
Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.

7. Ethical Practice
Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.
 8. Mental Health Advocacy and Community Involvement
Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.
 9. Research and Assessment
Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.
 10. Practice & Spirituality
Students develop a sensitivity to the client's emotional, spiritual, and physical health in order to facilitate the healing process.
-

TEXTBOOKS

Program Requirement:

American Counseling Association *code of ethics: Section - A*. (2014). American Counseling Association. Alexandria, VA. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4%20>

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.

Course Requirement:

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

Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th ed.). New York, NY: Basic Books.

Required chapters provided by Professor:

DeLucia-Waack, J. L. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: SAGE Publications, Inc.

CRITERIA FOR ALL ASSIGNMENTS

This course is a combination of didactic information about groups (history, theory, techniques, and applications) along with a clinical training portion that will prepare future group therapists/counselors. As a part of training, students will be asked to role play.

practice techniques, lead and co-facilitate (co-lead), observe and actively participate in a training group and personal growth group composed of class members and observed by your professor. Each class session will include an experience in a training group and personal group therapy. From these experiences, students should be better prepared to influence groups with which they will be working in the future.

- All assignments are due at the beginning of the class on the due date.
- Quizzes will be given at the beginning of class.
- Projects and homework assignments will be due on the due date as shown below.

PROFESSOR

NAME: Rita Johnson

M.A.; NCC.; doctoral student in CACREP, Counselor Education and Supervision Ed.D. program at Argosy-DC;
Maryland Counseling Association Board Member;
Sigma Phi Sigma chapter of Chi Sigma Iota, Executive Board Member.

OFFICE: Wilkinson Hall, Room 445

OFFICE HOURS: Generally, the following hours are available: T,W – 5-6 p.m.; others by appointment. Note: times may vary due to meetings.

TELEPHONE: 301-433-4308

E-MAIL: rjohns01@wau.edu.

MISSION STATEMENT

WAU'S MISSION STATEMENT OF FAITH AND LEARNING

Washington Adventist University (WAU) is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the Nation's capital in order to become moral leaders in communities throughout the world. This course will be conducted in accordance with WAU's Statements of Mission, Objectives, and Community Ethos. Upon graduation, WAU students will demonstrate competencies in the following areas:

- spiritual identity
- communication
- analytical skills and information literacy
- effective citizenship
- teamwork
- aesthetic appreciation
- discipline-specific competency

These elements provide a framework for the development of specific course and program objectives.

PSYCHOLOGY DEPARTMENT'S STATEMENT OF FAITH AND LEARNING

Washington Adventist University is a Seventh-day Adventist community of Christian scholars committed to preparing students for service to the world and for citizenship in the heavenly kingdom. This institution challenges students to develop a Christian character so they may share their faith to all communities throughout the world in preparation for the imminent return of Christ. Demonstrate the necessary knowledge and skills to become a licensed professional counselor. Practice ethical, professional

and moral conduct as a counselor. Will practice best counseling techniques with their clients. Incorporate use of feedback concerning counseling performance.

WAU ACADEMIC INTEGRITY POLICY

Washington Adventist University is governed by the WAU academic integrity policy in the latest Washington Adventist University Bulletin. The University also adheres to the WAU code of Ethics per the Policy Handbook for Administration and Faculty.

As an institution of higher education rooted in the Seventh-day Adventist tradition, Washington Adventist University is committed to the search for truth—a search that requires careful compliance with the principles of academic integrity in the discovery, clarification, and dissemination of all information. This commitment to truth assumes that each member of the campus community adhere to the highest standards of honesty and integrity in the completion of his or her academic requirements. The Academic Integrity Policy within the *University Academic Bulletin* gives a detailed description of the policy. Students are to familiarize themselves with the policy, as compliance to the policy or lack thereof could be a cause for dismissal from the program.

Consulting with others is acceptable; however, all work must be original. Ideas must be attributed to sources, whether scholarly or unscholarly.

LEARNING METHOD

Group skills cannot be learned simply by abstract theory and technique alone, but must be acquired by experiential and intuitive knowledge as well. Active involvement in this course is, therefore, a requirement. To become an effective practitioner involves not only knowledge gained from texts and lectures, but it also must include procedural knowledge gained from personal experience and practice. In order to know how groups function and how to manage a group, you must be involved in the experience, both as a group member and as a group leader. The final grade is based on assignments, class participation, and exams. The three assignments are described below and will be discussed in more detail in class.

COURSE REQUIREMENTS

TYPE	DESCRIPTION
Class Attendance	<ul style="list-style-type: none"> • Students must attend classes regularly and punctually. Advance notice must be given to your Professor in the event of a student's absence due to extracurricular activities. • Students must be prepared for class and be ready for class discussion. • All cell phones must be turned off and must not be used in the classroom. To facilitate a learning environment, no laptops, i-pods, tablets, or earphones are allowed. • No food is allowed in the classroom. • Due to intensive nature of this course, ATTENDANCE is MANDATORY. Missing a class session will likely result in the loss of one (1) letter grade. • Students are highly encouraged to make every effort to resolve any attendance conflicts in order to attend all classes and activities. Extraordinary circumstances such as illness or family emergencies warrant an excused absence. • It is essential that each student is present for all of the sessions as this also impacts group dynamics, group cohesion, and group solidarity.
Exams	<ul style="list-style-type: none"> • There will be two (2) exams: one at mid-term and one final. The written mid-term exam will demonstrate relevant concepts and theories of group therapy covered on the first half of the semester. The final exam will cover topics during the second half of the semester. • Missed exams cannot be made up without a physician's note. • See Course Outline shown below for Exam dates.
Assignments	<p>There will be three (3) assignments, which are generally described below and will be discussed in more detail in class:</p> <ol style="list-style-type: none"> 1. <u>Group Proposal Exercise:</u> A 5-6 page proposal in APA format for the development of a group you would like to lead is due as follows: Draft, September 23, 2015, Final on September 30, 2015. This exercise will give you the opportunity to design a group of your choice and to consider issues such as the time and length of the group, goals and objectives, the rationale for the necessity

of the group, and possible topics for exploration. This exercise will allow you to make informed decisions about group therapy based on general principles discussed in the readings and lectures. This is to be submitted prior to your group experience.

a. You will lead with a co-facilitator (co-leader) in a group session. Together with your co-leader and one-week prior to the event, you will submit a written proposal (treatment plan) in a meeting with the instructor. You will be required to provide **in APA format**:

- (1) a title to your proposal;
- (2) a brief introduction;
- (3) background—a link to the theoretical orientation, type of group leadership, client population, and rationale for using this theory for this group;
- (4) give text references;
- (5) purpose of the group;
- (6) description of the group;
- (7) group goals, objectives and expected outcomes;
- (8) duration;
- (9) ground rules such as confidentiality, participation, confrontation, etc.;
- (10) procedures and techniques;
- (11) an overview of number of planned sessions;
- (12) use of any evaluative tool for overall effectiveness of the group;
- (13) references;
- (14) appendix

b. The dates for presentation will be decided in the class.

c. All four stages—initial to terminal—must be presented. Each stage be 15-minute long with breaks in between the stages.

d. Each session will be videotaped for feedback from the instructor and the peers.

2. Leadership-style Exploration Exercise: A 6-8 page long self-exploration paper **in APA format** is

due prior to your group experience. Please note the following:

- a. This exercise will give you an opportunity to write about your personal characteristics and preferences that may affect your group leadership style.
- b. You will reflect on the theoretical approaches to group interventions that fit best for you, the type of co-leader with whom you might work best, and values that you hold that might affect your work as a group leader.
- c. You may use assigned textbook resources.
- d. If you need any additional materials, please refer to Additional Resources and Suggested Reading below.
- e. Use APA format.
- f. This is to be submitted prior to your group experience (see below).

3. Post Group Paper Exercise: A 2-3 page post-group paper will be required **in APA format** exploring what you learned about group dynamics and group leadership from the perspective of a member, facilitator (leader), and co-therapist (co-leader). This exercise is due on October 14, 2015 (see Course Outline).

- a. You are asked to write your personal reflections as a member, a therapist (facilitator or leader), and a co-therapist (co-leader) on your experience as follows:

- (1) “What I am learning about myself”
- (2) “What I am learning about others”
- (3) “What I am learning about groups”

- b. Be sure to take notes or keep a journal throughout as you perform different roles. This will make it easier for you when fulfilling this assignment.
- c. Use APA format.
- d. Please meet with me from time to time to share your progress or any impediments so that everything will be accomplished according to expectations.

4. E-Mail submissions of any kind are **NOT** allowed.

-
5. The penalty for late assignments is **10%**.

Class Participation

- **Class Participation:** This includes participation in class discussions, small group discussions, assigned activities and participation in the experiential training group, as a member, a facilitator (leader) and a co-facilitator (co-leader). See below for guidelines.

Academic Dishonesty,
Cheating, Destruction
of Liberal Material &
Plagiarism

- All students are expected to maintain a high level of responsibility with respect to academic honesty. Students engaged in cheating, plagiarism, fabrication, or academic dishonesty of any form will be subject to disciplinary penalties, which include the possibility of failure for the course and/or dismissal from the University. Cheating, dishonesty, plagiarism, copying portions of another student's work are totally unacceptable and will be dealt with seriously. A minimum penalty will be a zero for the course work submitted. Further action may be taken at the Professor's discretion. In view of the fact that such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Disability Statement

- It is our purpose at WAU to provide an equitable and exemplary education for all of our students. To that end, we strive to provide reasonable accommodations to student with disabilities to ensure their academic success. It is the student's responsibility to disclose any disabilities he/she wishes to have accommodated.

Disability documentation must be written within seven years of the student's application for assistance (unless in some instances where the evaluation was completed after the student was 18 years of age and the evaluation utilized appropriate adult standardized tests and is considered to adequately represent an individual's current functioning).

Any student who may need accommodations as a result of the impact of a disability should make an appointment to speak with me privately. Please

also contact Mr. Fitzroy Thomas in the Office for Disability Services at 301-891-4115 to coordinate reasonable accommodations for documented disabilities. The Office of Disability Services is located in the Betty Howard Center for Student Success.

COURSE EVALUATION

The student's grade will be computed as follows:

Requirement	Points	% of Grade
Exams: Mid-term & Final	200	20%
Assignments:		
Group Proposal Exercise	100	10%
Leadership-style Exploration	50	5%
Post Group Paper Exercise	50	5%
Class Participation:		
Participation (Group)	400	40%
Class Discussion	100	10%
Small Group	50	5%
Assigned Activities	50	5%
<i>Total</i>	1,000	100%

GRADING SCALE

	A	93-100 percent	A-	90-92 percent	
B+	87-89 percent	B	83-86 percent	B-	80-82 percent
C+	77-79 percent	C	73-76 percent	C-	70-72 percent
D+	67-69 percent	D	63-66 percent	D-	60-62 percent
F	59 percent or less				

COURSE OUTCOME

As a result of these experiences, the student should leave this course better prepared to influence groups with which he or she will be working within future various capacities.

COURSE OUTLINE

Week	Lecture Topics/Discussion	Textbook (Corey)	Textbook (Yalom)
1	September 2 Introduction Review of syllabus Groups/history; stages Skills, co-therapists Ethical & legal issues	Chapters 1 and 2 36-46; 43-47 60-95; Chapter 3	309-324; Ch. 15 Ch. 17; 443-448 308
2	September 9 Forming group Participants Prep. Initial, resistance Hidden agendas; self focus Here & now; trust, goals	Chapter 5 233-237 Ch. 6; 219-222; 30, 109, 220 174-175 175-176, 177-184; 217-219	Chs. 8, 9, and 10 294-308 309-319, 31-47 150-152; 62-69 Ch. 6, Ch. 5
3	September 16 Norms Cohesion Structuring Transition Stage Anxiety-resistance fears Control and conflict	186-189 190-191; 287-289 205 Chapter 7 115-116; 170-171 190-192; 227-220	120-140 Chapter 3 Chapter 5 94, 307, 194-197, 296-298, 160-161 Chapter 12, 363-374, 138-140, 318-319
4	September 23 Problem behaviors Confrontation Due: • Group Proposal Exercise (draft) • Mid-Term Exam	219-222 230-232, 296, 287	Chapter 13 138-140
5	September 30 Transference & counter- transference Process comments <i>*Multicultural groups & impact of cultural factors on groups</i>	252-257 <i>*Delucia-Waack et al., (2004): Chapters 16, 19, 20, & 21 (material provided by professor)</i>	Chapter 7, 49-52, 205-215, 444-45, 318 165-168
6	October 7 Working stage Working vs. non-working norms	Chapter 8 186-189 265	Chapter 12

	Crucial choices	13	
	Therapeutic factors	279-295	Chapters 1 & 4
	Patient self-disclosure	354-355, 68, 182, 330	130-140
7	October 14		
	Therapist self-disclosure	224-225	215-229
	Deepening cohesion	190-191, 287-289	Chapter 3
	Giving feedback	284-286, 310-311	223, 239
	Ending stage	Chapter 9, 301-319	382-390
	Application to different types of groups	Chapters 10 & 11	Chapters 15 & 16
	Due:		
	Post Group Paper Exercise		
8	October 21		
	Final Exam		

GROUP EXPERIENCE SCHEDULE

Date	Hours	Sessions
September 9	1	1-hour session
September 16	1	1-hour session
September 23	2	1-hour sessions
September 30	2	1-hour sessions
October 7	2	1-hour sessions
October 14	1	1-hour session
October 21	2	1-hour sessions

ADDITIONAL RESOURCES AND RECOMMENDED READING

Corey, G., Corey, M.C., & Haynes, R. (2006). *Groups in action: Evolution and challenges*. (DVD) (1st ed.). ISBN: 534638007.

DeLucia-Waack, J. L. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: SAGE Publications, Inc.

ADDITIONAL RESOURCES AND SUGGESTED READINGS

- Bohac, J.J. (1995). *Group dynamics: For Christian counselors*. Ramona, CA: Vision Publishing.
- Brigman, G., & Early, B. (2001). *Group counseling for school counselors: A practical guide*. Portland, ME: J. Weston Walch.
- Chen, M.W. (2003). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont, CA: Wadsworth Publisher.
- Corazzini, J.G., & Heppner, P. P. (1982). Client-therapist preparation for group therapy: Expanding the diagnostic interview. *Small Group Behavior*, 13, 219-236.
- Corey, G., Corey, M.S., & Callanan, P. (1990). Role of group leader's values in group counseling. *Journal for Specialists in Group Work*, 15, 68-74.
- Corey, G., & Corey, M. (2010). *I never knew I had a choice* (9th ed.). Belmont, CA: Brooks/Cole.
- Delucia-Waack, J.L., Riva, M., Gerrity, D.A., & Kalodner, C.R.. (Eds.). (2003). *Handbook of group counseling and psychotherapy*. Newbury Park, CA: Sage Publisher.
- Edelwich, J. & Brodsky, A. (1992). Coleadership and supervision. In J.Edelwich & A. Brodsky (Eds.). *Group counseling for the resistant client: A practical guide to group process* (157-166). New York: Lexington Books.
- Fehr, S.S. (2003). *Introduction to group therapy: A practical guide*. New York: Haworth Press.
- Gazda, G.M., Ginter, E.J., & Home, A.M. (2001). *Group counseling and group psychotherapy: Theory and application*. Needham Heights, MA: Allyn & Bacon.
- Gladding, S.T. (2007). *Group work :A counseling specialty* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Han, A.I., & Vasquez, M.J.T. (2000). Group intervention and treatment with ethnic Minorities. In J. F. Aponte, & J. Wohl, *Psychological intervention and cultural diversity*. (2nd ed.). Boston: Allyn & Bacon.
- Jacobs, E.E., Masson, R.L., & Harvill, R.L. (2002). *Group counseling: Strategies and skills*. Pacific Grove, CA: Brooks/Cole.
- Paleg, K., & Jongsma, A.E. (2000). *The group therapy treatment planner*. New York: Wiley.

WEBSITES RELATED TO GROUP WORK

Association for Specialists in Group Work (ASGW): www.asgw.org

American Group Psychotherapy Association (AGPA): www.agpa.org

American Society of Group Psychotherapy and Psychodrama (ASGPP): www.asgpp.org

Group Psychology and Group Psychotherapy, Division 49 of APA: www.apa.org

ORAL PRESENTATION

Below are tips for effective presentations:

- PREPARATION:** Preparation is the key to giving an effective presentation. Know your topic, become an expert by learning as much as you can about the topic, have an idea of the background of your audience, prepare an outline of the topic, and bullet or number the main points. Write out your presentation if you need to organize your thoughts, but then outline this text for the actual presentation.
- HANDOUTS:** Handouts can serve as a summary of the presentation or provide supplemental material, references, or a glossary of terms. The handout should be attractively laid out and inviting to read.
- PRACTICE:** Your goal is to inform, not overwhelm. Organize your presentation clearly and logically.

Title of Your Report

Wxy Z. Somebody(*enter your name*)

Washington Adventist University

School of Graduate and Professional Studies

CPSY 560

Professor: Rita Johnson

Date

[insert your SUBJECT TITLE in caps]

Table of Contents

	Page
Abstract.....	2
Table of Contents.....	3
Introduction.....	4
Behavioral definition of the problem.....	#*
Purpose.....	#
Description of the group.....	#
Objectives—short term goals and expected outcomes.....	#
Long term goals.....	#
Therapeutic interventions.....	#
Ground rules such as confidentiality, participation, etc.....	#
Review of Literature.....	#
Historical perspective.....	#
Theoretical perspective.....	#
Group Formation.....	#
Description of the group, goals and objectives, rationale.....	#
Duration – time and length of the group.....	#
Procedures and techniques for each of the six sessions.....	#
An overview of number of planned sessions (at least six required).....	#
Possible topics for exploration.....	#
Use of any evaluative tool for overall effectiveness of the group.....	#
Follow up procedures.....	#
Conclusion.....	#
Diagnostic suggestions using DSM-5.....	#
Other concluding remarks.....	#
References.....	#
Appendices.....	#

*insert page numbers.

STUDENT ACKNOWLEDGMENT
(STUDENT COPY)

Instructions: *Please submit one (1) copy to the Professor and keep one copy for yourself.*

I hereby affirm by my signature below that I have read and understand the classroom policies shown above and I promise to abide by them to the best of my ability.

STUDENT:

COURSE:

Signature

Course Number

Printed Name

Course Name

Date

STUDENT ACKNOWLEDGMENT
(PROFESSOR'S COPY)

Instructions: *Please submit one (1) copy to the Professor and keep one copy for yourself.*

I hereby affirm by my signature below that I have read and understand the classroom policies shown above and I promise to abide by them to the best of my ability.

STUDENT:

COURSE:

Signature

Course Number

Printed Name

Course Name

Date

Course Objectives	Program Objectives	Institutional Objectives	CACREP & CMHC Standards	ASSESSMENT
1.Examine and apply theoretical foundations of group counseling and group work through reading, discussing, writing, and viewing videos.	1,2	3,7	5.C.1.b 5.C.1.c	Leadership Style Exploration
2.Integrate and utilize the group process and development to include associated dynamics through the use of self-exploration exercises, discussion, and role plays.	4,7	2,3,7	5.C.3.b	Group Proposal Exercise
3.Review skills of effective group leaders, inclusive of characteristics and functions.	3	2,3,7	5.C.3.b 5.C.1.b	Post Group Paper Exercise
4.Comprehend as well as differentiate therapeutic factors and the relevancy to group effectiveness; to include familiarity of types of groups and considerations that affect conducting groups in varied settings.	3,5,7	3,7	5.C.3.a 5.C.1.c	Mid-Term Exam
5.Identify crisis intervention and suicide prevention models, including the use of psychological first aid strategies, as applied to the group setting.	?	?	5.C.3.b.	Final Exam
6.Acquire an understanding of ethically and culturally appropriate intervention strategies relevant for designing and facilitating groups.	5	4,6,7	5.C.2.j	Final Exam
7.Provide direct experiences of student participation as group members in various roles in small group activities, for a minimum of 10 clock hours per one class term.	3,4	2,7	5.C.3.b	Group Participation (Group Experience) Small Group Experiential Training Group?
8. Describe a biblically based world view to understand group therapy	10	1		Class Discussion

				Assigned Activities
--	--	--	--	---------------------

OR 1 Required Assignment

Required Assignment: Group Counseling Proposal Assignment (300 pts.)

RA Grading Criteria

CO: 1,2,3,4,5,6,7

PO: 1,2,3,4,5,7

ILO: 2, 3, 4, 6, 7

CACREP & CMHC Standards: 5.C.1.b, 5.C.1.c, 5.C.2.j, 5.C.3.a, 5.C.3.b

Assignment Components	Proficient	Max Points
<p>Group Description: Describe the group. CO: PO: ILO:</p>	Group structure is evident including all of the following: (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/developmental considerations.	/40 pts.
<p>Group Establishment: Define eligibility criteria, recruitment strategies, and screening techniques. CO: PO: ILO:</p>	All strategies used to identify, recruit, and screen potential members are specific. All strategies/techniques are justified and follow best practices. Cultural/developmental considerations are included.	/40 pts.
<p>Leadership Analysis: Analyze and recommend group leadership appropriate for this proposed group. CO: PO: ILO:</p>	A selected group counseling leadership style and roles are explained and critiqued. Justification for a specific leadership style and roles is appropriate. Concrete examples of appropriate group intervention strategies are included.	/44 pts.
<p>Group Process Creation: Create group norms, process, and procedures. CO: PO: ILO:</p>	In regards to group norms, process, and procedures, actions and responsibilities of group members and group leaders are identified. Recommendations of how the group leader will handle issues are clear.	/44 pts.
<p>Intervention Identification:</p>	Relevant activities for each session are specific	/44 pts.

<p>activities/interventions for each session (detailed), and describe how these fit with anticipated stage of group process (include group handouts in appendix as needed). CO: PO: ILO:</p>	<p>on the expected stage of the group’s process. Cultural/developmental considerations are included.</p>	
<p>Ethical/legal considerations: Provide ethical/legal considerations. CO: 5 PO: ILO:</p>	<p>The basis for handling any relevant/likely crisis that may occur within the group is clearly explained. Relevant confidentiality issues that may arise are explained, including recommendations to ensure confidentiality among all group members. Any additional ethical/legal considerations related to specific population are addressed.</p>	/20 pts.
<p>Group Evaluation : Explain the group’s evaluation criteria: What will determine whether group goals have been met? CO: PO: ILO:</p>	<p>Clear description of the method used to evaluate group success provided. Evaluation follows current best practices, and is likely to provide a clear determination of whether group goals have been met.</p>	/20 pts.
<p>Proposal Summary: Summarize your proposal and rationale. CO: PO: ILO:</p>	<p>Summary professionally explains how one would “sell” this group to an administrator with an elevator speech. An administrator would have a clear sense for target population and overall sense of purpose and benefit of group. A page flyer or leaflet is included to provide a visual detail for presentation that will be used for advertisement.</p>	/20pts.
Academic Writing		
<p>Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and</p>	<p>Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.</p>	/28 pts.

Total		/300 pts