# Group Counseling

EPCE 5354-001

Phase 2 Course

3 Credit Hours

Fall 2020

**Instructor:** Dr. Charles Crews, PhD, LPC-S

**Assistant:**

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**Office Hours:** Tues, Wed, 3:00-5:30 [Via Zoom](https://zoom.us/j/97270975502?pwd=RlZKSXozZ09rWDV3QzRGTVhWSHR2dz09) – and by appointment

*Meeting ID:* 972 7097 5502 *Passcode:* 301934

**Meeting Time/Place:**

*Optional Synchronous Session:*Wed 6:00-8:00pm - recorded

*Asynchronous materials:*[Blackboard](https://www.depts.ttu.edu/lms/)

1. **Course Goals**: Students will:
	* identify types of groups and group work
	* recognize group dynamics and their implications for leadership
	* demonstrate leadership skills that promote positive group outcomes
	* adjust leader interventions in response to the stages of group development
	* demonstrate cultural competence and sensitivity in their leadership
	* demonstrate knowledge about select specialty groups
	* be knowledgeable about ethical and legal aspects of group work
	* acquire an understanding of how select theories can frame group leadership
	* be knowledgeable about the history and trends in group work
	* acquire interpersonal skills and intrapersonal insights from being a member of a growth group

# Conceptual framework

The conceptual framework encompasses the college’s [nine initiatives for change.](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley%27s%20022312%20revisions.docx) The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

# NCATE Transformation

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards. “Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* + You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
	+ You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
	+ Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
	+ You will be exposed to the theory and techniques used in group counseling within both school and community counseling settings.

With respect to the COE reform initiative, products for both the Master’s degree in School counseling and the Master’s degree in Community counseling include:

1). Distinctive Products: EPCE Community/School Counseling Programs

* + - MEd – School Counseling
			* Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.
		- MEd – Community Counseling
			* Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.

# Trademark Outcomes for this course which is a phase two course

* + Apply integrative principles related to conducting a counseling group.
	+ Role play leadership skills in class
	+ Conceptualize leadership skills based on written exams
	+ Deliver presentations on specific topics related to group work

# This course, EPCE 5354, is a phase two course. As such, the course provides a 10 hour growth group experience as required by CACREP and simultaneously offers students the opportunity to learn group skills vis modeling and rehearsal.

1. **Counselor Education Technology Competencies**

Specific technology (outside class) competencies covered in this course include:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.
3. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
4. Be able to access and use counseling-related research databases.

# CACREP Standards

CACREP standards are imbedded within the course and can be viewed at: <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Specific standards taught in this course are listed as follows:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F.6 GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. types of groups and other considerations that affect conducting groups in varied settings
7. ethical and culturally relevant strategies for designing and facilitating groups
8. 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

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**C. Clinical Mental Health Counseling (CMHC)**

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

b. theories and models related to clinical mental health counseling

3. PRACTICE

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

**G. SCHOOL COUNSELING (SC)**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

3. PRACTICE

d. interventions to promote academic development

f. techniques of personal/social counseling in school settings

m. strategies for implementing and coordinating peer intervention programs

# Course Purpose

This course is designed to help students acquire a conceptual understanding of group dynamics, the leadership skills that facilitate effective outcomes, and an appreciation of the value of group work for select individuals and problems. In addition, the experiential component of the course encourages learning via modeling and personal/professional growth from participation in an interpersonal growth group.

# Course Description

This course is an overview of the principles, practices, and approaches to group counseling in school and community settings.

# Prerequisites

Admission to the counselor education program and phase one courses:

# Methods of Instruction

This course utilizes didactic teaching, interactive group discussions, class individual and group assignments, participation in class group activities, role playing, and student generated presentations. Students are evaluated through examinations, written papers, attendance, presentations, and participation in the aforementioned assignments.

# Course Objectives/Learning Outcomes/Assessments

|  |  |
| --- | --- |
| **Course Objectives/Learning Outcomes** | **Assessments** |
| Demonstrate principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work (CACREP II F 6abcdifgh; CMHC VC1b VC3b; SC VG3df) | Students will demonstrate understanding through role plays, reflective journals, exams, papers, rating a rubric on Group Leadership, and participating small group activity for a minimum of 10 clock hours |
| Demonstrate group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles(CACREP II F 6abcdifgh; CMHC VC1b VC3b; SC VG3df) | Students will demonstrate leadership skills/styles and an understanding of types of groups through role plays, reflective journals, exams, papers, rating a rubric on Group Leadership, and participating in a class small group activity for a minimum of 10 clock hours |
| Identify and illustrate theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature(CACREP II F 6abcdifgh; CMHC VC1b VC3b; SC VG3df) | Students will identify and illustrate an understanding of theories of group counseling, including their commonalities, distinguishing characteristics, and pertinent research and literature through role plays, exams, papers, rating a rubric on Group Leadership, and participating in a class small group activity for a minimum of 10 clock hours |
| Demonstrate group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness(CACREP II F 6abcdifgh; CMHC VC1b VC3b; SC VG3df) | Students will demonstrate group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness in role plays and from papers, exams, rating a rubric on Group Leadership, and participating in a class small group activity for a minimum of 10 clock hrs |
| Have direct experiences in which students participate as group members in class group activities(CACREP II F 6abcdifgh; CMHC VC1b VC3b; SC VG3df) | Students will post reflective journals based on their experiences leading and participating in a class small group activity for a minimum of 10 clock hours |
| Show evidence of the use and infusion of current counseling-related research (CACREP II F 6abcdifgh; CMHC VC1bVC3b; SC VG3df) | Students will demonstrate evidence of use and application of current counseling research through papers and exams |

1. **Course Requirements/Methods of Evaluation Employed**

**Exams**

Four multiple-choice, objective exams in Blackboard must be taken before the last day of class. Each exam may be taken as many times as desired with the average of all exam scores counting for your grade.

Exam One covers chapters 1-4 of the Jacobs text - 80 multiple choice

Exam Two covers chapters 5-8 of the Jacobs text - 80 multiple choice

Exam Three covers chapters 9-12 of the Jacobs text - 80 multiple choice

Exam Four covers chapters 13-17 of the Jacobs text - 100 multiple choice

Exams will become available any day after the first week of class.

**Plan for Leading Group Paper**

Students will be required to submit a ½ to 1 page paper explaining their plan for leading a group activity. The generic goals for group activities may include: improving basic listening skills, improving communication skills (active listening, confrontation, etc.), enhancing self-understanding, especially as it relates to the interpersonal (versus intrapersonal) area, acquiring improved or more refined coping skills such as conflict resolution, stress management, appropriate assertiveness, exploring personal and career choices, investigating lifestyle values, or enhancing social skills and relationship development. Students will be expected to select an activity that is designed to address at least one of the above generic goals areas. If students would like to have their group activity focus on a specific topic such as addressing anxiety, building self-esteem, improving communication, etc., they can specify the groups goals and ask students to sign up for their group activity. Following approval of the group activity by the instructor, students will be required to post 1 or 3 sentences about their group on a Blackboard Discussion thread requesting their classmates participate in their group. Students should not post their entire planning activity on Blackboard, but instead keep their post to 1 to 3 sentences.

**Leading Group Exercise/Group Demonstration**

Prior to leading a group activity, students must have their activity approved by the instructor. In class, each student will be required to lead and then process a group activity with a small group of students from the class. The group activities must last between 25-30 minutes. Following the group activity, group members and the entire class will give feedback to the group leader regarding the group and process the activity. In addition to leading a group activity, all students must participate in 6-8 groups that their classmates lead. Participation in the group will be counted as a part of their participation grade for the class. Students will sign up for these groups through responding to the Blackboard Discussion posts. Participants will have the right to pass on participating in any particular activity or at any time during the group activities. The instructor will use the **Group Counseling Competencies Phase 2 Rubric** to rate group leaders on their group demonstration. Members of the group will use the **Peer Evaluation of Group Activity Rubric** to rate group leaders. Through leading and participating in these group activities as well as group activities delivered by the instructor, students will obtain their core training of a minimum of 10 clock hours of participation in a small group experience as a group member and will gain additional experience as group leader.

**Reflection on Leading Group Exercise/Group Demonstration**

Following completion of the Leading Group Exercise/Group Demonstration assignment, students will be required to submit a 2-4 page reflection paper on leading the group. The reflection paper must include the following elements: the students perception of their leadership style, any revelations that occurred throughout the course of the activity or process afterwards, group dynamics, outcomes, reflection on feedback from classmates, and if applicable stage(s) of the group. In addition to reflecting and summarizing the group activity, the paper must include citations from the textbook and/or articles. These citations should include information that demonstrates that the group activity went beyond simply a group discussion or instructional activity. The paper might explore any specific techniques used and any theoretical preferences.

**Summary/Reflection on Classmates Leading Group**

After all students have completed their in class group demonstration, they are required to submit a 2-4 page paper summarizing and/or reflecting on their classmates group demonstrations. The summary/reflection paper must include the following elements: the students perception of their leadership style, any revelations that occurred throughout the course of the activities or process afterwards, group dynamics, outcomes, reflection on feedback from classmates, and if applicable stage(s) of the group. The summary/reflection papers may include the student’s future goals for group work.

**Class Participation**

Throughout the semester, all students are expected to participate in class discussions, and class activities. All students must participate in 6-8 groups led by their classmates lead. Participation in the group will be counted as a part of their participation grade for the class. Although there is an expectation of class participation and participation in 6-8 group activities led by classmates, the nature of student participation in the group activities has no bearing on points earned, i.e. the type of participation during group activities does not affect points earned. However, the type of participation throughout class discussions as a whole will influence points earned.

 **Nature of Activity Project credit**

Four Exams (each worth 100 points) 400

Plan for Leading Group Paper 100

Leading Group Exercise/Group Demonstration 100

 Reflection on Leading Group Exercise/Group Demonstration 100

 Summary/Reflection on Classmates Leading Group 100

 Class Participation 80

Total possible points 1,000

**Grades**

A = 900-1,000 points

B = 800-899 points

C = 700-799 points

D or F < 699 points

# Class Schedule:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Week*** | ***Start*** | ***End*** | *Techniques* | ***Techniques Online*** | Due |
| 1 | 24-Aug | 30-Aug | Introduction to Course | X |   |
| 2 | 31-Aug | 6-Sep |   |   |   |
| 3 | 7-Sep | 13-Sep | Ch. 1-2 | X |   |
| 4 | 14-Sep | 20-Sep |   |   |   |
| 5 | 21-Sep | 27-Sep | Ch. 3-4  | X |   |
| 6 | 28-Sep | 4-Oct |   |   |   |
| 7 | 5-Oct | 11-Oct | Ch. 5-6  | X | **Topic Paper**  |
| 8 | 12-Oct | 18-Oct |   |   |   |
| 9 | 19-Oct | 25-Oct | Ch. 7-8  | X |   |
| 10 | 26-Oct | 1-Nov |   |   |   |
| 11 | 2-Nov | 8-Nov | Ch. 9-10 | X |   |
| 12 | 9-Nov | 15-Nov |   |   |   |
| 13 | 16-Nov | 22-Nov | Ch. 11-12 | X |   |
| 14 | 23-Nov | 29-Nov |   | Socratic Seminar |   |
| 15 | 30-Nov | 6-Dec | Final Session Opportunity | X |   |
| 16 | 7-Dec | 13-Dec |   |   |   |

1. **Required Text:**

Jacobs, S., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: Strategies and skills* (8th ed.). Cengage.

1. **Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

“Confidentiality: We counselors occasionally need to explore our personal identities and

experiences as they apply to our work with clients. As a professor, I work to honor student

privacy at all times. There are exceptions to my ability to do so, however, including

disclosures of imminent risk of harm to self or others and experiences with gender-based

discrimination, sexual harassment, and sexual violence. In those cases, I may be required

to share your disclosure with others. If you have any questions about this requirement,

do not hesitate to ask. You can find more information about campus resources that are

confidential and the university policy” link provided above (Welfare et al., 2017, p. 205).

# Course Policies

* + Attendance: Students are expected to attend all scheduled classes during the semester.
	+ Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
	+ Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
	+ On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

# Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension. “Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Counselor Education students are expected to exhibit ethical conduct always.

# Religious Observations

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

# ADA Conditions

Any student who, because of a disability, may require special arrangements to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

# ADA Compliance

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

1. **Violence and Sexual Harassment**

**TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](https://www.depts.ttu.edu/titleix/) are not tolerated by the University.

Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://www.titleix.ttu.edu/students).

Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

* **TTU Student Counseling Center**
**Phone:** 806-742-3674
**Website:**<https://www.depts.ttu.edu/scc>
(Provides confidential support on campus.)
* **TTU 24-hour Crisis Helpline**
**Phone:** 806-742-5555
(Assists students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)
* **Voice of Hope Lubbock Rape Crisis Center**
**Phone:** 806-763-7273
**Website:**[voiceofhopelubbock.org](http://voiceofhopelubbock.org/)
(24-hour hotline that provides support for survivors of sexual violence.)
* **The Risk, Intervention, Safety and Education (RISE) Office**
**Phone:**806-742-2110
**Website:**<https://www.depts.ttu.edu/rise/>
(Provides a range of resources and support options focused on prevention education and student wellness.)
* **Texas Tech Police Department**
**Phone:** 806-742-3931
**Website:**[http://www.depts.ttu.edu/ttpd/](https://www.depts.ttu.edu/ttpd/)
(To report criminal activity that occurs on or near Texas Tech campus.)

# Classroom Civility/Etiquette

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor*

brochure. They are:

* + *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
	+ *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
	+ *Creativity and Innovation* – A working and learning environment that encourages active participation.
	+ *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
	+ *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
	+ *Public Accountability* – We strive to do what is honest and ethical even if no one is

watching us or compelling us “to do the right thing”.

* + *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
	+ *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.
1. Policies related to COVID Pandemic

A. Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

a. Call Student Health Services at 806.743.2848 or your health care provider.

b. Self-report as soon as possible using the Office of the Dean of Students website.

This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week. c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes. d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19: a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits. b. During the health provider visit, request a “return to school” note; c. E-mail the instructor a picture of that note; d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

B. Addressing Accommodation Requests from High-Risk Students Returning to Campus

Texas Tech University is taking considerable measures to provide effective social distancing and sanitation protocols as we prepare to return to campus in the Fall. We need to be mindful that, because of underlying health conditions, some students will be at higher risk for COVID-19. Other students, although healthy themselves, might live with someone who has compromising health conditions. Students in one or both of these two categories might request accommodations or alternatives to fulfill course requirements to avoid potential exposure to the virus.

The Office of the Provost authorizes instructors of record (IoRs), in coordination with their department chairs, academic advisors, and academic associate deans, with the flexibility necessary to make instructional accommodations for students to avoid exposure to COVID-19. Accommodations might include, as examples, alternatives to face-to-face group assignments, remote learning such as online instruction or off-site activities, changing to an online section of the same course or to an independent study with the same learning objectives as the original course, or approval of a substitute course that is offered online and can fulfill the same degree requirements of the original course.

1. **Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at [http://www.depts.ttu.edu/dos/bit/available-](http://www.depts.ttu.edu/dos/bit/available-resources.php) [resources.php](http://www.depts.ttu.edu/dos/bit/available-resources.php)

# References

**Foundational Works**

**Bennis, W. G. & Shepherd, H. A. (1956). A theory of group development. *Human Relations, 9,* 415-437.**

This journal article was extremely influential in group psychotherapy because it was among the first concise arguments for stages of group development. Once the stages are understood, leaders can identify blocks to further development.

**Bion, W.R. (1991) *Experiences in groups and other papers*. New York: Basic Books.**

Bion was associated with England's Tavistock Institute. His research into group dynamics at Tavistock is presented here. Bion shows that family and individual psychotherapy are distinct forms of treatment from group because of specific dynamics such as cohesiveness and group development.

**Lieberman, M. A., Yalom, I. D. & Miles, M. B. (1973). *Encounter groups: First facts*. New York: Basic Books.**

At the heart of this book are the authors' data from their research project on encounter groups. At the time the book was written, the encounter fad was still alive and there was very little critical examination of the phenomenon. The authors describe the benefits and risks of such groups, including the marathon group, and the advantages and disadvantages of various leadership styles.

# Moreno, J. L. (1945). *Psychodrama*. New York: Beacon House.

Moreno is often called the Father of Group Psychotherapy. This is his first significant book on

the topic of psychodrama, a "method of expression" that finds one of its uses in group psychotherapy.

**Moreno, J.L. (1966). *The international handbook of group psychotherapy.* New York: Beacon House.**

Moreno is the Father of Group Psychotherapy. This book establishes the foundation for group psychotherapy.

**Rogers, C. R. (1970). *Carl Rogers on encounter groups*. New York: Harper & Row.** Rogers' application of his theory of client-centered therapy to groups was a natural one because of the mutual focus on growth and the intimate encounter between persons.

**Yalom, I. D. (1995). *Theory and practice of group psychotherapy* (4th ed.). New York: Basic Books.**

Originally published in 1970, *Theory and Practice of Group Psychotherapy* focuses primarily on outpatient group therapy. Practitioners interested in information about support groups, task groups, or psychoeducation should look elsewhere. While Yalom is interested in a group therapy with depth, he is clearly eclectic, using a curative factors model to understand the workings of the group. His long experience as a group therapist and his excellent writing ability make this long book easy reading even for a lay audience because it is filled with anecdotes and wisdom about human nature. Still, Yalom tries to incorporate the best supporting research. The sum total is the best book on outpatient group therapy ever written.

**Welfare, L. E., Wagstaff, J., & Haynes, J. R. (2017). Counselor education and Title IX: Current Perceptions and Questions. *Counselor Education & Supervision, 56*(3), 193-207.**

# Key Current Works

**Blatner, A. (1998). *Acting-in: Practical applications of psychodramatic methods* (4th ed.). New York: Springer.**

A complete introduction to the psychodramatic method and its rationale. While the book is simply written and small in size, it is an invaluable resource especially for those new to psychodrama.

**Conyne, R. K. (1999). *Failures in group work: How we can learn from our mistakes.***

# London: Sage.

Robert Conyne is a well-known researcher in group counseling. His book uses a case study approach. For each major area of group work—task groups, psychoeducational groups, counseling groups, and psychotherapy groups—he analyzes the major elements of each case according to his three-part system: planning, performing, and processing.

**DeChant, B. (1996). *Women and group psychotherapy: Theory and practice.* New York: Guilford.**

DeChant's book is divided into three sections, a feminist section, a theoretical part (mainly psychodynamic), and leadership and training issues. The individual articles in the final section break new ground in examining differences in male/female leadership styles and other research on gender in group therapy.

**Hescheles, D. R., & Price, J. R. (1999). *A guide to starting psychotherapy groups.* New York: Academic Press.**

The authors have a step-by-step approach for beginning psychotherapy groups. Those new to group work can use the book as a guide to selecting clients, providing orientation, and determining times and locations, as well as a guide to appropriate activities. The book contains practical suggestions and progress charts.

**Rose, S. R. (1998*). Group work with children and adolescents: Prevention and intervention in school and community systems*. London: Sage.**

This is a guide primarily for counselors working in the schools. It outlines procedures for conducting groups with both age groups dealing with such issues as parental divorce, peer relationships and social competence, mental health and substance abuse, and school performance.

# Recommended Supplemental Textbooks and Journals:

In addition to the basic textbooks, students are expected to select some readings from supplemental sources. Below are listed some of the recommended supplemental textbooks and professional journals.

Chen, M., & Rybak, C. J. (2004). *Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy.* Belmont, CA: Brooks/Cole. This text provides a good overview of both basic and advanced group leadership skills in facilitating groups.

Corey, G. (2008). *Theory and Practice of Group Counseling*, (8th ed.). Belmont, CA: Brooks/Cole. [with Student Manual]. This text covers eleven major theoretical approaches to group work.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Groups in Action: Evolution and Challenges, DVD and workbook.* Belmont, CA: Brooks/Cole, Cengage Learning. This is a 3-1/2 hour DVD program and workbook package that can be bundled at a discounted price with any of the Corey et al group books. The first program, *Evolution of a Group,* is a two-hour program that shows a real group as it develops and progresses through the various stages of the group process and observes group members as they discuss their personal issues and here-and-now reactions in the group. The second program, *Challenges Facing Group Leaders,* is a 90-minute program that demonstrates ways to work therapeutically with a variety of difficult behaviors in groups and approaches to addressing diversity issues in group counseling. Both videos have corresponding workbook exercises to help students link what they view on the DVD back to principles and concepts central to group work.

Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and Practice,* (8th ed.).

Belmont, CA: Brooks/Cole, Cengage Learning. This text outlines the basic issues and concepts of group process throughout the life history of a group. It applies these basic concepts to groups for children, adolescents, adults, and older adults.

Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group Techniques,* (3rd ed.).

Pacific Grove, CA: Brooks/Cole. This text describes ideas for creating and implementing techniques for use in groups. It also gives a rationale for the use of techniques in all the stages in a group’s development.

Corey, G., & Corey, M. S. (2010). *I Never Knew I Had a Choice,* (9th ed.) Belmont, CA: Brooks/Cole, Cengage Learning. Is a self-help book for personal growth that deals with topics such as the struggle to achieve autonomy; the roles that work, sex roles, sexuality, love, intimacy, and solitude play in our lives; the meaning of loneliness, death, and loss; and the ways in which we choose values and find meaning in life.

DeLucia-Waack, J. L., & Donigian, J. (2004). *The Practice of Multicultural Group Work: Visions and Perspectives from the Field.* Belmont, CA: Brooks/Cole. This is an excellent treatment of the multicultural dimensions of group work. A variety of respondents address ways of working with group vignettes that illustrate principles in multicultural group work.

DeLucia-Waack, J. L., Gerrity, D. A., Kalodner, C. R., & Riva, M. T. (Eds.). (2004).

*Handbook of Group Counseling and Psychotherapy.* Thousand Oaks, CA: Sage Publications. This edited work contains a wealth of information on a variety of topics in the group field, some of which include: current perspectives, best practices in groups, multicultural groups, groups across settings, groups across the life span, special groups, and emerging issues.

Donigian, J., & Malnati, R. (1997). *Systemic Group Therapy: A Triadic Model*. Pacific Grove, CA: Brooks/Cole. Part III of this group deals with these stages of group: orientation, conflict and confrontation, cohesiveness, work, and termination.

Donigian, J., & Hulse-Killacky, D. (1999). *Critical Incidents in Group Therapy* (2nd ed.).

Pacific Grove, CA: Brooks/Cole. The authors apply selected theories to various critical incidents. Twelve theories of group therapy are addressed by dealing with key concepts, therapist roles and techniques, and group process issues.

Ivey, A. E., Pedersen, P. B., & Ivey, M. B. (2008). *Group microskills: Culture-centered group process and strategies.* Hanover, MA: Microtraining Associates. The authors have developed a systematic approach to helping readers learn specific skills of group leading that can be applied to diverse client groups. This book is useful as a tool for developing and assessing a personal group leadership style.

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group Counseling: Strategies and Skills* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. This group text covers a number of topical areas generally covered in most group courses such as: stages of groups, planning, getting started, skills and exercises, leading during the middle stages of a group, closing a session, and dealing with problem situations.

Sonstegard, M. A., & Bitter, J. R. (2004). *Adlerian Group Counseling and Therapy: Step- by-Step.* New York: Brunner-Routledge. The book represents some of the most significant ideas of Alfred Adler and Rudolf Dreikurs as applied to group work. Addressed are many of the practical dimensions of Adlerian group process, including stress on forming a therapeutic relationship; how to create an accepting climate in the group; ways to conduct an assessment of members; increasing awareness and insight; techniques for helping members translate insights into action; and methods of reeducation and reorientation.

Shapiro, J. L., Peltz, L. S., & Bernadett-Shapiro, S. (1998). *Brief Group Treatment: Practical Training for Therapists and Counselors*. Pacific Grove, CA: Brooks/Cole. Much of this book is geared to stages of groups. Separate chapters are devoted to these phases: preparation, transition, treatment, and termination.

Sweeney, D. S. & Homeyer, L. E. (Eds.). (1999). *The Handbook of Group Play Therapy*.

San Francisco: Jossey-Bass. An excellent reference work on the major approaches to group play therapy, specialized techniques for group play therapy, and special populations in group play therapy.

Tyson, L. E., Perusse, R., & Whitledge, J. (Eds.). (2004). *Critical Incidents in Group Counseling.* Alexandria, VA: American Counseling Association. This is a useful supplementary resource for entry-level group workers and students. Readers will benefit from being exposed to a wide range of critical incidents described in the book, and they will find meaningful material that will stimulate personal reflection on various approaches to addressing problems that often surface in a group.

Woody, R. H. (2004). *Group Therapy: An Integrative Cognitive Social-Learning Approach.*

Sarasota, FL: Professional Resource Press. A very useful book on the dynamics of group therapy, the stages of a group’s development, the role of the leader, and principles for all the phases of a group.

Yalom, I. D. (with M. Leszcz, 2005). *The Theory and Practice of Group Psychotherapy (5th ed.)*. NY: Basic Books. Yalom has a comprehensive discussion of the advantages of working in the here-and-now and cover a range of clinical issues in working with problem group members and specialized group formats. There is much in this book that would work well with the group video.

# Other resources

1. Bertcher, H.J. (1994). *Group participation: Techniques for leaders and members* (2nd ed.). Thousand Oaks, CA: Sage Publications.
2. Brigman, G., & Earley, B. (1991). *Group counseling for school counselors: A practical guide*. Portland, ME: J. Weston Walch, Publisher.
3. Carroll, M., Bates, M., & Johnson, C. (1997). *Group leadership: Strategies for group counseling leaders* (3rd ed.). Denver, CO: Love Publishing Co.
4. Corey, M.S., & Corey, G. (2006). *I never knew I had a choice* (8th ed.). Belmont, CA: Thomson Brooks/Cole.
5. Corey, G., Corey, M.S., Callanan, P.J., & Russell, J.M. (1992). *Group techniques* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
6. Donigian, J., & Malnati, R. (1987). *Critical incidents in group therapy*. Monterey, CA: Brooks/Cole.
7. Forester-Miller, H. (Ed.). (1990). Special Issue: Ethical and legal issues in group work. *The Journal for Specialists in Group Work, 15* (2).
8. Gazda, G.M. (1989). *Group counseling: A developmental approach* (4th ed.). Boston, MA: Allyn and Bacon.
9. Gladding, S.T. (2012). *Group work: A counseling specialty* (6th ed.). Columbus, OH: Merrill, an imprint of Prentice Hall.
10. Greenberg, K.R. (2003). *Group counseling in k-12 schools*. New York, NY: Allyn and Bacon.
11. Johnson, D.W., & Johnson, F. P. (2003). *Joining together: Group theory and group skills* (8th ed.). Boston, MA: Allyn and Bacon.
12. Kottler, J. (1994). *Advanced group leadership*. Pacific Grove, CA: Brooks/Cole.
13. Morganett, R.S. (1990). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press.
14. Rudestam, K.E. (1982). *Experiential groups in theory and practice*. Monterey, CA: Brooks/Cole.
15. Trotzer, J.P. (1989). *The counselor and the group: Integrating theory, training and practice* (2nd ed.). Munci, IN: Accelerated Development Inc., Publishers.
16. Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.
17. Yalom, I.D. (1983). *Inpatient group psychotherapy*. New York, NY: Basic Books.

# Professional Journals:

1. The Journal for Specialists in Group Work. International Journal of Group Psychotherapy.

# Reform Syllabus Supplement Group Counseling

**EPCE 5354**

**Phase 2**

1. **Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

# Course Phase

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Group Counseling (EPCE 5354) is a Phase 2 class. Accordingly, students in this class will successfully experience and understand:

* + The dynamics and leadership skills that lead to successful outcomes in group work

# Trademark Outcomes & Distinctive Skills

This course serves both the Community Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

## Trademark Outcomes for Community Counseling

The Trademark Outcomes (TOs) for the Community Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

*Distinctive Skills*

The distinctive skills for the Community Counseling program are:

* + Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
	+ Students will develop and deliver treatment plans that address clients’ individual needs.
	+ Students will apply effective use of appropriate counseling techniques in congruence with client needs.

*Course Alignment with Skills & Outcome*

The Community Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* + Students will attend a twenty-four hour interpersonal growth group
	+ Students will post reflective journals in Blackboard regarding their group experience
	+ Students will rate their group leaders using the Group Counseling rubric

## Trademark Outcome for School Counseling

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

*Distinctive Skills*

The distinctive skills are:

* + Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
	+ Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

*Course Alignment with Skills & Outcome*

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* + Students will attend a twenty-four-hour interpersonal growth group
	+ Students will post reflective journals in Blackboard regarding their group experience
	+ Students will rate their group leaders using the Group Counseling rubric

# Alignment of Course Assessment with End-of-Phase Assessment

This course’s assessment is group and individual counseling competencies as evidenced by participation in an interpersonal growth group and completion of a group counseling competencies rubric. The assignments are aligned with the end of phase assessment in that group counseling skills are required components within the “Responsive Services” component of the *ASCA National Model*. Group counseling competencies consist of techniques including assertiveness and interaction skills used to interact professionally and maintain focus on student success within the *ASCA National Model*.

# Activity and Evaluation (A & E)

This course requires students to participate in an interpersonal growth group, evaluate group counseling skills, and rate leadership skills based on this live, real counseling experience led by either an advanced counseling student or a class member under the professor’s supervision. This aligns with the MEd – School Counseling Product whereby school counselors must use counseling techniques per the “responsive services” component of the *ASCA National Model*.

Psycho-educational guidance groups, counseling groups, and task groups (e.g. ARD meetings) are common activities of the school counselor. Inasmuch as group work is often a critical component in a client’s treatment plan, this A & E also aligns with the MEd- Mental Health

Counseling Product. The Group Counseling rubric will be used to assess participation and leadership skills.

# Texas Tech University

**College of Education/Counselor Education**

**Group Counseling Competencies Phase 2**

**Directions:** This form is to be completed following selected sessions of group counseling that are offered in EPCE 5354.

**Leader’**s Name: Semester:\_\_\_\_\_\_\_\_\_\_\_

Member Name: Other: (process observer or supervisor):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub-skill** | **Beginning 1** | **Basic 2** | **Proficient** **3** | **Advanced 4** | **Exceptional****5** |
| (the leader) |  |  |  |  |  |
| **Makes effective use of active listening** | ignored nonverbal behavior, made pooreye contact, used no minimal encouragers | was aware of some nonverbal behavior, made occasional eye contact, and offered some minimal encouragers | was appropriately aware of nonverbal behaviors, made eye contact, used minimal encouragers at a basic level | was responsive to nonverbal behavior, made varied and warm eye contact, and made timely use of minimal encouragers | was very responsive to nonverbal behavior, consistently made varied and warm eye contact, and repeatedly made timely use of minimal encouragers |
| **Offers responses that reflects feelings/ paraphrases of content** | failed to reflect feelings or paraphrase content when doing so was indicated | attempted to reflect feelings and paraphrase content but did so in a way that was little more than a parrot of the client’s message | appropriately reflected feelings and paraphrased content at a basic level | reflected feelings and paraphrased content in ways that were accurate, enriching, and deepened the dialogue | consistently reflected feelings and paraphrased content in ways that were accurate, enriching, and deepened the dialogue |
| **Addresses communication that needs clarification** | failed to help members clarify their messages | attempted to draw attention to messages that needed clarification but was mostly ineffectual | appropriately identified and helped members clarify their messages at a basic level | helped members clarify and express their thoughts and feeling in ways to was somewhat enriching to the client and the group as a whole | helped members clarify and express their thoughts and feeling in ways that were enriching to the client and the group as a whole |
| **Makes effective use of summarization** | failed to summarize the topics as a means to shift or establish focus | attempted to summarize topics but such efforts were somewhat ill-timed as a tool to establish or shift focus | appropriately used summaries to establish or shift focus at a basic level | used summaries in a timely fashion that led to an enhanced change in focus | consistently used summaries in a timely fashion that led to an enhanced change in focus |
| **Offers interpretations when appropriate** | missed opportunities to interpret behavior | attempted to interpret behavior but did so in ways that clients did not understand | appropriately interpreted the members’ behavior at a basic level | interpreted members’ behavior in ways that established deeper meaning for members | consistently interpreted members’ behavior in ways that established deeper meaning for members |
| **Links members to foster cohesion** | failed to link members on similarities | attempted to link on similarities but failed to do so in relevant and meaningful ways | appropriately linked members on similarities at a basic level. | linked members through identifying shared experiences in a way that allowed for greater cohesion in the group | consistently linked members through identifying shared experiences in a way that allowed for greater cohesion in the group |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub-skill****Uses confrontation when appropriate** | **Beginning 1**failed to confront discrepancies when doing so was indicated | **Basic 2**confronted behavior in ways that led to defensiveness and withdrawal | **Proficient 3**appropriately utilized confrontation at a basic level | **Advanced 4**utilized confrontation when appropriate and allowed members to explore discrepancies in meaningful ways | **Exceptional****5** |
| utilized confrontation when appropriate and allowed members to explore discrepancies in very meaningful ways |
| **Offers support as needed** | failed to support members when it was needed | attempted to support members but was ill-timed or more like bandaiding | appropriately supported members at a basic level | demonstrated supportive behavior which promoted a greater sense of safety and cohesion within the group | consistently demonstrated supportive behavior which promoted a greater sense of safety and cohesion within the group |
| **Blocks behavior that could harm the group** | failed to block behavior or dynamics that could impede the group’s progress | attempted to block behavior or dynamics but did so in a manner that either led to withdrawal or defensiveness | appropriately blocked behavior at a basic level | blocked behavior that could have impeded the group’s functioning and development and did so in ways that enriched group norms | blocked all behavior that could have impeded the group’s functioning and development and did so in ways that completely enriched group norms |
| **Makes effective use of theory as a framework practice** | failed to apply any theory throughout the entire session/life of the group | applied some theory during the session/life of the group; however, the theory applied was not appropriate for the context and was ill-timed | appropriately applied theory throughout the session/life of the group at a basic level | applied theory throughout the session/life of the group in ways that were congruent, seamless, and effective | consistently applied theory throughout the session/life of the group in ways that were congruent, seamless, and effective |
| **Reinforces and models appropriate self- disclosure** | failed to model and reinforce self-disclosure | attempted to model and reinforce self-disclosure but did so in ways that were off topic or irrelevant | appropriately modeled and reinforced self-disclosure as a basic level | promoted self-disclosure in members by empathetically responding to members’ self- disclosures and by modeling self-disclosure that were on topic and meaningful | consistently promoted self-disclosure in members by empathetically responding to members’ self- disclosures and by modeling self-disclosure that were on topic and meaningful |
| **Shares information as relevant** | failed to offer or share information when doing so was indicated | attempted to offer or share information but did so in ways that were not relevant to the group’s need | appropriately offered or shared information at a basic level | provided information that was helpful, meaningful, timely and at a level that paced and harmonized with members’ readiness | provided information that was very helpful, meaningful, timely and at a level that paced and harmonized with members’ readiness |
| **Role models relevant behavior** | failed to create opportunities for modeling | attempted to set up some opportunities for modeling but did so with poor timing and execution | appropriately created opportunities for imitative learning at a basic level | orchestrated modeling opportunities that were helpful and relevant | consistently orchestrated modeling opportunities that were very helpful and relevant |
| **Addresses flight/resistance** | failed to address flight behavior or member resistance | attempted to address flight behavior or member resistance but did so with poor timing and effect | appropriately addressed flight and resistance at a basic level | addressed flight behavior or member resistance in ways that promoted healthy group norms and movement | addressed flight behavior or member resistance in ways that enriched healthy group norms and movement |
| **Addresses termination of session/group** | failed to address termination of sessions/life of the group | attempted to address termination of sessions/life of the group but did so ineffectually (closure on issues or plans for change were not achieved) | appropriately terminated sessions/life of the group at a basic level | terminated sessions/life of the group in ways that promoted closure and invited work between sessions/after the life of the group | terminated sessions/life of the group in ways that promoted closure and invited work between sessions/after the life of the group at an advanced level |

a

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub-skill** | **Beginning 1** | **Basic 2** | **Proficient 3** | **Advanced 4** | **Exceptional****5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Facilitates insight interpersonally and intrapersonally** | failed to facilitate interpersonal and intrapersonal insight | **Basic**promoted some interpersonal and intrapersonal insight at superficial levels | appropriately facilitated intrapersonal and interpersonal insight at a basic level | facilitated intrapersonal and interpersonal insights at meaningful levels | facilitated intrapersonal and interpersonal insights at very meaningful levels |
| **Facilitates commitment to change/growth** | failed to promote a commitment to change/growth | attempted to promote some commitment to change/growth but members failed to confirm that this attempt was effective | appropriately promoted commitment to change/growth at a basic level | promoted commitment to change/growth as members acknowledged such would be desirable | consistently promoted commitment to change/growth as members acknowledged such would be desirable |
| **Facilitates reality testing** | failed to facilitate reality testing | facilitated some reality testing by consensual validation but failed to do so in a timely manner | appropriately facilitated reality testing at a basic level | invited reality testing through group feedback when requested and by the artful use of reframing and open-ended questions | invited reality testing through group feedback when requested and by the artful use of reframing and open-ended questions at an advanced level |
| **Establishes or shifts focus as needed** | failed to establish, maintain, deepen, or shift focus as needed | attempted to establish, maintain, deepen, or shift focus but such movement failed to occur | appropriately established, maintained, deepened, or shifted focus as needed | strategically established, maintained, deepened, or shifted focus as needed and in ways that promoted group movement | consistently strategically established, maintained, deepened, or shifted focus as needed and in ways that promoted group movement |

Comments:

**Peer Evaluation of Group Activity Rubric**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|   | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Score** |
| --- | --- | --- | --- | --- | --- | --- |
|  | **The student demonstrated none of the following attributes:** | **The student demonstrated one or two of the following attributes:** | **The student demonstrated three of the following attributes:**  | **The student demonstrated all but one or two of the following attributes:** | **The student demonstrated all of the following attributes:** |  |
| **Introduction** | Leader engages members, connects with members, fosters credibility, and clearly defines activity. |  |
| **Organization** | Organizes group activity in a clear, logical way. Group activity is neither too broad nor too narrow, but has clarity of focus. If visuals or props are used, they are necessary, engaging, and illuminate the message. |  |
| **Flow** | While there is a clear plan and structure for the group activity, the leader remains open to issues that are of interest to group members, allows the group activity to flow organically (the activity does not feel mechanical), connects one idea to the next, identifies each idea’s connection to overall topic, processes activity with group members, and summarizes group activity. |  |
| **Builds Rapport** | Finds common ground with group members, provides appropriate self-disclosure, addresses flight/resistance, offers responses that reflects feeling and summarizes content, and provides support when needed. |  |
| **Depth of Activity Explored** | Covers activity in depth, offers interpretation when appropriate, uses confrontation when appropriate, makes effective use of theory as a framework for practice, and facilitates insight. |  |
| **Voice &****Nonverbal Behaviors** | Confident body language (good posture, taking up space in chair, avoiding self-soothing behaviors such as touching face and hair), relaxed body language (avoiding fidgeting, wiggling, swiveling), smiled, made appropriate facial expressions, uses intonations to engage group members, paces with the group, and demonstrates appropriate affect for topic. |  |
| **Conclusion** | Summarizes group activity, leaves the group with one final memorable thought or goal, and provides an action or next step. |  |

Comments: