## Advanced Group Counseling

EPCE 6354

Phase 2

3 Credit Hours

Spring 2021

**Instructor:** Nicole Noble, PhD, LPC

**Office Address:** Education Building Room 212

**Phone:** 806-834-7629

**Email Address:** nicole.noble@ttu.edu

**Office Hours:** TBD

**Meeting Time/Place:**

Class meeting time and location:

Face-to-face meetings in Lubbock

January 22nd 2:00 pm - 5:50pm

January 23rd 8:00am - 11:50am

February 19th 2:00pm - 5:50pm

February 20th 8:00am - 11:50am

April 23rd 2:00pm - 5:50pm

April 24th 7:00am - 5:00pm, Student-led Growth Conference

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible course delivery or course format will change. Should that be necessary, students will be advised of the changes.

1. **Course Goals**: Students will
   * evaluate group work from a culturally competent perspective
   * be informed about the research foundation for group work
   * be skilled at seeing how group work can help frame research and grant proposals
   * evaluate how group work speak to their values, experiences, and professional identity
   * see how group work can help promote advocacy and social justice
   * incorporate knowledge about group work into pedagogical practices
   * advance their awareness how theory translates into the practice of group work
   * have a grasp of the major interventions and techniques that are used in group work
   * understand stages of group development and what therapeutic factors advance a group’s development
   * be informed about the factors that account for effective group leadership
   * be informed about the legal and ethical issues relevant to group work
   * be informed about the history and trends in group work
   * be aware of types of groups and their respective purposes
   * understand group dynamics and their relationship to outcome
   * know how to select members for group work be familiar with specialty groups, e.g., anger management groups

## Conceptual framework/Course Purpose and Description

Conceptual framework of this course 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) and CACREP’s program standards. 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.

## CAEP (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 the 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 CAEP and CACREP accreditation standards.

In this course:

* + 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 skills and product competencies you will develop.
  + You will learn what is valued by employers and counseling professionals. These include but are not limited to, state and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, Multicultural Counseling Competencies, professional literature, and a variety of focus groups. Counseling supervisors/employers were all involved in determining the learning outcomes for this course.
  + Instruction will be connected to improved professional identity within the profession as well as positive outcomes of clients/students you will be counseling.
  + This course does not stand alone but is part of an integrated program that has well-articulated and distinctive outcomes.

Products for the PhD in Counselor Education are listed as follows:

* 1. **Distinctive Products: EPCE: Doctor of Philosophy in Counselor Education**
  + **PhD- Counselor Education**
    - **Create, implement and evaluate the impact of the Advocacy and**

**Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools, and the counseling profession.**

* 1. **Distinctive Assessments for PhD Programs: EPCE 6353 Phase 2 Course**
* Students will lead a counseling group in class using group techniques related to social justice, leadership, and advocacy.
* Weekly summaries of the readings as applied to advocacy.

## 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.

7 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.

9 Be able to access and use counseling-related research databases.

**CACREP Standards**

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards for this course are listed as follows:

SECTION 6: DOCTORAL STANDARDS

COUNSELOR EDUCATION AND SUPERVISION

B. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING

b. integration of theories relevant to counseling

e. methods for evaluating counseling effectiveness

f. ethical and culturally relevant counseling in multiple settings

## Course Purpose

## This doctoral-level course is designed to prepare future counselor educators and leaders who are well informed about group work. This advanced knowledge will enable them to be proactive advocates for the profession and society.

## Course Description

6354. Advanced Theory and Practice of Group Leadership (3). Survey of major theoretical paradigms and their application in leading small groups. Supervised practice to integrate theory and practice.

## Prerequisites

Admission to the Counselor Education PhD Program and successful completion of all Masters level practica and internship classes and completion of or enrollment in EPCE 5354, 5364, or consent of instructor.

## Methods of Instruction

This course utilizes both face-to-face and online methods. Particular methods include: didactic teaching, group and posted discussions, summary papers posted in Blackboard, in class role plays, student presentations in class, and online postings and discussions.

## Course Objectives/Learning Outcomes

|  |  |
| --- | --- |
| Student Learning Outcomes: At the conclusion of the course, students will: | Assessments |
| demonstrate an understanding of the interventions that activate therapeutic factors  CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate an ability to conceptualize group dynamics as a product of and a factor in selecting leader interventions CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate an ability to conceptualize group dynamics as a product of and a factor in selecting leader interventions CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate a minimal and continuing familiarity with ethical and legal issues as they apply to group work  CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate an understanding of how aspects of practice can spark research questions and scholarly inquiry CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate a minimal and continuing understanding of the stages that groups typically follow and the tasks both leaders and members face during each of these stages  CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate an understanding about the role of systemic and multicultural factors play in a group dynamics and its development  CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |
| demonstrate an ability to give and receive feedback from peers and supervisors in ways that empower their clinical skills and self-awareness as a future counselor educator or leader CACREP 6.B.1.b,e,f | Students will lead an interpersonal growth group in class; they will discuss this experience in class; and they will prepare a research paper on a  topic of their choice related to group work. They will post three documents in Blackboard that may represent initial work toward a doctoral dissertation proposal. |

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

## Requirements and Methods:

|  |
| --- |
| Presentation/Leadership of a group   1. Presentation/Leadership including a combination of group work and content (see rubric rating). |
| 1. Research paper- Write a research paper (literature review). APA Style, 5-10 pages. (see rubric ratings). 2. Three posts (33 points each)- prepare three posts that address group topics over weeks as specified by the weekly schedule in section V11. It should be based on several articles you review. Each post should be 1-2 pages and written in APA Style. Summary post may be used to inform content for the final paper. **Your posts may be based on the suggested topics provided in Section VII or you may select a topic of your choice. You may select an overall topic of your choice and have each post address that topic. For example, you may be interested in how group work addresses PTSD and base each post on this topic.** 3. Participate in Class Discussions Based on Articles 4. Attend Class |
|  |

Grading policy

Grades are based on how many points are earned over the semester. The menu of evaluations and their points appears next:

**Activity Possible Points**

|  |  |  |
| --- | --- | --- |
| Presentation/Leadership of a group | = | 100 |
| Research paper | = | 100 |
| Three posts 33 points each | = | 100 |
| Participate in Class Discussions based on articles | = | 100 |
| Class Attendance | = | 100  500 |
|  |  |  |

Grades

A = 450-500

B = 400-449 C = < 399

## The mean rating on each rubric associated with activities listed above must equal a 3 or higher to be passing. Ratings below a mean of 3 will result in a plan of remediation.

Your Grade book in Blackboard will be updated as tasks are completed. Face-to-face attendance is expected for the entire time unless excused.

Rubrics: Paper Rating Scale and Group Leadership

## Content Outline: Possible Topics

|  |  |  |
| --- | --- | --- |
| **Week#** | **Possible Topics** | **Assignments** |
| **One**  Jan. 18th, 2020 | Types of groups (task, psycho- educational, counseling, psychotherapy, and mixed); Leadership styles; Leader Effectiveness; | Review [TTU Title IX Website](https://www.depts.ttu.edu/titleix/) & Read article on [Experiential Growth Groups in Counselor Education](https://drive.google.com/file/d/1vspa7pF_9BcWg2E9UkiyQ7AuvPUP1HCr/view?usp=sharing)  Select a topic from weeks 1-4, review 4-7 articles on that topic, and start to prepare a summary of 1-2 pages from the Discussion Link in Blackboard |
| **In Person Class Meeting**  **January 22nd 2:00 pm - 5:50pm**  **January 23rd 8:00am - 11:50am**  *Participate in 4 hours of group experiences led by instructor(s).* | | |
| **Two**  Jan. 25th | Stages of groups, group process, and therapeutic factors (Yalom for example). | Continue to research a topic on group work |
| **Three**  Feb. 8th | Purposes of groups and evaluating its outcomes | Read ASGW Resources [2018](https://docs.wixstatic.com/ugd/513c96_fe59b76c04b040f8bb17f653b3092b10.pdf); [2012](https://c3c51c6c-8c32-4f6a-9af6-0d715ac3a752.filesusr.com/ugd/513c96_617884bff48f45b2827c7afc4e4e5b12.pdf); [2008](https://c3c51c6c-8c32-4f6a-9af6-0d715ac3a752.filesusr.com/ugd/513c96_93df348d51134a08b789df5374b6dfb7.pdf)  Read [Erden (2015)](https://drive.google.com/file/d/1_gVi13aEye6L6ZsjIBA81z5A8AaRErrM/view?usp=sharing) & [Zhang et al. (2020)](https://drive.google.com/file/d/1hpBtDflOL0n9C9LWKYJ3ESQSAOumeVMu/view?usp=sharing) articles and prep for class discussion on [Erden](https://drive.google.com/file/d/10nC0laaa_p3n-MeVrGl9P3r_1YIpo9Jz/view?usp=sharing) & [Zhang](https://drive.google.com/file/d/1mTngbXzHROGLCyz5PCClYyrA3DInqejt/view?usp=sharing) articles |
| **Four**  Feb. 15th | Planning groups; legal and ethical considerations in group work | Post 1st summary in  Blackboard discussion board over topics addressed in first four weeks. |
| **In Person Class Meeting**  **February 19th 2:00pm - 5:50pm**  **February 20th 8:00am - 11:50am**  *Participate in 4 hours of group experiences led by instructor(s).* | | |
| **Five**  Feb. 22nd | Group work with culturally diverse populations; special challenges in working with groups; | Begin the 2nd post on selection of a topic from weeks 5-9 to research 4-7 articles for your summary post. |
| **Six**  Mar. 1st | Theories applied to group work; dynamic theories in group work (psychoanalysis, Adlerian, Sullivan, attachment, TA, etc.) | Read [Ali & Lambie (2019)](https://drive.google.com/file/d/1eSCPMXhqdw0RRyHfMtIiFg6V6twVbBcE/view?usp=sharing) & [Jones & Pritchett-Johnson (2018)](https://drive.google.com/file/d/1EbuJA4SFwVgCAvfWGlBAUjK2fHVCGrO7/view?usp=sharing) articles and prep for class discussion on [Ali & Lambie](https://drive.google.com/file/d/1G-4Ys-m7re_NLTSka165EDLP2iWp59WZ/view?usp=sharing) & [Jones & Pritchett-Johnson](https://drive.google.com/file/d/1hv1fSIEITU9iXVBNBGPxWul70KzCsql8/view?usp=sharing) articles |
| **Seven**  Mar. 8th | Group work applies to specific problems, e.g. substance abuse, PTSD, and etc. | Read Article \_\_\_ and prep for class discussion on Article \_\_\_ |
| **Eight**  Mar. 15th | **Spring Break** | |
| **Nine**  Mar. 22nd | Groups for specific age groups (children, adolescents, adults, etc.) | Post 2nd summary on any topic covered in weeks 5-9. |
| **Ten**  Mar. 29th | Group topic of your choice | Begin work on 3rd post on weeks 10-13 research 4-7 articles for your summary post. |
| **Eleven** Apr. 5th | Group topic of your choice | Continue 3rd post summary. |
| **Twelve**  Apr. 12th | Group topic of your choice | Prepare for leading group activities. |
| **Thirteen**  Apr. 19th | Group topic of your choice. | Post 3rd summary on any topic covered in weeks 10-13. |
| **In Person Class Meeting**  **April 23rd 2:00pm - 5:50pm**  *Led group activities*  **April 24th 7:00am - 5:00pm, Student-led Growth Conference** | | |
| **Fourteen** Apr. 26th | Group topic of your choice | **Submit Research Papers April 26th at 5:00pm** |
| **Fifteen**  May 3rd | Last week of classes |  |

**Required Readings**

Ali, S., & Lambie, G. W. (2019). Examining the utility of group counseling for LGBTQ+ young adults in the coming out process. *The Journal for Specialists in Group Work, 44*(1), 46-61. <https://doi.org/10.1080/01933922.2018.1561775>

Erden, S. (2015). Awareness: The effect of group counseling on awareness and acceptance of self and others. *Procedia – Social and Behavioral Sciences, 174*, 1465-1473.

Guth, L. J., Nitza, A., Pollard, B. L., Puig, A., Chan, C. D., Bailey, H., & Singh, A. A. (2018). Ten strategies to intentionally use group work to transform hate, facilitate courageous conversations, and enhance community building. *Association for Specialists in Group Work,* 1-30. <https://docs.wixstatic.com/ugd/513c96_fe59b76c04b040f8bb17f653b3092b10.pdf>

Jones, M. K., & Pritchett-Johnson, B. (2018). “Invincible Black Women”: Group therapy for black college women. *The Journal for Specialists in Group Work, 43*(4), 349-375. <https://doi.org/10.1080/01933922.2018.1484536>

Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Multicultural and social justice competence principles for group work. *Association for Specialists in Group Work 37*(4)*,* 1-15. <https://doi.org/10.1080/01933922.2012.721482>

Thomas, R. V., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *The Journal for Specialists in Group Work, 33*(2), 111-117. <https://doi.org/10.1080/01933920801971184>

Zhang, X., Shi, X., Xu, S., Qiu, J., Turel, O., & He, Q. (2020). The effect of solution-focused group counseling intervention on college students’ internet addiction: A pilot study. *International Journal of Environmental Research and Public Health, 17*(2519), 1-13. <https://doi.org/10.3390/ijerph17072519>

Zhu, P. (2018). Experiential growth group in counselor education: A review of its pedagogy, research, and ethical dilemmas. *The Journal for Specialists in Group Work, 43*(2), 144-165. <https://doi.org/10.1080/01933922.2018.1451581>

1. **Required Texts:**

A text is not required for this course since students must conduct in depth research on group work using a variety of sources. Students are required to read assigned materials and research material assigned each week. Other possible sources follow.

**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.

Keep in mind the following criteria when considering making an accommodation for a student:

(1) whether the requested accommodation would make a substantive alteration of the course material or objectives;

(2) whether the accommodation provides an equally effective alternative to the original objectives or activities of the class; and

(3) whether the accommodation can be uniformly applied should more than one student request it. If the IoR can satisfactorily address these three requirements for accommodation, and is comfortable providing it, then it is appropriate to do so. If the IOR feels unable to provide accommodation that satisfies these three criteria or is unsure how the requested accommodation can be provided, the IoR is encouraged to contact their academic associate dean’s office for guidance. Students should also be advised to follow the steps for reporting illness-related absences outlined on the Dean of Students COVID-19 webpage.

If a high-risk student asks for a substantial alteration to the essential elements of the class, then the IoR, advisor, or associate dean should suggest that the student work with SDS to provide a Letter of Accommodation (LOA).

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester.
2. 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.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. 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.

Additional information is available in OP 34.04

# X. 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 at all times.

Additional information is available in OP 34.12.3

# XI. Handicapping conditions/Religious Observances

Any student who, because of a disability, may require special arrangements in order 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.

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.

**XII. Religious Observance**

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.

Additional information is available in OP 34.19

**XIII. 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.

Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

Additional information is available in OP 40.03

**XV. 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.

**XVI. Title IX**

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](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=bTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806) 742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). 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,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=FDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,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**, 806-763-7273, [voiceofhopelubbock.org](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=ZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=fwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

“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).

**LGBTQIA Support**

I am committed to the practice of ‘allyship’ towards the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech.  Please note that additional resources are available through the Office *of* LGBTQIA Education & Engagement as part of Student Affairs and the Division *of* Diversity, Equity & Inclusion, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu/)

**XVII. 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-resources.php>

**Blackboard Support**

eLearning provides Blackboard student support. Students can get support going to this site: <https://studentservices.elearning.ttu.edu/>.

Also note the following information: <https://www.depts.ttu.edu/elearning/blackboard/student/>):

For technical assistance with the TTU network, Blackboard, or your computer, contact TTU's IT HelpCentral. IT HelpCentral is open late and on weekends for the TTU community. They assist with eRaider sign-in problems, browser errors, and other technical difficulties you may encounter. They offer many ways the TTU community can access technical assistance. Their self-support services include:

[askIT](https://www.askit.ttu.edu/)  
askIT allows TTU users to access the same Knowledge Base(KB) that TTU's IT Help Central uses to resolve customer issues. You will also be able to use askIT to view a list of scheduled maintenance and known system outages, as well as view your own issues, update them, or close them. Use this tool to attempt to resolve some computer troubles.

**Contact IT Help Central via:**

·         Phone: (806)742-HELP

·         Email: [ithelpcentral@ttu.edu](mailto:ithelpcentral@ttu.edu)

·         Request assistance using ITHC's[Online Form](https://www.depts.ttu.edu/ithelpcentral/assistance_request.php): Your request for assistance will be submitted to IT Help Central, and they will contact you as soon as possible.

·         [Walk-up Services](https://www.depts.ttu.edu/ithelpcentral/solutions/walkup_services/index.php): Please call before visiting Walk-up Services in order to ensure the best support experience. Also, visit IT Help Central's [Hours of Operation](https://www.depts.ttu.edu/ithelpcentral/hours/index.php) page to view their Walk-up Services hours. Walk-up Services is located in the same building as University Parking Services–the Administrative Support Center at 2903 4th Street. The entrance is on the northwest corner of the building. A map is available at [here](http://www.ttu.edu/campusmap/buildings/support.php).

## Course Resources and Bibliography

BIOGRAPHICAL SOURCES

## 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.

**Key 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

**PhD Level: Advanced Theory and Practice of Group Leadership EPCE 6354**

# Phase 2

## Conceptual Framework

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

## Course Phase

The courses in the Counselor Education program are divided into 3 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 courses and the simulated application from Phase 2 courses and implements them in an actual counseling setting.

Advanced Theory and Practice of Group Leadership (EPCE 6354) is a Phase 2 PhD level course. Accordingly, students enrolled in counseling internship will successfully:

* + Demonstrate an advanced grasp of group theory and an effective application of leadership skills

## Trademark Outcomes & Distinctive Skills

This course is a required course in the PhD Counselor Education program. It contributes to the students’ achievement of program goals in the follow manner:

***Trademark Outcomes for the PhD in Counselor Education***

The Trademark Outcomes (TOs) for the PhD Counselor Education Program are:

Students will develop an advocacy and social justice leadership plan that impacts the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.

*Distinctive Skills*

* + Students will develop leadership skills that enable them to advance social justice leadership
  + Students will demonstrate how group counseling empowers research and/or grant writing skills
  + Students will be equipped with the theory and skills of group leadership that can enhance their ability to an effective advocate for individuals, communities, schools, higher education, and the counseling profession

*Course Alignment with Skills & Outcome*

The PhD Counselor Education program has been designed to accomplish the above two distinctive interrelated skills. Accordingly, the following distinctive skills are incorporated into the course.

* + Students will lead a group session of their peers wherein their skills will be rated on the Group Competencies rubric
  + Students will participate as a member of a peer lead group with the goal of enriching their interpersonal and intrapersonal skills
  + Students will make a presentation wherein they address topics relevant to group theory or practice, especially as they apply to advocacy and social justice
  + Students will submit a research paper for grant proposal that addresses how group theory/practice informs advocacy and social justice

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

The premise of this course is that advocacy, like counseling, depends on the knowledge and skills in the area of group work. Thus, this course provides an opportunity for growth in group leadership skills and interpersonal effectiveness. This is relevant inasmuch as much of the work in service of advocacy and social justice occurs in the context of groups.

## Activity and Evaluation (A&E)

Advocacy often occurs in the context of groups, be those within the community or within a center/school/agency. Thus, students are asked to lead a group session of their peers wherein their leadership skills are rated and debriefed. This activity also allows students, when in the role of a group member, to grow interpersonally and intrapersonally, both of which are at the heart of being an effective and skilled advocate. It aligns with the Product in that implementation of an advocacy plan demands 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):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subskills** | **Beginning** | **Basic** | **Proficient** | **Advanced** | **Exceptional** | **Score** |
| **(the leader)** | **1** | **2** | **3** | **4** | **5** |  |
| **Makes effective use of active listening** | ignored nonverbal  behavior, made poor  eye 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 | calibrated interventions to harmonize with nonverbal behaviors, made genuine and varied eye contact, and used minimal encouragers that fostered deeper exploration of thoughts and  feelings |  |
| **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 | reflected feelings and paraphrased content in ways that were additive, enriching, and led to deeper dialogue and understanding of self and others at very significant  levels |  |
| **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 transform ill- conceived thoughts and feelings in ways that enhanced the flow of communication, leading to significant self- growth and increased group  cohesion |  |
| **Makes effective use of summarization** | failed to summarize the topics as a | attempted to summarize topics but such  efforts were | appropriately used summaries to establish or | used summaries in a timely fashion that led | used summaries in a timely and sophisticated  fashion that |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | means to shift or establish focus | somewhat ill- timed as a tool to establish or shift focus | shift focus at a basic level | to an enhanced change in focus | deepened focus, shifted focus, or established focus in very meaningful  ways |  |
| **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 | interpreted behavior in ways that were so accurate and enriching that members gained significant insights into the meaning of their behavior, thoughts, decisions, and feelings |  |
| **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 | created greater cohesion as well as promoted deeper understanding of self and others through linking members |  |
| **Uses confrontation when appropriate** | failed to confront discrepancies when doing so was indicated | confronted behavior in ways that led to defensiveness and withdrawal | appropriately utilized confrontation at a basic level | utilized confrontation when appropriate and allowed members to explore discrepancies in meaningful ways | utilized confrontation in a very effective manner that allowed members to address discrepancies in ways that facilitated very meaningful insights and greater motivation to  change |  |
| **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 | demonstrated supportive behavior that allowed for greater safety and group cohesion while also promoting deeper understanding of  self and others |  |
| **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 | blocked behavior that could have impeded the group’s functioning and  development in ways that |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | ways that enriched group norms | established healthy norms and clarified the meaning of the blocked  behavior |  |
| **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 | translated theory to practice in ways that enriched members, established healthy norms, and advanced the group in noteworthy fashion |  |
| **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 | promoted self- disclosure in members by empathically responding to members self- disclosures and by modeling self-disclosure such that group members learned to express themselves with greater depth  and richness |  |
| **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 helpful, meaningful, and timely in ways that were readily understood and served as model for members to find information on their own |  |
| **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 | orchestrated modeling opportunities that helped members learn new ways of behaving, thinking, or feeling and in such a way that included insight into how change could be  sustained in the real world |  |
| **Addresses flight/resistance** | failed to address flight behavior | attempted to  address flight behavior or | appropriately addressed flight | addressed flight  behavior or member | addressed flight  behavior or member |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | or member resistance | member resistance but did so with poor timing and effect | and resistance at a basic level | resistance in ways that promoted healthy group norms and movement | resistance in ways that promoted healthy group norms and movement as well as interpersonal and intrapersonal insight among  the members |  |
| **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 brought needed closure while fostering transfer of training to members’ real life between sessions or after the life of the  group |  |
| **Facilitates insight interpersonally and intrapersonally** | failed to facilitate interpersonal and intrapersonal insight | 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 meaningful levels in ways that motivated members to make changes in their lives |  |
| **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 | promoted commitment to change/growth by the creative use of interventions that led members to believe in their ability to change and by solidifying their  commitment to such changes |  |
| **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 as a seamless norm whereby members shared feedback when asked and in ways that shed new light on ways of thinking  and behaving |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | strategically and artfully established, maintained, deepened, or shifted focus as needed in ways that promoted group movement and interpersonal and intrapersonal growth among members |  |
| **Demonstrates cultural competence** | failed to promote cultural sensitivity and competence | promoted some cultural sensitivity and competence but also promoted some culturally insensitive behavior | appropriately demonstrated culturally sensitivity and competent at a basic level | promoted cultural sensitivity and competency among members by blocking insensitive remarks and by modeling appropriate behavior | promoted cultural sensitivity and competency in the members by blocking insensitive remarks and by modeling appropriate behavior which allowed for greater group cohesion and understanding of  self and others |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**

Texas Tech University

College of Education/Counselor Education Rubric to Rate Papers

Student Name: Class: Date:

Rater:

Topic:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning 1 | Basic 2 | Proficient 3 | Advanced 4 | Exceptional 5 | Score |
| **Integration of Knowledge** | The paper did not incorporate knowledge from the literature or class in relevant and meaningful  ways | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful  ways |  |
| **Organization and Presentation** | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a  seamless flow |  |
| **Focus** | The paper’s topic lacked focus and a clear direction | The paper’s topic had occasional focus, direction, and purpose | The paper’s topic had focus and clarity of direction and purpose | The paper’s topic had effective focus and clarity of direction and purpose | The paper’s topic had very effective focus and clarity of direction  and purpose |  |
| **Level of Coverage** | The paper lacked depth, elaboration, | The paper occasionally included  depth, | The paper included depth,  elaboration, | The paper effectively included  depth, | The paper very effectively  included |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | and relevant material | elaboration, and relevant material | and relevant material | elaboration, and relevant material | depth, elaboration, and relevant  material |  |
| **Grammar/Spelling** | The paper contained numerous errors of grammar and  spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and  spelling | The paper contained only one or two errors of grammar and  spelling | The paper contained no errors of grammar and spelling |  |
| **References and Sources** | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| Subskill | Beginning 1 | Basic 2 | Proficient 3 | Advanced 4 | Exceptional 5 | Score |
| **APA Style** | The paper did not use APA style | The paper was partly based on APA style | The paper was mostly based on APA style | The paper was based on APA style with only a few exceptions | The paper was completely and accurately based on  APA style |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments: