



Group Counseling and Processes

COUN 553
Group Counseling and Procedures
3 Semester Credits
TH 4:00 pm – 5:50 Pm

PROFESSOR:

- _____
Email: _____

Office Hours:

[days, times]

Schedule a meeting At Calendly:

<https://calendly.com/>

Online Classroom:

Meeting Time: [day, time]

Zoom Classroom ID:

In-person Classroom:

Meeting Time: [day, time]

Classroom: SH

TECHNICAL SUPPORT:

If you are having any technical difficulties with eClass, please contact Technical support

Email: eclasshelp@southern.edu

Phone: 423.236.2086

I. COURSE DESCRIPTION:

The course provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. The course contains requirements for students to participate as members of a counseling group for a minimum of 10 clock hours over the course of one academic term. Students will also have the opportunity to lead or co-lead a small group. Group leadership responsibilities may extend into the following semester.

II. REQUIRED READING:

- Corey, M., Corey, G. & Corey, C. (2010). *Groups: process and practice*. Belmont, CA: Thomson Brooks/Cole.
- Yalom, I., & Leszcz, M. (2020). *The theory and practice of group psychotherapy, 6th Ed.* New York, NY: Basic Books.

III. SUPPLEMENTAL READING:

For School Counseling:

- Greenberg, K. (2003). *Group counseling in K-12 schools: A handbook for school counselors*. Boston, MA: Pearson Education.
- Erford, G. (2010). *Group work in the schools*. Boston: Pearson Education.
- Corey, G., Corey, M. S., and Haynes, R. (2014). *Groups in action: Evolution and challenges*. Belmont, CA: Brooks/Cole , CENGAGE learning.

For Clinical Mental health:

- Corey, G., Corey, M. S., Haynes, R. (2014). *Groups in action: Evolution and challenges*. Brooks/Cole , CENGAGE learning. Belmont, CA.
- Jacobs, E., et. al. (2009). *Group counseling: strategies and skills*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Paleg, K. and Jongsma, A. (2005). *The group therapy treatment planner*. (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

1. Selected Relevant Websites:

Elementary School Counseling: <http://www.elementaryschoolcounseling.org/small-group-counseling.html>

American Group Psychotherapy Association: <http://www.agpa.org>

IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- A. Mission of the School of Education and Psychology: Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- B. Goal of the School of Education and Psychology: The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to

become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision-maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. Core Curricular Experiences and Learning Outcomes:

1. As a caring person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective **counseling, prevention, and intervention**;
 - (b) service to clients who represent **diverse populations**; and
 - (c) **advocacy** to better the lives of individuals and communities.

2. As an informed facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for
 - (a) meaningful **assessment** that facilitates a plan of action,
 - (b) **diagnosis** leading to appropriate treatment, and
 - (c) promoting optimal **academic development** in the school setting.

3. As a reflective decision maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making, and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a committed professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.

V. **KNOWLEDGE AND SKILL OUTCOMES:**

Upon successful completion of this course, students should be able to:

1. Know the dynamics associated with group process and development [CACREP 2.F.6.b]

2. Theoretical foundations of group counseling and group work. [CACREP 2.F.6.a]
3. Know the therapeutic factors and how they contribute to group effectiveness. [CACREP 2.F.6.c]
4. Know the characteristics and functions of effective group leaders. [CACREP 2.F.6.d]
5. Understand approaches to group formation, and know how to recruit, screen, and select members for groups. [CACREP 2.F.6.f]
6. Know the different types of groups and other considerations that affect conducting groups in varied settings. [CACREP 2.F.6.f]
7. Understand and implement ethical and culturally relevant strategies for designing and facilitating groups. [CACREP 2.F.6.g].g]
8. Engage in direct experiences in which as a student you can participate as a group member in small group activities, approved by the program, for a minimum of 10 clock hours over the course of the semester. [CACREP 2.F.6.h]

** Identifiers between brackets refer to the domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).*

VI. METHODS OF INSTRUCTION:

This course will utilize a number of instructional methods including lecture and discussion; weekly reading summaries; group project and presentation; in-class group participation; and group experience.

VII. DIVERSITY CONSIDERATIONS:

Counselors need to develop proficiencies for working with clients and students from diverse backgrounds to ensure that all clients and students have the opportunity to achieve the desired level of emotional and psychological functioning. To help counselor candidates acquire an understanding of diverse client and student characteristics and the ability to maintain an effective therapeutic change environment, this course will specifically explore methods of developing multicultural counselor competence as well as address effective ways to work with a diverse client populations (e.g., cultural and ethnic, religious, and sexual orientation) in a group context.

VIII. INCORPORATION OF TECHNOLOGY:

Students will be required to utilize various applications of technology to complete written assignments and oral presentations.

IX. INCORPORATION OF RESEARCH:

1. Students

- a. Students will complete a Group Proposal assignment using recent peer-reviewed research To support their proposal.

- b. In-class group activities will be supported by current research and will be present and discussed in lieu of engaging in the activity.

2. Instructors:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

Andri S. Bjornsson, A. S., Bidwell, L. C., Brosse, A. L., Carey, G., Hauser, M., Mackiewicz-Seghete, K. L., Schulz-Heik, R. L., Weatherley, D., Erwin, B. A. & Craighead W. E. (2013) Cognitive-behavioral group therapy versus group psychotherapy for social anxiety disorder among college students: a randomized controlled trial, *Depression and Anxiety*, 30, (11), p. 1145-1146.

Söchting, I., O'Neal, E., Third, B., Rogers, J. & Ogradniczuk, J. S. (2013). An Integrative Group Therapy Model for Depression and Anxiety in Later Life. *International Journal of Group Psychotherapy*: 63,(4) p. 502-523.

Sloan, D. M., Feinstein, B. A., Gallager, M. W., Gayle, B. J. & Keane, T. M. (2013) Efficacy of group treatment for PTSD: A meta-analysis. *Psychological trauma: Theory, Research Practice and Policy*, 5, (2), p. 176 – 183.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at (423) 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters, which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high ethical Christian levels of honesty.

Instructor Responsibilities:

- a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
- b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

Student Responsibilities:

- a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
- b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
- c) All course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
 - Record a failing grade on the exam, assignment, or project.
 - Assign a failing grade in the class.
 - Allow the student to resubmit the assignment with a reduced value for the assignment.
 - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current *Counseling Student Handbook*.

3. Attendance and Participation:

Class Attendance: Each week students will be required to attend weekly classes either in person or over Zoom. Each student will receive attendance and participation points for each class they attend and participate appropriately. If the student attends and does not actively

engage in discussion or activities, points will be deducted. To connect to the online classroom, please use the link found on eClass under Course resources.

Each student is expected to represent themselves professionally while attending online class (1) attending all scheduled class meetings, and remain for the entire class period (2) actively participate in class discussions and/or activities (3) show respect to others through written and spoken dialogue, and (4) adhere to netiquette rules (discussed during the first class period).

Illness or emergency: If you are ill to the point where you are not able to join the class in-person or online or if you have an emergency situation which makes it impossible to participate, please let the professor know as soon as possible by email. Since everything will be available online, you should make every effort to keep up as much as possible (watch recorded lectures, complete and upload assignments).

4. Make-up or Late Work and Extra-credit:

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student's responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should go ahead and submit the project as it is, for partial credit. Note that there are no extra-credit assignments in this course.

5. Course Evaluation:

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using your SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

6. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing, face-to-face or in class if/when any changes are made.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

Unexcused absences will lower students' final grade. Two late arrivals will constitute one absence. Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to review the recorded session, to master the concepts and skills covered, and to review any material distributed.

In addition, credit will not be given for attendance on any class session when a student is observed:

- Although the class meets online, additional computer use should be avoided to minimize distractions. Examples include; using computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking.
- Sustaining private conversations through online private chat or in personal environment, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting

2. Thought Papers:

One chapter of Corey & Corey, as well as Yalom, will need to be read most weeks. Students' thoughts and questions will need to be written and submitted each week. These thoughts and questions will need to reflect an understanding of what they read, as well as implications for the practice of counseling. The references from readings must be included on each thought paper.

3. Groups in Action Video Session:

Students will watch and complete discussion questions related to Corey's *Group in Action* video series. Students will have access to the recordings through eClass and will complete discussion questions in conjunction with each section.

4. Group Attendance:

Each student is required to attend a minimum of at least 10 hours of group work, Per CACREP requirements. The 10 hours will be incorporated into scheduled class time. For 10 class sessions, the second hour of class time will be spent in groups. The groups will be student led, with students paired up to be coleaders, taking turns to lead out the group session.

- a. For each group session each student will complete a journal reflection of at least 300 words. The reflection should exclude any personal information shared by other members, and should only be a reflection of your personal experience and reaction in the group. Your journal entry should demonstrate awareness of the group processes and procedures you learn in the course. Each journal entry will be submitted on eClass each week you meet with your group.

5. Outside group attendance:

Students Will attend an outside group such as AA groups, NA groups, NAMI, AL – ANON, or other open support or counseling groups. Students should make arrangements with the facilitator of the group and attend and participate as appropriate. Two things are required for this assignment:

- a. Attendance and proof of attendance confirmed by the facilitator (document will be provided)
- b. A one- page (typed, double spaced, APA format) reflection in response to the experience. The essay should include a brief overview of the meeting while maintaining all confidentiality of group attendees and facilitator. A personal reflection should be included, demonstrating one’s ability to recognize group dynamics, the benefits of the group, concerns about the group, and a personal internal response to the experience.

6. Group Proposal:

Each student will have the option of working with another student from the class to develop a group proposal. The group proposal will include a rationale, objectives, practical considerations, group procedures, and group evaluation. The proposal must demonstrate multicultural competence including sensitivity to group composition, and practical issues to ensure access for minoritized and diverse populations. The proposal must be supported with current and relevant peer-reviewed research (at least 4 References). The proposal will be written in APA format, up to 10 pages, including title page, reference page, and any appendices. A rubric and outline will be provided.

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Evaluation in this course will primarily be conducted through written thought papers, a worldview essay, article reviews, Group Observation paper, and Group Proposal and Group Facilitation report. Additionally, students’ competency will be evaluated as they co-facilitate an in-class group session. For more specific information about testing/evaluation methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.

2. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *V-Knowledge and Skill Outcomes*) being assessed by the given requirement.

<i>Course Requirement</i>	<i>Number of Points</i>	<i>Percentage</i>	<i>Outcomes</i>
Class Attendance and Participation (5x15)	75	15%	
Thought Papers (10X10)	100	20%	2, 3, 5, 6, 7 (2.F.6.a, 2.F.6.c, 2.F.6.e, 2.F.6.f, 2.F.6.g)
Small Group Reflection Journal (10 X 10)	100	20%	
Groups in Action (8 X 10)	80	16%	
Outside Group Attendance	15	3%	1, 3, 4, 8 (2.F.6.b, 2.F.6.c, 2.F.6.d, 2.F.6.h)
Outside Group Reflection Essay	30	6%	3, 5, 6 (2.F.6.c, 2.F.6.e, 2.F.6.f)
Group Proposal	100	20%	1, 2, 3, 5, 7 (2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.f, 2.F.6.g)
TOTAL	500	100%	

3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	752 – 800	94 – 100%
A-	720 – 751	90 – 93%
B+	696 – 719	87 – 89%
B	672 – 695	84 – 86%
B-	640 – 671	80 – 83%
C+	616 – 639	77 – 79%
C	592 – 615	74 – 76%
C-	560 – 591	70 – 73%
D+	536 – 559	67 – 69%
D	512 – 535	64 – 66%
D-	480 – 511	60 – 63%
F	0 – 479	0 – 59%

4. Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

In addition to the course requirements used to evaluate students and assign final grades for this course, a formal progress review will be conducted for each counseling student at the end of every semester that the student is in the program. The Counseling Programs Council will evaluate students for evidence of the following competences:

1. the acquisition of and ability to apply knowledge of clinical practices;
2. the development of clinical skills and the ability to apply those skills appropriately in work with clients; and
3. consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.

If the Counseling Programs Council recognized a student's challenge achieving a given competency, the next step will typically involve meeting with the student and initiating a period of formal remediation. The council will recommend the specific faculty members and clinical site supervisors, if necessary, who will meet with the student and follow him or her through the remediation period. For additional information about this progress review, refer to the current Counseling Student Handbook.

XIV. COURSE CALENDAR:

Date	Content Area	CACREP Common Core Curricular Experiences	Assignment Due
TH – [month/day]	<ul style="list-style-type: none"> Syllabus Review Corey, Chapter 1— Introduction to Group Work Yalom, Chapter 1 – Therapeutic Factors 	2.F.6.b Know the dynamics associated with group process and development <input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness	
TH – [month/day]	<ul style="list-style-type: none"> Corey, Chapter 2— The Group Counselor Yalom, Chapter 2 Interpersonal Learning (Lecture & discussion) 	2.F.6.d Know the characteristics and functions of effective group leaders 2.F.6.b Know the dynamics associated with group process and development <input checked="" type="checkbox"/> 2.F.6.a Theoretical foundations of group counseling and group work	➤ Thought Paper #1
TH – [month/day]	<ul style="list-style-type: none"> Corey, Chapter 3- Ethical and legal issues in group Counseling Yalom, Chapter 3 — Group Cohesiveness Experiential Group week #1 	2.F.6.b Know the dynamics associated with group process and development 2.F.6.d Know the characteristics and functions of effective group leaders <input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness	➤ Thought Paper #2 ➤ Journal reflection #1
TH – [month/day]	<ul style="list-style-type: none"> Corey, Chapter 4— Theories and Techniques for Group Counseling Yalom Chapter 4— The Therapeutic Factors: An Integration 	<input checked="" type="checkbox"/> 2.F.6.a Theoretical foundations of group counseling and group work 2.F.6.g Understand and implement ethical and culturally relevant strategies for designing and facilitating groups.	➤ Thought Paper #3 ➤ Journal reflection #2

	<ul style="list-style-type: none"> • Experiential Group, week #2 		
TH - [month/day]	<ul style="list-style-type: none"> • Corey, Chapter 5— Forming a Group • Yalom, Chapter 5— The Therapist: Basic Tasks • Experiential Group, week #3 	<p>2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings</p> <p><input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness</p>	<ul style="list-style-type: none"> ➤ Thought Paper #4 ➤ Journal Reflection #3 ○ Watch & Discuss: <i>Groups in Action: Forming A group</i>
TH – [month/day]	<ul style="list-style-type: none"> • Corey, Chapter 6— Initial Stages of a Group • Yalom, Chapter 6— The Therapist: Working in the Here and Now • Experiential Group, week #4 	<p><input checked="" type="checkbox"/> 2.F.6.b Know the dynamics associated with group process and development</p> <p><input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness</p> <p>2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings</p>	<ul style="list-style-type: none"> ➤ Thought Paper #5 ➤ Journal Reflection #4 ○ Watch & Discuss: <i>Groups In Action: The Initial stage</i>
TH – [month/day]	<ul style="list-style-type: none"> • Corey, Chapter 7 – Transition stage of a group • Yalom, Chapter 7— The Therapist Transference and Transparency • Small Group, week #5 	<p><input checked="" type="checkbox"/> 2.F.6.b Know the dynamics associated with group process and development</p> <p><input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness</p> <p>2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings</p>	<ul style="list-style-type: none"> ➤ Thought Paper #6 ➤ Journal Reflection #5 ○ Watch & Discuss: <i>Groups in Action: The Transition Stage</i>

TH – [month/day]	<ul style="list-style-type: none"> • Corey, Chapter 8— The Working stage • Yalom, Chapter 8— The Selection of Clients • Experiential Group, week #6 	<ul style="list-style-type: none"> ☑ 2.F.6.b Know the dynamics associated with group process and development ☑ 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness ☑ 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings 	<ul style="list-style-type: none"> ➤ Thought Paper #7 ➤ Journal Reflection #6 ➤ Watch & Discuss: <i>Groups in Action: The Working Stage</i>
TH - [month/day]	<ul style="list-style-type: none"> • Corey, Chapter 9— The Final stage of a Group • Yalom, Chapter 9 – The Composition of Therapy Groups • Cultural Competence and Diversity considerations in group composition • Experiential Group, week #7 • 	<ul style="list-style-type: none"> 2.F.6.b Know the dynamics associated with group process and development 2.F.6.e Understand approaches to group formation, and know how to recruit, screen, and select members for groups. 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings ☑ 2.F.6.g Understand and implement ethical and culturally relevant strategies for designing and facilitating groups. 	<ul style="list-style-type: none"> ➤ Thought Paper #8 ➤ Journal Reflection #7 ➤ Watch & Discuss: <i>Groups in Action: The Ending stage</i>
TH – [month/day]	Spring Break – No Class		
TH – [month/day]	<ul style="list-style-type: none"> • Yalom, Chapter 10— Creation of the Group: Place, Time, Size, and Preparation • Developing Multiculturally sensitive proposals that are inclusive, and considerate of 	<ul style="list-style-type: none"> 2.F.6.b Know the dynamics associated with group process and development 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings ☑ 2.F.6.c 	<ul style="list-style-type: none"> ➤ Thought Paper #9 ➤ Journal Reflection #8 ➤ Watch & Discuss <i>Groups in Action: Challenges of Addressing Diversity issues.</i>

	<p>needs of minoritized populations.</p> <ul style="list-style-type: none"> • Experiential Group, Week 8 	<p>Know the therapeutic factors and how they contribute to group effectiveness</p> <p><input checked="" type="checkbox"/> 2.F.6.g Understand and implement ethical and culturally relevant strategies for designing and facilitating groups.</p>	
<p>TH – [month/day]</p>	<ul style="list-style-type: none"> • Corey, Chapter 10— Groups in School Settings • Experiential Group, Week 9 	<p>2.F.6.e Understand approaches to group formation, and know how to recruit, screen, and select members for groups.</p> <p>2.F.6.h Engage in direct experiences in which as a students you can participate as a group member in small group activities, approved by the program, for a minimum of 10 clock hours over the course of the semester.</p> <p><input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness</p>	<ul style="list-style-type: none"> ➤ Journal Reflection #9 ➤ Watch & Discuss: <i>Groups in Action: Challenges Facing Group Leaders</i>
<p>TH – [month/day]</p>	<ul style="list-style-type: none"> • Corey, Chapter 11— Groups in Community Settings • Experiential Group, Week 10 	<p>2.F.6.e Understand approaches to group formation, and know how to recruit, screen, and select members for groups.</p> <p>2.F.6.h Engage in direct experiences in which as a students you can participate as a group member in small group activities, approved by the program, for a minimum of 10 clock hours over the course of the semester.</p> <p><input checked="" type="checkbox"/> 2.F.6.c Know the therapeutic factors and how they contribute to group effectiveness</p>	<ul style="list-style-type: none"> ➤ Journal Reflection #10 ➤ Watch & Discuss: <i>Groups in Action: Challenges of Addressing Diversity issues.</i>

TH – [month/day]	<ul style="list-style-type: none"> • Yalom ,Chapter 11 – In the Beginning • Yalom, Chapter 12 – The advanced Groups 	2.F.6.d Know the characteristics and functions of effective group leaders 2.F.6.b Know the dynamics associated with group process and development	<ul style="list-style-type: none"> ➤ Thought Paper #10 ➤
TH – [month/day]	<ul style="list-style-type: none"> • Yalom, Chapter 13- Problem Group Members 	2.F.6.d Know the characteristics and functions of effective group leaders 2.F.6.b Know the dynamics associated with group process and development 2.F.6.g Understand and implement ethical and culturally relevant strategies for designing and facilitating groups. <input checked="" type="checkbox"/> 2.F.6.a Theoretical foundations of group counseling and group work	<ul style="list-style-type: none"> ➤
TH – [month/day]	<ul style="list-style-type: none"> • Yalom – Chapter 14- The Therapist: Specialized Formats and Procedural Aids • Yalom - Chapter 15: Specialized Therapy groups 	2.F.6.b Know the dynamics associated with group process and development 2.F.6.g Understand and implement ethical and culturally relevant strategies for designing and facilitating groups.	
TH – [month/day]	<ul style="list-style-type: none"> • Test week, no Class 	<input checked="" type="checkbox"/> 2.F.6.a Theoretical foundations of group counseling and group work 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings <input checked="" type="checkbox"/> 2.F.6.g	<ul style="list-style-type: none"> ➤ Outside Group Observation ➤ Reflection Paper ➤ Group Proposal

		Understand and implement ethical and culturally relevant strategies for designing and facilitating groups.	
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