# Course Description

This course provides an overview of group development theories, basic principles of group dynamics, member roles and functions and group leadership skills. Topics include the process of forming a group, planning and leading groups, and the selection, evaluation, and use of group counseling methods and materials. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement. **This course must be taken concurrently with CNS 513 Practicum. Prerequisite: CNS 501 or permission of the Program Director or designee. Only open to degree students or with permission of the Program Director.**

*Note:* The residency portion of the course is mandatory. You cannot pass this course without attending the residency weekend being held in

Week six.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the role of the counselor in forming and leading counseling groups.
* **CLO2:**  Determine how to apply group-counseling techniques and theories to effectively lead and facilitate a group.
* **CLO3:** Analyze the ethical and legal issues that impact group counseling.
* **CLO4:** Determine how to effectively implement the beginning, middle, and final stages of group counseling.
* **CLO5:** Identify and develop a group leadership style.
* **CLO6:** Critique your experience of being a group leader.

**Competencies and Outcomes Addressed**

**CACREP Standards:**

* **6-a:** theoretical foundations of group counseling and group work
* **6-b:** dynamics associated with group process and development
* **6-c:** therapeutic factors and how they contribute to group effectiveness
* **6-d:** characteristics and functions of effective group leaders
* **6-e:** approaches to group formation, including recruiting, screening, and selecting members
* **6-f:** types of groups and other considerations that affect conducting groups in varied settings
* **6-g:** ethical and culturally relevant strategies for designing and facilitating groups
* **6-h:** direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. ISBN: 978-1-133-94546-8

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Group Types | 30 |  |
| Discussion: Group Theories/Approaches | 30 |  |
| Discussion: Modern Group Theory | 30 |  |
| **Week 2** |  |  |
| Journal: Confidentiality in Group Work | 45 |  |
| Discussion: Therapist Interview | 40 |  |
| Cultural Competency Reflective Essay | 50 |  |
| **Week 3** |  |  |
| Discussion (Small Group): Group Counseling Proposal Overview Peer Review | 50 |  |
| Discussion: Determining Group Size | 30 |  |
| Discussion: Group Counseling Website Recruitment Tool | 40 |  |
| **Week 4** |  |  |
| Discussion (Small Group): Group Counseling Proposal Membership Peer Review | 50 |  |
| Discussion: Tuckman’s Five Stages of Development | 30 |  |
| **Week 5** |  |  |
| Discussion (Small Group): Group Counseling Proposal Leadership Peer Review | 50 |  |
| Discussion: Group Effectiveness | 30 |  |
| Discussion: Problematic Group Member Behaviors | 30 |  |
| Journal: Support Group Reflection | 45 |  |
| **Week 6** |  |  |
| Residency Weekend Activities | 50 |  |
| Journal: Becoming a Truly Intentional, Ethically Minded Group Counseling Leader | 45 |  |
| **Week 7** |  |  |
| Discussion (Small Group): Group Counseling Proposal Session Outlines and Evaluation Plan Peer Review | 50 |  |
| Journal: Counseling Groups Preference | 45 |  |
| Residency Personal Reflection Essay | 50 |  |
| Group Counseling Proposal | 150 |  |
| Discussion: Presentation of Group Counseling Proposal | 30 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 80–82 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | < 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Foundations of Group Counseling** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| 1. Identify the various types of groups and the purposes and functions of each type of group. | | CLO2 | |
| 1. Assess personal comfort and assumptions in leading groups. | | CLO1, CLO5, CLO6 | |
| 1. Determine the appropriate counseling intervention type (individual, group, or both) best suited to meet the client’s needs. | | CLO1, CLO2 | |
| 1. Analyze and defend the use of group counseling theoretical perspective and techniques for group work. | | CLO2 | |
| 1. Identify the group counseling proposal topic. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Class discussion occurs through your Discussion Board posts and feedback to each other and the class instructor. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 PM EST of the listed due date.  By the conclusion of each week, Sunday at 11:59 PM EST, you will have engaged with the professor and class in a substantive discussion. You must meet all expectations of the post and engage in discussion with your classmates by makingasubstantive comment of 100 to 150 words to the required number of your classmates’ posts in the Feedback discussion starter thread for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback.  It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the following resources:   * [RISE Model for Peer Feedback](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/582ca64415d5db470077cce7/1479321157165/RISE_info-peer.pdf) * Discussion Boards section in CNS 535 Course Assignment Grading Guidelines/Rubrics | | Course | N/A |
| **Self-Disclosure and Confidentiality**  **Self-Disclosure:** As is common in most graduate counseling courses, there will be opportunities in this course to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.  **Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. The instructor will be happy to give you a referral as needed; just ask.  **Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Practice discretion at all times. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts. | | Course | N/A |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent where you live, your current position or the position you are working toward, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by 11:59 pm EST on Wednesday.  **Review** and **comment** by the close of the week so that each classmate knows that you have met them. | | N/A | Presentation: private post, share, and comment = **1 hour** |
| **Readings and Videos**  **Read** the following:   * Ch. 1, 2, & 4 of *Groups: Process and Practice* * Lewin, K. (1944). Dynamics of group action. *Educational Leadership*, 1, 195–200. Retrieved from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=519891946&site=eds-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=519891946&site=eds-live)   **View** the following:   * [Group Therapy for Counseling Training](https://youtu.be/C0OdxM4USak) (1.26:27)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 1 | Readings = **1 hour** |
| **Assignment Preparation: Group Counseling Proposal**  **Resource:** CNS 535 Course Assignment Grading Guidelines/Rubrics  Throughout this course, you will work on developing a 5- to 7-week Group Counseling Proposal. The purpose of this plan is to give you direct insight into the process of developing a group counseling program. All components of this plan will be submitted to a discussion board in Week Seven so that every student will have access to a variety of group counseling programs to reference in the future.  Each week, you will be assigned a different section of the proposal to write and submit for peer review by a few of your classmates. Your instructor will divide the class participants into small groups of 3–4 students. The group assignments will be posted on Monday of Week Two.  All components of this plan will be submitted to a discussion board in Week 7 so that every student will have access to a variety of group counseling programs to reference in the future.  The Group Counseling Proposal is divided into seven components, as outlined below:   * Group Overview section draft, due in Week Two * Group Membership section draft [with Informed Consent form], due in Week Three * Group Leadership section draft, due in Week Four * Group Counseling Session Outlines and Evaluation Plan, due in Week Six * Group Counseling Proposal, due in Week Seven * Group Counseling Program Presentation, due in Week Seven   **Begin** thinking about a current issue or hot topic in a community setting for you to base your group counseling plan on.  **Review** the following resources:   * Group Counseling Proposal section in CNS 535 Course Assignment Grading Guidelines/Rubrics * “Developing a Proposal for a Group” in Ch. 5 of *Groups: Process and Practice* * Pages 371–375, 376–378, 379–383, 384–388, 390–394, 398–403, & 405–415 in Ch. 11 of *Groups: Process and Practice*   **Select** a theme and target population for your group design.  **Examine** current research. Locate a minimum of five (5) scholarly articles, as well as additional resources related to your selected group topic.  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 7.5 | Library research /Guided Project = **1 hour** |
| **Research Resources**    **Review**the following resources:  **Library**     * [Keiss Library](http://gmercyu.libguides.com/Keiss_Library_Home) * [Keiss Library Research Guides](http://gmercyu.libguides.com/Research_Guides?b=s&group_id=9978) * [Keiss Library Resource Video Tutorials](http://gmercyu.libguides.com/libraryresourcetutorials)   **APA Style**   * [APA Style Central](http://www.apastyle.org/) * [GMercyU Citation Help: APA and MLA Citation Resources](http://gmercyu.libguides.com/citationhelp) * [GMercyU APA Citation Guide](http://gmercyu.libguides.com/c.php?g=315427&p=2107179)   **Post**any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 7.5 | Resource Review = **1 hour** |
| **Group Counseling Proposal Topic Submission**  **Submit** the proposed topic for your group counseling proposal by 11:59 p.m. EST on Thursday for the instructor’s review and approval.  *Note:* If there is a problem with the topic or activity, the instructor will notify you by Sunday at 11:59 PM EST.  See the Group Counseling Proposal section in the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 1.1, 1.3, 1.5, 7.6 | N/A |
| **SafeAssign**  During this course, two of your assignments will be submitted through SafeAssign. SafeAssign generates an originality report that compares your submission to existing sources. You and your instructor will be able to view the reports created by SafeAssign. For additional support in submitting SafeAssign assignments and viewing originality reports, read this Blackboard Help document on [SafeAssign](https://help.blackboard.com/Learn/Student/Assignments/Assignments_Using_SafeAssign/Submit_SafeAssignments). | | N/A | N/A |
| **Supplemental Resources and Activities**  **Explore these optional resources to deepen your understanding.** | | Alignment | AIE |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| **Graded Assignments**  **Complete these graded assessments by the end of the week unless specified otherwise.** | | Alignment | AIE |
| **Discussion: Group Types**  **Reflect** on the various types of groups reviewed in Ch. 1 (pp. 6–11) of *Groups: Process and Practice*.  **Identify** the group type you are most comfortable with and capable of facilitating, as well as the group type you are least comfortable with and capable of facilitating.    **Locate** 1 to 2 additional scholarly articles on each group you identified and **research** the benefits and limitations of each group type.  **Write** a clear and logical 200- to 250-word response, providing specific examples to support your answers, to the following questions in the Group Types discussion forum by 11:59 PM EST on Thursday:   * Which group type would you be the most comfortable with and capable of facilitating? Why? * Which group type would you be the least comfortable and capable of facilitating? Why? * Compare the benefits and limitations of the two group types. Be sure to justify your thoughts with citations from researched current literature and the text.     **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 1.1, 1.2 | Research & Discussion: one post and replies to three other posts = **1.5 hours** |
| **Discussion: Group Theories/Approaches**  **Reflect** on the group theories/approaches reviewed in Ch. 4 of *Groups: Process and Practice*.  **Write** a clear and logical 200- to 250-word response, providing specific examples to support your answers, to the following question in the Group Theories/Approaches discussion forum by 11:59 PM EST on Thursday:   * Identify a group counseling theory that best fits the way you believe groups work to facilitate change in its group members. * Explain why the selected theory of group counseling is preferable to you compared to other theories, given the setting or population in which you work or would like to work.   **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Modern Group Theory**  Kurt Lewin is considered a major contributor to the development of modern group theory.  **Read** Lewin, K. (1944). Dynamics of group action. *Educational Leadership*, 1, 195–200. Retrieved from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=519891946&site=eds-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=519891946&site=eds-live).  **Reflect** on the article, and **write** a 150- to 200-word comment indicating what aspects of the article are still relevant to group counseling now.  **Post** responses in the Modern Group Theory discussion forum by 11:59 PM EST on Thursday:  **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **7.5** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Discussion Forums:** To create a deeper level of discussion, each Friday post a starter thread labelled *Feedback* in each discussion forum. This will ensure that feedback provided by students to their classmates will appear in one discussion thread as opposed to single discussions occurring in isolation. The following directions should be added to the Feedback discussion starter thread:

Click **Reply** to add your feedback, replies, and commentary

At the start of the course, post the following announcement to students letting them know to post to the starter thread for their responses to classmates:

**Announcement**: Additional Discussion Question information

Class, You will post your initial discussion post in the discussion forum. To create a deeper level of discussion amongst ourselves, I will be posting a discussion starter thread each Friday for you to post your required responses to your classmates.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Ethical and Legal Issues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the guidelines for ethical and legal practice in group work. | | CLO3 | |
| * 1. Analyze ethical techniques, issues, and approaches to group work. | | CLO2 | |
| * 1. Analyze how the cultural backgrounds of group leaders and members affect group dynamics. | | CLO3 | |
| * 1. Prepare the Group Counseling Proposal Overview. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 3 of *Groups: Process and Practice* * ASGW (2000) “Professional Standards for the Training of Group Workers” * ASGW (2008) “Best Practice Guidelines” * ASGW (2012) “Multicultural and Social Justice Competence Principles for Group Work * Barnett, J. E., Wise, E. H., Johnson-Greene, D., & Bucky, S. F. (2007). Informed consent: Too much of a good thing or not enough?. *Professional Psychology: Research and Practice*, *38*(2), 179–186. doi:10.1037/0735-7028.38.2.179 Retrieved from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2007-04835-009&site=ehost-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2007-04835-009&site=ehost-live) * Hays, D., Arredondo, P., Gladding, S., & Toporek, R. (2010). Integrating social justice in group work: the next decade. *Journal for Specialists in Group Work*, *35*(2), 177–206. doi:10.1080/01933921003706022 Retreived from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=49261850&site=eds-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=49261850&site=eds-live)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 2 | Readings = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Confidentiality Guidelines in Group Work**  **Review** the Association for Specialists in Group Work (ASGW) guidelines related to confidentiality and group work.  **Write** a 150- to 200-word short-answer essay detailing your understanding of the ethical guidelines as it relates to confidentiality, informed consent, and the circumstances that may arise when you would feel compelled to breach confidentiality of a member in a counseling group.  **Submit** your response by 11:59 PM EST on Sunday.  *Note:* See theEssay/Short Answer section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 2.1 | Short Answer = **.5 hours** |
| **Discussion: Therapist Interview**  **Interview** a licensed therapist or counselor who works at an agency of interest to you and who runs therapeutic group therapy.  **Discuss** the following in your interview:   * What types of group counseling does he or she run? * What are some ethical concerns that arise with working with groups? * What lessons have you learned about ethical or legal issues he or she has experienced? * Share an ethical dilemma you experienced and how you dealt with it. * What advice do you have for new counselors and therapists in dealing with ethical or legal issues?   **Create** a 10- to 15-minute narrated presentation using a tool of your choice, such as PowerPoint, Prezi [(http://www.prezi.com)](http://www.prezi.com/), or another similar tool on the information you learned from your interview experience.   * Summarize the information you learned from the interview. * Describe how the experience matched your perceptions and course readings about group counseling and ethics.   **Post** a link to your presentation to the Therapist Interview discussion forum by 11:59 PM EST on Friday.  **Review** your classmates’ thread posts.  **Write** a response that compares your interview findings with others’ and that includes any additional clarifications, questions, or your own relevant thoughts. Be sure to not comment on a classmate’s presentation after that person’s post gets 2 to 3 comments so that everyone in the class has an opportunity to receive feedback from multiple classmates.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 2.2 | Interview and Presentation = **1 hour**  Discussion: one post and replies to three other posts = **1.5 hours** |
| **Cultural Competency Reflective Essay**  Culture is an important consideration in group work.  **Complete** one self-assessment of your choosing from Georgetown University’s National Center for Cultural Competence, located at <https://nccc.georgetown.edu/assessments/>.  **Write** a 350- to 500-word response in the Cultural Competency journal that answers the following questions. Be sure to identify the self-assessment that you selected.   * What effect does your culture have on your ability to relate to group members? * How does it affect your ability to work with a co-facilitator? * Why do you think it is important for group counselors to assess their cultural competence? * What do your self-assessment responses tell you about your current perspectives and experiences with multiculturalism and diversity? * What implications do your responses have for your future role in counseling? * Identify 3 steps you can take to increase your cultural competence.   **Submit** the reflective essay by 11:59 pm EST on Sunday.  *Note:* See theEssay/Short Answer section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 2.3 | Self-Assessment and Essay = **1.5 hours** |
| **Group Counseling Proposal Overview Submission to Small Group Discussion for Peer Review**  **Resource:** CNS 535 Course Assignment Grading Guidelines/Rubrics  This week’s tasks related to the Group Counseling Proposal assignment includes a review of previous research and the development of group goals, with justification for decisions using references. A minimum of 5 scholarly articles, as well as additional resources related to your selected group topic, should be used to support your group design.  **Write** the overview section for your Group Counseling Proposal, including the following components:   * Purpose: Explain the purpose of the group. Who is it for? What issue does it address? What type of group is it? * Review of Literature: Briefly summarize and critique the literature (research, theory, and description) as it applies to this type of group. Describe the nature of the research and results. How does the literature support decisions for this design? * Group Goals: What are the goals for the group (What do you expect to accomplish in 5 to 7 weeks)? Goals should reflect the group purpose and meet the needs of the members.   **Support** your proposal with research and **format** your paper and references according to APA guidelines.  **Submit** the draft version of the Overview section of your proposal to the Group Counseling Proposal Overview Peer Reviewsmall group discussion forum by 11:59 PM on Sunday.  **Review** the overviews posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  The feedback post is due by 11:59 PM on Wednesday of Week Three. | | 2.4, 7.6 | Library research /Guided Project = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Course Setup**

**Small Group Discussion: Group Counseling Proposal Peer Review Assignments:**

During Weeks Two through Seven, students will be assigned a different section of the proposal to write and submit for peer review by a few of their classmates. By Monday of Week Two, you will need to divide the class participants into small groups of 3–4 students.

The following assignments will follow the small group discussion format:

* Week 2 Discussion (Small Group): Group Counseling Proposal Overview Peer Review (submitted in Week 2, but graded in Week 3)
* Week 3 Discussion (Small Group): Group Counseling Proposal Membership Peer Review (submitted in Week 3, but graded in Week 4)
* Week 4 Discussion (Small Group): Group Counseling Proposal Leadership Peer Review (submitted in Week 4, but graded in Week 5)
* Week 6 Discussion (Small Group): Group Counseling Proposal Session Outlines and Evaluation Plan Peer Review(submitted in Week 6, but graded in Week 7)

This assignment can be set up in one of two ways.

**Option 1:** Use the existing discussion board setup and post an instructor announcement providing the student groupings and explaining that students should review the posted proposal sections from their groupmates’ and provide feedback.

* Grading Note: The Group Counseling Proposal Overview is submitted to the discussion board in Week 2. The peer review portion of this assignment occurs in Week 3. The grading column for this assignment is labeled *Discussion (Small Group): Group Counseling Proposal Overview Peer Review* and is graded in Week 3.

**Option 2:** You can use the Groups feature in Blackboard, in which case you will need to create groups and add the discussion forum within the Groups page. In Week 2, you will need to create the student groups in the Groups page, set up the discussion forums within each group, and then create a link to the Groups page in Week 3. For help [setting up the small groups in Blackboard](https://blackboardhelp.usc.edu/working-with-groups/creating-group-sets/), view [Blackboard Learn Quick Hit Video: Groups Management](https://www.youtube.com/watch?v=tzt2HTlr68c).

* Grading Note: The Group Counseling Proposal Overview Peer Review videois submitted to the discussion board in Week 2. The peer review portion of this assignment occurs in Week 3. There will be multiple grading columns for this assignment based on the number of groups created: one column for each group. The grading columns will be labeled *Discussion (Small Group): Group Counseling Proposal Overview Peer Review*. Grading for this assignment will occur in Week 3.

**Small Groups:**

You may choose to have students conduct the following assignments in small groups of 4 to 5 students and ask students to review the work of 3 others in their group. Post an instructor announcement explaining the setup on Day 1 of Week 2 so students are clear on how you want these assignments conducted.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Forming a Group | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the recruiting, screening, and selection processes to form groups. | | CLO1, CLO4 | |
| * 1. Determine how to evaluate a client’s readiness for group counseling. | | CLO1, CLO4 | |
| * 1. Evaluate the preplanning phase of a counseling group. | | CLO1 | |
| * 1. Prepare the Group Counseling Proposal Membership requirements. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 5 of *Groups: Process and Practice* * Cao, J., & Banaji, M. R. (2017). Social Inferences from group size. *Journal of Experimental Social Psychology, 70*, 204–211. Retrieved from <http://www.people.fas.harvard.edu/~banaji/research/publications/articles/2017_Cao_JESP.pdf>   **View** the following:   * [Group Counseling Common Mistakes](https://youtu.be/Le8tEIHD_hk) (12:09)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 3 | Readings = **1 hour** |
| **Mini-Lecture: Preparing for Group**  **Review** the following lecture:   * [Preparing for Group](http://media.gmercyu.edu/cns535/CNS535_prepgroup.mp4) [7:10]   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1 |  |
| **Preparation for Group Counseling Proposal Overview Peer Review Small Group Discussions**  During Weeks Three, Four, Five and Seven, you will participate in a series of peer review sessions so that you can review each other’s papers and provide constructive feedback. The instructor will divide the class into small groups of 3-4 students. You will be notified which group you belong to at the beginning of the Week Two.   * Peer review of Group Overview section of proposal, due in Week Three * Peer review of Group Membership section [with Informed Consent form] of proposal, due in Week Four * Peer review of Group Leadership section of proposal, due in Week Five * Peer review of Group Counseling Session Outlines and Evaluation Plan of proposal, due in Week Seven   **Read** the Group Counseling Proposal Peer Review Discussion (Small Group) section in CNS 535 Course Assignment Grading Guidelines/Rubrics.  **Watch** [Peer Review: Commenting Strategies](https://www.youtube.com/watch?v=GlSCMx9-fGA&t=11s) (5:04). | | N/A | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion (Small Group):** **Group Counseling Proposal Overview Peer Review**  **Review** the overview section document posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  The feedback post is due by 11:59 PM on Wednesday.    *Note:* See the Group Counseling Proposal Peer Review Discussion (Small Group) section in CNS 535 Course Assignment Grading Guidelines/Rubrics for more details. | | 3.3 | Project Peer Review Feedback = **2 hours** |
| **Discussion: Determining Group Size**  **Read** Cao, J., & Banaji, M. R. (2017). Social Inferences from group size. *Journal of Experimental Social Psychology, 70*, 204–211. Retrieved from <http://www.people.fas.harvard.edu/~banaji/research/publications/articles/2017_Cao_JESP.pdf>  **Respond** to the following question in the Determining Group Size discussion forum by 11:59 PM EST on Thursday:   * Identify the critical factors that a leader must consider when determining group size. How would this be affected if there were a co-leader? * How might this determination be affected by the type of group and setting where the group will conducted (i.e,. school vs. community, support vs therapeutic, etc.)?   **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Group Counseling Website Recruitment Tool**  **Imagine** you are a therapist working for an agency that provides group therapy. In preparation for starting your first group, your director has asked you to design a webpage to be used as a recruitment tool for soliciting client interest.  **Select** a topic of your choice for your group counseling offering.  **Determine** the critical elements about the group that need to be provided to prospective participants. Consider the following elements in your planning: group purpose, goals, characteristics of client eligibility/readiness, length of group, information about yourself, your credentials, and any additional details you feel are necessary to be an ethical service provider.  **Locate** the name of a test you would use as a client screening tool that helps to determine a client’s readiness to participate in group counseling. Information about possible screening tools can be found the following sites:   * [SAMHSA-HRSA Center for Integrated Health Solutions](https://www.integration.samhsa.gov/clinical-practice/screening-tools) * [Buros Center for Testing](https://marketplace.unl.edu/buros/test-reviews/categories) * [Mental Measurement Yearbook Database](http://gmercyu.libguides.com/az.php?s=63458&q=Mental%20Measurement%20Yearbook%20)   Using the details above, **create** a webpage to recruit clients to attend your group using a tool of your choice, such a [Google Sites](https://sites.google.com/), [Weebly](https://www.weebly.com/), or [Wix](https://www.wix.com/).  **Post** a link to your webpage to the Group Recruitment discussion forum by 11:59 PM on Friday.  **Review** your classmates’ webpages.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 3.1, 3.2 | Webpage and Discussion: one post and replies to three other posts = **1.5 hours** |
| **Group Counseling Proposal Membership Submission to Small Group Discussion for Peer Review**  **Part 1:** **Membership section of your Group Counseling Proposal**  **Write** the Membership section of your Group Counseling Proposal, including the following components:   * Target Population: Who is the target population? Include why this population was selected, its needs, etc. What are the preferred member characteristics (age, gender, homogeneous/heterogeneous, etc.)? * Group size: How many members are there? (This decision should be supported by the literature.) * Referral/Selection Process: How were they referred (i.e., self-referral, agency referral, court mandate, etc.)? What kind of information is relevant to member selection? Is a pre-session interview preferred for selection? How are members prepared for the group? What is your screening process/technique? Regarding informed consent, what aspects will you include, and what safeguards will you use?   **Support** your proposal with research, and **format** your paper and references according to APA guidelines.  **Part 2: Informed Consent Form**  **View** the following resources for Informed Consent Form examples:   * “Parent/Legal Guardian Consent” section in Ch. 10 of *Groups: Process and Practice* * [Informed Consent in Psychotherapy & Counseling](https://kspope.com/consent/) * [Informed Consent – Group Counseling](http://www.newdaygroup.org/pdf/group-therapy-consent-form.pdf)   **Create** your own informed consent form for the group you will develop in this course. Include the following in your form:   * The general purpose and goals of the group * A clear and full description of the intended procedures * Members’ rights and responsibilities (i.e., an opt-out option) * The group leader’s expectations of the members * Other pertinent information, such as confidentiality   *Note:* The Informed Consent Form will be labeled as an appendix in the final version of your proposal.  **Submit** the following documents to the Group Counseling Proposal Membership Peer Reviewsmall group discussion forum by 11:59 PM on Sunday.   * Draft version of the Membership section of your proposal * Draft version of the Informed Consent Form   **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Note:* The feedback post is due by 11:59 PM on Wednesday of Week Four.  See theGroup Counseling Proposal section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 3.1, 3.2, 3.4, 7.3 | Library research /Guided Project = **1.5 hours** |
| **Total** |  |  | **9.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Initial Stage of Group Process and Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the dynamics of group process. | | CLO1, CLO4 | |
| * 1. Identify the stages of group development, including transitions. | | CLO2, CLO4 | |
| * 1. Evaluate the required elements in determining group membership in a counseling group. | | CLO1 | |
| * 1. Prepare the Group Counseling Proposal Leadership requirements. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 6 of *Groups: Process and Practice*   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 4 | Readings = **1 hour** |
| **Supplemental Resources and Activities**  **Explore these optional resources to deepen your understanding.** | | Alignment | AIE |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide a check-in opportunity for students to ask questions about the Group Counseling Proposal assignment.  **Prepare** to ask questions concerning the content of the remaining weeks, the Group Counseling Proposal assignment, and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion (Small Group): Group Counseling Proposal Membership Peer Review**  **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Note:* The feedback post is due by 11:59 PM on Wednesday.  See the Group Counseling Proposal Peer Review Discussion (Small Group) section in CNS 535 Course Assignment Grading Guidelines/Rubrics for more details. | | 4.3 | Project Peer Review Feedback = **2 hours** |
| **Discussion: Tuckman’s Five Stages of Development**  Termination of any group must be done well.  **Review** the following:   * Tuckman’s Five Stages of Development * Forming, Storming, Norming, and Performing: Understanding the Stages of Team Formation from the MindTools website at <https://www.mindtools.com/pages/article/newLDR_86.htm>   **Write** a 200- to 250-word response that compares Tuckman’s and Corey’s group stages. Comment on the following:   * The similarities and differences * The key signs of transition to new phase * How to end a counseling group, assuming it is successful * How to determine the needs of each member at the end of a counseling group   **Post** your response in the Tuckman’s Five Stages of Developmentdiscussion forum by 11:59 PM EST on Thursday.  **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Counseling Proposal Leadership Submission to Small Group Discussion for Peer Review**  **Write** the Leadership section of your Group Counseling Proposal, including the following components:   * Group Leadership: What are the leader qualifications, use of a solo leader or co-leaders, and member involvement in leadership? * What leadership style may be best suited to group? Why? * Theoretical Framework: What framework will you work from? What techniques and procedures might you employ? * Follow-up: What follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?) * Individual Consultation: To what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member? * Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership) * What leadership style may be best suited to group and why? * Theoretical framework (what framework will you work from? What techniques and procedures might you employ?) * Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?) * Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)   **Support** your proposal with research and **format** your paper and references according to APA guidelines.  **Submit** the draft version of the Leadership section of your proposal to the Group Counseling Proposal LeadershipPeer Reviewsmall group discussion forum by 11:59 PM on Sunday.  **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Notes:* The feedback post is due by 11:59 PM on Wednesday of Week Five.  See theGroup Counseling Proposal section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 4.4, 7.3 | Library research /Guided Project = **1 hour** |
| **Total** |  |  | **6 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Transition and Working Stage of Group Process and Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate therapeutic factors and group effectiveness. | | CLO2 | |
| * 1. Analyze strategies that work during the transitional stage of a group. | | CLO2 | |
| * 1. Examine the effects of problematic group roles. | | CLO1 | |
| * 1. Evaluate the required leadership characteristics and skills in a counseling group. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 7 and 8 of *Groups: Process and Practice*   **View** the following:   * [Yalom Group Psychotherapy: Essential Skills for Effective Interpersonal Group Facilitation](https://youtu.be/kBrTAK33Gso) (24:15) * [Group Therapy: A Live Demonstration Video](https://youtu.be/BtzDlh3k19Y) (2:43)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | |  | Readings = **1 hour** |
| **Mini-Lecture: Yalom’s Therapeutic Factors**  **Review** the following lecture:   * [Yalom’s Therapeutic Factors](http://media.gmercyu.edu/cns535/CNS535_yalom.mp4) [8:24]   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.1 |  |
| **Assignment Prep: Group Counseling Proposal Session Outlines and Evaluation Plan**  **Resource:** CNS 535 Course Assignment Grading Guidelines/Rubrics  **Part 1: Session Outlines**  **Write** the Session Outlines section of your Group Counseling Proposal. The initial phase will include the first group session, which is introductory. The final phase will include the last group session, which is the termination session. The middle phase consists of the 3–5 ‘working’ sessions (depending on the number of sessions for your proposed group); carefully consider how much a group can accomplish within each session.   * Ground Rules: What ground rules will be in place, and how will they be communicated? * Ethics: What are the considerations and guidelines? * Group Stages: What do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?   For each of the 5–7 sessions, include the following:   * Theme: What’s the main idea behind this session? Be brief. This would be like a session title. * Rationale: The rationale explains the aims and reasoning for the session. Sessions and activities should be selected and sequenced in some logical order. The rationale should make sense for both the goals of the group and for group development. For example, a discussion of group norms must occur in the earliest session or sessions to lay the necessary foundation for important future group work. * Objectives and Behavioral Outcomes: Member-oriented, instructional objectives are simple sentences stating what members are expected to learn in the session. Each objective is supported by behavioral indicators (behavior outcomes) that may indicate that an objective has been met. Most sessions should contain objectives that address group development and/or therapeutic factors, as well as theme content. * Activities: What will you have members do during the session to meet session objectives? Each session will contain structured (or semi-structured) activities. Activities must be carefully considered and selected to fit the group type and purpose, as well as member characteristics. (For instance, a psychoeducational group, like a study skills group for ninth graders, would typically use structured activities, whereas a counseling group for college-age women focused on personal growth may use unstructured, member-generated activities.) List activities in order with an approximate timeline identified. Each activity should be briefly described, followed by 3 or 4 process questions. Activity process questions should pertain to content of the activity (what the members learned) and member reactions (feelings). Remember that process questions are unique for each activity. Specific details, procedures, and materials for activities should be included in an appendix in the back of the manual. Be sure that all information in the appendices is easy to locate. * Session Processing: In addition to processing each activity, the final 10 minutes are used to process the full session. List 3 or 4 process questions related to session objectives, behavioral outcomes, and member affective reactions. These are important because they help members tell you what they learned in the session and how they are progressing toward group goals.   **Part 2: Evaluation Plan**  The purpose of evaluation is to determine if the group was effective at helping group members learn or develop in whatever way the group is intended to help them. Evaluations may be formal (a standardized instrument) or informal (a survey developed by the leaders for use in only this group). Evaluations can be focused on assessing change related to the target topic (“In a group for teen girls with eating disorders, did members change their food-related thinking or behavior?”). Evaluation can also focus on group members’ perceptions of the group itself (“What was the best thing that happened in group today?”). It is important that more than one instrument or method is used.  **Review** the following sites to identify an appropriate tool that can be used to evaluate the outcomes of your counseling group:   * [Buros Center for Testing](https://marketplace.unl.edu/buros/test-reviews/categories) * [Mental Measurement Yearbook Database](http://gmercyu.libguides.com/az.php?s=63458&q=Mental%20Measurement%20Yearbook%20)   **Identify** at least one standardized instrument (if possible) for comparison to a normative sample. To determine effectiveness, pre-tests and post-tests are usually used to measure change. Other non-standardized indices, such as rating scales or checklists, can be used to provide a quantifiable measure of behavior. To determine group members’ experiences (including learning) in group, it will be important to use the same assessment in several sessions.  *Note:*You are not designing a research project here, so you do not need to consider a control group, etc. The focus here is on identifying evaluation approaches that are appropriate for use in group work.  **Write** the Evaluation section of your Group Counseling Proposal, including the following components:   * Identify the standardized instruments to be used. * Explain your rationale for instrument selection. Why is this instrument suitable for use with your population? How is it relevant to your group goals? Consider the functioning level of group members. Samples of test items should be used in the discussion to verify face/content validity or instrument appropriateness. * Include a copy of instruments, if possible. Further, information on validity and reliability should be included (see instrument manual, Mental Measurements Yearbook, etc.).   *Note:* The copy of the instrument, if included, will be labeled as an appendix in the final version of your proposal. You are not expected to purchase the evaluation tool. Only include a copy if it is available without purchase.  **Support** your proposal with research and **format** your paper and references according to APA guidelines.  *Note:* This assignment is due on Sunday of Week 6. | | 5.2, 6.5, 7.3 | Library research /Guided Project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion (Small Group):** **Group Counseling Proposal Leadership Peer Review**  **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Note:* The feedback post is due by 11:59 PM on Wednesday of Week Five.  See the Group Counseling Proposal Peer Review Discussion (Small Group) section in CNS 535 Course Assignment Grading Guidelines/Rubrics for more details. | | 5.4 | Project Peer Review Feedback = **2 hours** |
| **Discussion: Group Effectiveness**  **Locate** 1 to 2 scholarly articles about group effectiveness.  **Write** a clear and logical 200- to 250-word response to the following questions, providing specific examples to support your answers in the Group Effectiveness discussion forum by 11:59 PM EST on Thursday:   * What factors make a group successful? Support these comments with research. * How will you assess the effectiveness of your group? What will you use? How do you know what you are doing is helpful? How will you adjust?   **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Problematic Group Member Behaviors**  **Respond** to the following question in the Problematic Group Member Behaviors discussion forum by 11:59 PM EST on Thursday:   * What member behavior would you find most difficult or challenging to deal with as a leader? Why? * How would you handle this situation? What are the possible consequences of ignoring challenging behavior or dealing with it ineffectively?   **Review** your classmates’ thread posts.  **Write** substantive commentary of 100 to 150 words that is thought-provoking and that appropriately challenges or elevates the discussion. Consider posting constructive criticism, clarification, additional questions, or your own relevant thoughts.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. Be sure to check in periodically throughout the week to ensure that you are meeting the participation requirements stated in the Discussion Boards section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document. | | 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Support Group Reflection**  **Attend** and **observe** an open support group of any type (AA, Al-Anon, NA, overeaters anonymous, grief support, cancer support, Parkinson’s groups, parent’s support groups, etc.). If not attending an open group, secure permission from the group leader before attending.  **Write** a 1,400- to 1,600-word paper discussing your perspective (feelings, thoughts, and observation findings) of the group you attended. Include the following details in your paper:   * Characteristics of the support group (group name, type, format, purpose, etc.) * Date and times of observation * Topic for the session * How members present and how they identified themselves * The principles of group work you saw in action * The benefits you thought were gained by the members attending the group * The potential drawbacks members might experience * Your general impressions about the experience, including your perception of the group leader or leaders, the leadership style, and the group members * Would you refer a client to this group? Why or why not? * What is difference between this group and a therapy group?   *Note:* Be sure to follow confidentiality guidelines by not disclosing identifiable information, such as group members’ names, while completing this assignment.  **Post** your observation and paper by 11:59 PM EST on Sunday.  *Note:* See theJournal Entries section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 5.1 | Observation and Journal: one private post = 1**.5 hours** |
| **Total** |  |  | **6 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Final Stage of Group Process and Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| 1. Analyze characteristics and functions of effective group leaders. | | CLO5 | |
| 1. Evaluate group effectiveness during the final stage of a group. | | CLO4, CLO5 | |
| 1. Participate as group members in a small-group activity. | | CLO1, CLO6 | |
| 1. Assess group leadership skill proficiency (strengths and weaknesses) and develop a professional development plan to increase group leader competence. | | CLO5, CLO6 | |
| 1. Prepare the Group Counseling Proposal Session Outlines and Evaluation Plan. | | CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 9 of *Groups: Process and Practice* * Jensen, D. R., Abbott, M. K., Beecher, M. E., Griner, D., Golightly, T. R., & Cannon, J. N. (2012). Taking the pulse of the group: The utilization of practice-based evidence in group psychotherapy. *Professional Psychology: Research and Practice, 43*(4), 388–394. doi:10.1037/a0029033 Retrieved from [http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2012-17524-001&site=ehost-live](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2012-17524-001&site=ehost-live) * [*Evaluating Group Work*](https://sydney.edu.au/education_social_work/groupwork/docs/EvaluatingGroupWork.pdf) * [Gwynedd Mercy University Mission and Core Values](https://www.gmercyu.edu/about-gmercyu/mission) * [Sisters of Mercy Critical Concerns](https://www.sistersofmercy.org/files/documents/resources/Justice/CriticalConcerns-Poster-FINAL.pdf)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 6 | Readings = **1 hour** |
| **Residency Schedule**  This weekend, you will follow a daily schedule of classroom instruction, discussions, small-group counseling practice, and peer reviews.  *Note:* The residency portion of the course is mandatory. You cannot pass this course without attending the residency weekend.  **Review** the Residency Schedule. | | 6.3 | Residency = **10 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Group Counseling Proposal Session Outlines and Evaluation Plan Submission to Small Group Discussion for Peer Review**  **Part 1: Session Outlines**  **Write** the Session Outlines section of your Group Counseling Proposal. The initial phase will include the first group session, which is introductory. The final phase will include the last group session, which is the termination session. The middle phase consists of the 3–5 ‘working’ sessions (depending on the number of sessions for your proposed group); carefully consider how much a group can accomplish within each session.   * Ground Rules: What ground rules will be in place, and how will they be communicated? * Ethics: What are the considerations and guidelines? * Group Stages: What do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?   For each of the 5–7 sessions, include the following:   * Theme: What’s the main idea behind this session? Be brief. This would be like a session title. * Rationale: The rationale explains the aims and reasoning for the session. Sessions and activities should be selected and sequenced in some logical order. The rationale should make sense for both the goals of the group and for group development. For example, a discussion of group norms must occur in the earliest session or sessions to lay the necessary foundation for important future group work. * Objectives and Behavioral Outcomes: Member-oriented, instructional objectives are simple sentences stating what members are expected to learn in the session. Each objective is supported by behavioral indicators (behavior outcomes) that may indicate that an objective has been met. Most sessions should contain objectives that address group development and/or therapeutic factors, as well as theme content. * Activities: What will you have members do during the session to meet session objectives? Each session will contain structured (or semi-structured) activities. Activities must be carefully considered and selected to fit the group type and purpose, as well as member characteristics. (For instance, a psychoeducational group, like a study skills group for ninth graders, would typically use structured activities, whereas a counseling group for college-age women focused on personal growth may use unstructured, member-generated activities.) List activities in order with an approximate timeline identified. Each activity should be briefly described, followed by 3 or 4 process questions. Activity process questions should pertain to content of the activity (what the members learned) and member reactions (feelings). Remember that process questions are unique for each activity. Specific details, procedures, and materials for activities should be included in an appendix in the back of the manual. Be sure that all information in the appendices is easy to locate. * Session Processing: In addition to processing each activity, the final 10 minutes are used to process the full session. List 3 or 4 process questions related to session objectives, behavioral outcomes, and member affective reactions. These are important because they help members tell you what they learned in the session and how they are progressing toward group goals.   **Part 2: Evaluation Plan**  The purpose of evaluation is to determine if the group was effective at helping group members learn or develop in whatever way the group is intended to help them. Evaluations may be formal (a standardized instrument) or informal (a survey developed by the leaders for use in only this group). Evaluations can be focused on assessing change related to the target topic (“In a group for teen girls with eating disorders, did members change their food-related thinking or behavior?”). Evaluation can also focus on group members’ perceptions of the group itself (“What was the best thing that happened in group today?”). It is important that more than one instrument or method is used.  **Review** the following sites to identify an appropriate tool that can be used to evaluate the outcomes of your counseling group:   * [Buros Center for Testing](https://marketplace.unl.edu/buros/test-reviews/categories) * [Mental Measurement Yearbook Database](http://gmercyu.libguides.com/az.php?s=63458&q=Mental%20Measurement%20Yearbook%20)   **Identify** at least one standardized instrument (if possible) for comparison to a normative sample. To determine effectiveness, pre-tests and post-tests are usually used to measure change. Other non-standardized indices, such as rating scales or checklists, can be used to provide a quantifiable measure of behavior. To determine group members’ experiences (including learning) in group, it will be important to use the same assessment in several sessions.  *Note:*You are not designing a research project here, so you do not need to consider a control group, etc. The focus here is on identifying evaluation approaches that are appropriate for use in group work.  **Write** the Evaluation section of your Group Counseling Proposal, including the following components:   * Identify the standardized instruments to be used. * Explain your rationale for instrument selection. Why is this instrument suitable for use with your population? How is it relevant to your group goals? Consider the functioning level of group members. Samples of test items should be used in the discussion to verify face/content validity or instrument appropriateness. * Include a copy of instruments, if possible. Further, information on validity and reliability should be included (see instrument manual, Mental Measurements Yearbook, etc.).   *Note:* The copy of the instrument, if included, will be labeled as an appendix in the final version of your proposal. You are not expected to purchase the evaluation tool. Only include a copy if it is available without purchase.  **Support** your proposal with research and **format** your paper and references according to APA guidelines.  **Submit** the draft version of the Session Outlines and Evaluation Plan sections of your proposal to the Group Counseling Proposal - Session Outlines-Evaluation Plansmall group discussion forum by 11:59 PM on Sunday.  **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Note:* The feedback post is due by 11:59 PM on Wednesday of Week Seven.  See theGroup Counseling Proposal section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 6.4 | Library research /Guided Project = **1 hour** |
| **Journal: Becoming a Truly Intentional, Ethically Minded Group Counseling Leader**  **Review** the following in *Groups: Process and Practice*:   * Leadership skills in Ch. 2 (pp. 38−45) * “Self-Assessment of Group Leadership Skills Checklist” in Ch. 2 (pp. 45-–47) * “Attitude Questionnaire on Group Leadership” in Ch. 2 (pp. 55–57) * Leader’s values in Ch. 3 (pp. 74−76) * Leader roles in Ch. 6 (pp. 186−193) * Leader guidelines for members in Ch. 6 (pp. 205−209) * Leader’s reactions in Ch. 7 (pp. 240−241) * Leader interventions in Ch. 8 (pp. 279−282)   **Read** the following:   * [Gwynedd Mercy University Mission and Core Values](https://www.gmercyu.edu/about-gmercyu/mission) * [Sisters of Mercy Critical Concerns](https://www.sistersofmercy.org/files/documents/resources/Justice/CriticalConcerns-Poster-FINAL.pdf)   **Reflect** on what it means to be a truly intentional, ethically minded group counseling leader.  **Write** a 350- to 500-word entry in the Group Leadership Self-Assessmentjournal answering the following prompts:   * Describe the characteristics of a truly intentional, ethically minded group counseling leader. * Explain how the Mercy core values fit with your image of the truly intentional, ethically minded group counseling leader. * Identify and describe the 3–5 most important characteristics of an effective group counseling leader. * Explain whether you possess these characteristics. * Share how participation in this course and the residency weekend have helped you to further develop your understanding of being an effective group leader. * Identify 2–3 action steps that you plan to take to further develop your skills as a group counseling leader.   Be specific and use research to support your answer.  Submit your journal entry by 11:59 PM EST on Sunday.  *Note:* See theJournal Entries section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 6.1, 6.3, ULO5 | Journal: one private post = **1 hour** |
| **Total** |  |  | **3 hours** |

# Faculty Notes

\*Residency - Friday night, all day Saturday, partial day Sunday.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Groups in Community Settings | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate counseling groups based on the targeted population (child, adult, older adult, male-specific, female-specific, etc.), type of group (task, support, therapeutic, etc.), and the treatment setting (inpatient, outpatient, school etc.). | | CLO1 | |
| * 1. Evaluate the required elements of group counseling sessions, including the evaluation plan. | | CLO1, CLO4 | |
| * 1. Develop a proposal for a counseling group. | | CLO2, CLO4 | |
| * 1. Prepare a presentation of a counseling group proposal. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 10 & 11 of *Groups: Process and Practice*   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 7 | Readings = **1 hour** |
| **Smarthinking**  The Group Counseling Proposal assignment this week requires you to submit the assignment to Smarthinking for review by a writing tutor. In preparation for this assignment, complete the following:   * Review the Quick Start Guide and the Student Handbook. * Watch [Smarthinking\_Introduction](https://www.youtube.com/watch?v=wpvWfPhstQM) (1:49)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | N/A | Materials review: **.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion (Small Group): Group Counseling Proposal Session Outlines and Evaluation Plan Peer Review**  **Review** the papers posted by your groupmates, and **post** substantial feedback, critiques, and suggestions for improvement. This review should go beyond general editing feedback.  *Note:* The feedback post is due by 11:59 PM EST on Wednesday.  See the Group Counseling Proposal Peer Review Discussion (Small Group) section in CNS 535 Course Assignment Grading Guidelines/Rubrics for more details. | | 7.2 | Library research /Guided Project = **1 hour** |
| **Journal: Counseling Groups Preference**  **Review** the following:   * Proposals that describe different types of groups for various populations presented in Ch. 10 & 11 of *Groups: Process and Practice* * Morgan, R., Kroner, D. & Mills, J. (2006). Group psychotherapy in prison: Facilitating change inside the walls. *Journal of Contemporary Psychotherapy*, *36*, 137–144. 10.1007/BF02729057. Retrieved from <https://www.researchgate.net/publication/225538136_Group_psychotherapy_in_prison_Facilitating_change_inside_the_walls?enrichId=rgreq-de83c4fe5cc13b529f449c692cbe7266-XXX&enrichSource=Y292ZXJQYWdlOzIyNTUzODEzNjtBUzo1MjU0Mzk5ODg3NTY0ODBAMTUwMjI4NjA2MzQyMw%3D%3D&el=1_x_3&_esc=publicationCoverPdf>.   **Write** a 350- to 700-word journal entry that answers the following:   * Identify the counseling group proposal and population that was of most interest to you. Explain why it interested you. * What do you consider to be the most interesting and useful aspects of the proposal? * What do you think are the unique elements in this group when compared to the other proposals? * What type of treatment setting would you be most likely to run a similar group? Why? * Identify the counseling group proposal and population that was of least interest to you. Explain why it did not interest you. * What have you learned about designing groups by reviewing these proposals?   **Submit** your journal entry by 11:59 PM EST on Sunday.  *Note:* See theJournal Entries section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 7.1 | Journal: one private post = **.5 hours** |
| **Journal: Residency Personal Reflection**  **Submit** an 800- to 1,000-word reflection paper that discusses your experience participating in the group counseling activities held during the residency weekend.   * Discuss your participation in the group: your role as an active or silent participant and/or a leader. Why did you choose this role? * What did you learn about the group process? * What did you learn about yourself? * How would you use this experience to facilitate future groups? * What are your overall feeling towards the group process, both positive and negative? * How will you use this experience as a school counselor?   **Submit** your essay by 11:59 PM EST on Wednesday.  *Note:* See theJournal Entries section of the CNS 535 Course Assignment Grading Guidelines/Rubrics document for more details. | | 6.4 | Journal: one private post = **.5 hours** |
| **Group Counseling Proposal Submission**  **Resource:** CNS 535 Course Assignment Grading Guidelines/Rubrics  **Watch** [Top Ten Practical and Common Mistakes When Writing a Research Paper](https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/Pa59Fjo8/view) (4:01).  **Format** your paper according to APA guidelines.  **Review** the feedback received from the peer review discussions in weeks three through seven, and **make** any appropriate changes to your proposal.  **Submit** your Group Counseling Proposal to SmarThinking by Thursday. Take a screenshot of your submission, as you will submit this screenshot with your final paper.  **Review** the SmarThinking feedback,and **make** changes as appropriate to your paper.  **Submit** your Group Counseling Proposaland SmarThinking screenshot by 11:59 PM EST on Sunday. | | 7.3 | Research and Guided Project = **1 hours** |
| **Discussion: Presentation of Group Counseling Proposal**  **Create** a 10- to 15-minute narrated PowerPoint (or similar) presentation presenting your capstone research project. Use the structure of the Group Counseling Proposal as your guide when creating this presentation.  **Watch** the following videos to help you make an engaging presentation that will capture your audience.   * [Presentation Skills: Tips & Tricks](https://youtu.be/wp4ho9raVjA) (6:53) * [How to Open and Close Presentations](https://youtu.be/8IbR8Y09dx4) (16:33) * [How to Avoid Filler Words](https://youtu.be/hUY8DiQgUUg) (3:03)   **Post** a link to your presentation to the Group Counseling Proposal Presentation discussion forum by 11:59 PM EST on Friday.  **Review** your classmates’ presentations.  **Write** a response providing critical evaluation of your classmates’ presentations. Include the following in your comments:   * Identify areas of strength, as well as suggestions for improvement. * Comment on the visual appeal and professional look of the presentation. * Add anything else you would like to comment on.   *Note:* This review should not be focused on spelling, grammar, or mechanics.  **Post** your reply in the Feedback discussion starter thread by 11:59 PM EST on Sunday.  *Note*: This assignment requires a minimum of threeFeedback posts along with comments to classmates’ posts to you. | | 7.4 | Presentation and Discussion: **1.5 hours** |
| **Total** |  |  | **5.5** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7.5 |
| Supplemental | 1.0 |
| **Week 2** |  |
| Required | 6.0 |
| Supplemental |  |
| **Week 3** |  |
| Required | 9.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5.0 |
| Supplemental |  |
| **Week 5** |  |
| Required | 5.0 |
| Supplemental | 1.0 |
| **Week 6** |  |
| Required | 3.0 |
| Residency | 10 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 42 |
| **Total Residency Hours** | 10.0 |
| **Total Supplemental Hours** | 2.0 |
| **Total Hours** | 55 |