

COUN 5430: GROUP THEORIES & TECHNIQUES

Term: Spring 2024**Credit Hours: 3****Meeting Time: Mondays, 4:30pm-7:30pm****Room #: Clement, room 306****Instructors: Thomas Mitchell Toomey,
Ph.D., CRC, NCC**Email Address: toomeym@apsu.edu;

Office: Clement 307B

Office/Student Hours:

M, W, F: 2-4pm

Link to book student hours: <https://toomeym.youcanbook.me/>Zoom link for student hours: <https://apsu.zoom.us/j/5917503509>**REQUIRED TEXT:**

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and Practice (10th Ed.)*. Belmont, CA: Brooks/Cole

Association for Specialists in Group Work (2007). *ASGW Best Practice Guidelines: 2007 Revisions*. Retrieve from D2L course site.

Association for Specialists in Group Work (2012). *ASGW Multicultural and Social Justice Competence Principles for Group Workers*. Retrieve from D2L course site.

Yalom, Irvin. (2005). *The Schopenhauer Cure*. New York, NY: HarperCollins

Additional Readings: Additional readings may be assigned to supplement & reinforce your learning.

COURSE DESCRIPTION:

Group facilitation is an effective way to work with individuals. There are many new concepts to learn, understand, practice and experience. This course is designed to provide you with an overview of the basic elements of the group process, with a focus on stages of group development, including coverage of introduction to group work; guidelines for multicultural practice; ethical and professional issues in group practice; group leadership; early stages of groups; and later stages of groups. The course is a combination of didactic and experiential activities including demonstrations, short lectures, class discussions, facilitation and participation in a group, and reflective practice.

Caveat on the Small Group Experience: Learning about group dynamics is only possible when you participate in a group. This experience will provide you with the opportunity to experience what it is like to be a group member and a group leader. Additionally, it will help you remember

how your counselees may experience being a member of a group. It is important to note that the group activities you will experience this semester are not intended to be psycho-therapeutic, however, as a group member you will experience the group as being therapeutic at times. It simply cannot be avoided. Cathartic moments may occur at any time, and introspection may result. Pay attention to what you are feeling and thinking, and be an observer of other group members, particularly as peer can provide examples of various types of group behaviors. In addition, pay attention to the group dynamics and those who serve as group leaders. Above all, respect all the members of the class and in your group. You have the right to “pass” at any time for any reason and this right will be respected. **Confidentiality must be maintained at all times.**

Austin Peay State University

College of Education

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embraces the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Institutional Culture.

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of

higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any particular theory.

Students with Disabilities

Any student who has a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: sdrc@apsu.edu)

Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Plagiarism Policy

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Writing Quality and Academic Honesty

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students

are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Turn It In

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

Demonstrating Respect:

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of

sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.

- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

COVID-19 STATEMENT & GUIDELINES

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

1. **You are experiencing [COVID-19 related symptoms](#), or**
2. **You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Course Objectives and Requirements

Knowledge and Skill Outcome

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Examining the theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research.	F.6.a F.8.a	Readings, class discussion, exams, Group Proposal project
Utilizing ethical and culturally relevant strategies necessary for designing and facilitating groups with diverse members.	F.2.c F.6.g MH C.2.j	Readings, class discussion, exams, Group Proposal project, Group facilitation & paper
Identifying the principles of group dynamics, including group process components, developmental stages of group, group member roles and behaviors, and the therapeutic factors of group work.	F.6.b F.6.c.	Readings, class discussion, exams, Personal Growth Group experience, Group facilitation & paper, Schopenhauer Cure Discussion Board
Demonstrating the characteristics and functions of effective group leaders.	F.6.d	Readings, class discussion, exams, Group facilitation & paper, Group Proposal project
Identifying the approaches to group formation, including recruitment, screening, and member selection.	F.6.e	Readings, class discussion, exams, Group Proposal project
Differentiating between the different types of groups, and identifying other considerations that affect conducting groups in varied settings.	F.6.f MH C.2.c SC G.3.f	Readings, class discussion, exams, Group Proposal project, Schopenhauer Cure Discussion Board
Participating in direct experience as a group member for a minimum of 10 clock hours over the course of one academic term.	F.6.h	Personal Growth Group experience, Group facilitation & paper, Reflective Journal

Methods of Instruction:

This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences media information, reading, writing, experiential assignments, and clinical research will be utilized as appropriate.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to

do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES:

1. **Attendance/Class Participation/Professionalism (25 pts.):** Due to the experiential nature of this course attendance is vital to your learning and that of your peers. If for some reason you are unable to attend class, it is important that you contact the leader of your group for that week and me PRIOR to class. If you miss more than one class, your grade **will be lowered one full letter grade**. Please be courteous to the instructor and your peers by being on time to class and to your group sessions. Habitual tardiness to class will result in a deduction in participation points. **Professionalism:** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.
 - a. **Evaluation Criteria for this assignment include** following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

2. **Personal Growth Group Participation (pass/fail=25 pts.):** As a course requirement you will be a participant and a leader in a small group experience. The class will be divided into two smaller groups. You will facilitate at least one session throughout the semester (more on this below). The group will meet the second half of class and last approximately 1 hour (6:30 to 7:30). You are required to attend and participate. This is a unique opportunity for you to learn more about yourself, the therapeutic value of groups, and the group process. These small group sessions are confidential for trust and cohesion (see confidentiality statement above). It is imperative that you actively participate in the group process in order to fully benefit from the process. While participants have the right to decline to share at particular times, points will be deducted for absenteeism, and/or continuously participating only as a silent "observer."

3. **Weekly Reflection-Participant (100pts.; 10 pts. each)***
 - a. **Due Date: Upload your Weekly Reflection entry to the corresponding week's D2L Dropbox by the due date posted on the Tentative Course Schedule.**
 - b. You are required to complete a weekly reflection and feedback form that summarizes your group experience and evaluates the group facilitator's ability to demonstrate specific group counseling skills. You will submit your reflection form

in D2L and it will be confidential. The self-evaluation form you will complete is located on D2L.

4. Weekly Reflection - Facilitator (100 pts.)

i. Turn in the recording of your session at the start of class. Make sure your name and group session number are on your recording.

- a. You are required to facilitate at least one small group session. You will video record your session and write a reflection paper to accompany it. You will submit your reflection form in D2L and it will be confidential. You will reflect on the group process, as well as your ability to demonstrate specific group counseling skills. The self-evaluation form you will complete is located on D2L.

5. Group Proposal/Presentation (150 points total=100 pts. for paper & 50 points for presentation) Tevera Assignment

- a. ***Due Date: Upload your proposal and presentation to Tevera prior to class (by 4:30 PM) the week you are set to present. Each group member must upload their proposal and presentation to their own livetext accounts.***
- b. ***Due Date: Upload a copy of your paper and all supporting documents (e.g. session plans, PowerPoint presentation) to the D2L Dropbox prior to coming to class on the day you present your plan to the class. Each partner must submit their paper on D2L.***
- c. You are to design your own group proposal based on the criteria provided at the end of the syllabus. This group proposal is one that can be implemented in an agency school, or other institution. This assignment is research-based meaning your rationale should be supported by a thorough review of the literature. You will need to cite and reference a minimum of six journal articles and/or texts. The plan should be approximately 8-10 pages (not including cover and reference pages), written in APA 7th edition style, and double spaced.
- d. The intent of this assignment is to have a group outline that is ready to implement in a setting in which you will be working. In other words, the activities to be used in the group are to be included in addition to the group logistics and other criteria listed in the rubric. You and your partners are to present this group proposal to the class in an interesting manner. In other words, do not just simply lecture; involve the class in some way. The presentation should take between 20-25 minutes.
- e. Even though this is a group assignment, you will be evaluated for your contributions individually. As such, you will be given the opportunity to evaluate each of your group members. If your contributions are determined to be insufficient, your grade may be severely impacted.
- f. Use this link to sign up for your group: https://austinpeay-my.sharepoint.com/:x/g/personal/sandifer1_apsu_edu/ERFShrYP4_RDlrLMS-d4i0kBD4pi-7MhmexQ9m3yM8n6GA?e=cyS39S

6. The Schopenhauer Cure Discussion (100 points.)

- a. Each week you will be required to read three to four chapters of Irvin Yalom's book, *The Schopenhauer Cure*. You will be assigned chapters of the book to facilitate a thoughtful discussion with the class. You are to generate **two** questions for discussion as they relate to what you are learning from the textbook, lectures, and your own personal growth group experiences.
- b. Please remember, in order to get the most out of our weekly discussions, it is important to be respectful in responding to another's viewpoint. While we may sometimes disagree with someone's perspective, it is imperative that we respect each other's perspective.

Grading:

Class Attendance/Participation/Professionalism	25 pts
Schopenhauer Cure Discussion Facilitation	100 pts
Personal Growth Group Participation	25
Weekly Growth Group Reflective Journal	100 (10 entries; 10 pts each)
Group Facilitation	100
Group Proposal/Presentation	150 (100 for paper; 50 for presentation)
Total	500 pts

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the "Relax, Relate, & Release Policy" in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations.

Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Tentative Course Schedule

Please Note: This is a tentative schedule and subject to change as deemed necessary by the instructor.

Date	Topic	Assignments/Readings
1/22	Introduction to Course/Review of syllabi and course expectations Introduction to Group Work: A Multicultural Perspectives The Group Counselor (CACREP F.2.a; F.6.a; F.6.d; F.6.g) Sign up with partners for group project	Chapter 1 Chapter 2
1/29	Ethical & Legal Issues in Group (CACREP F.1.i; F.6.g) Forming a group Small Group & Facilitation assignments	Chapter 3 Chapter 5 Schopenhauer Discussion Wk#1: Chs. 1&2: Robyn Chs. 3&4: Haleigh
2/5	Initial Stage of Group (CACREP F.6.b) Theories & Techniques of Group (CACREP F.6.a)	Chapter 6 Chapter 4 Schopenhauer Discussion Wk#2: Chs. 5&6: Sydney K. Chs. 7&8: Jasmine
2/12	Small Groups Begin Transition Stages of Group (F.6.b) Group Facilitators:	Schopenhauer Discussion Wk#3: Chs. 9&10: Ken Chs. 11&12: Brittiany Chapter 7
2/19	Developing a Proposal for a Group (if time) (CACREP F.6.a-b; F.6.e-f) Group Facilitators:	Schopenhauer Discussion Wk#4: Chs. 13&14: Sydney M. Chs. 15&16: Christian

2/26	Working Stages of Group (CACREP F.6.b) Group Facilitators:	Chapter 8 Schopenhauer Discussion Wk#5: Chs. 17&18: Kathleen Chs. 19&20: Kathryn
3/4	SPRING BREAK	
3/11	Working Stages of Group Group Facilitators:	Schopenhauer Discussion Wk#6: Chs. 21 & 22: Abbi Chs. 23 & 24: Erin
3/18	Designated Group Proposal Work Time Group Facilitators:	Schopenhauer Discussion Wk#7: Chs. 25 & 26: Robyn Chs. 27 & 28: Haleigh <i>Add'l Reading: Yalom's 11 Therapeutic Factors for Group Work</i> Reflection Paper Due
3/25	Final Stages of Group (CACREP F.6.b) Group Facilitators:	Chapter 9 Schopenhauer Discussion Wk#8: Chs. 29&30: Sydney K. Chs. 31: Jasmine Reflection Paper Due
4/1	Groups in School Settings Groups in Community Settings (CACREP C.2.c; G.3.f) Group Facilitators:	Chapter 10 Chapter 11 Schopenhauer Discussion Wk#9: Ch. 32: Ken Chs. 33&34: Brittiany Reflection Paper Due
4/8	Group Presentations 1. 2.	Schopenhauer Discussion Wk#10: Chs. 35&36: Sydney M. Chs. 37&38: Christian Reflection Paper Due

	Group Facilitators:	
4/15	Group Presentations 1. 2. Group Facilitators:	Schopenhauer Discussion Wk#11: Chs. 39&40: Kathleen & Kathryn Chs. 41&42: Abbi & Erin Reflection Paper Due
4/22	Group Presentations 1. 2. 3. 4. Last Day of Class Course Evaluations	Reflection Paper Due
	Final Exam Date TBA	

Group Proposal Guidelines

Below are general guidelines for your group proposal paper. Review them and make note of any questions you have. We will discuss questions as a class in the next few weeks. Remember that the goal is for you to LEAD this group one day – your hard work will pay off in the years to come!

Paper Format: Your group proposal paper will be approximately 8 – 10 pages in length (excluding cover page). Please follow APA style (7th edition). Select a setting in which you want to implement a group (i.e. groups designed for children, adolescents, college students, older adults, etc.) Please select one of the specialization areas (i.e. task, psycho-educational, counseling, or psychotherapeutic group). The paper will include references from at least six (6) journal articles and/or texts. You may use no more than (1) website reference.

STEP 1: DEVELOPING A RATIONALE FOR YOUR GROUP ~ approx.2 pages

It may be helpful for you to first do a literature review of what HAS been done for the population you have in mind. Or you may already have a specific idea and you will want to find research that supports it. Your rationale should include research literature—in other words, you cannot just do the group because you think it would be cool. Find others who have done a group like yours or agree with your rationale. Or find areas that are missing in the group work field and demand further investigation.

Examples:

A support group for counselors is difficult to form because counselors are particularly concerned about confidentiality. Many counselors fear their disclosures will lead to professional fallout (Priest, 2003). This self-censorship can lead counselors to burnout and impairment and put themselves and their clients at risk. Support for counselors is essential to their personal and professional well-being (Dee, 2009).

OR

There is a dearth of knowledge in the research literature regarding counseling groups for children who have had a parent killed in combat (Rakes, 2005). The need for such a group, however, is paramount (Combs, 2010).

STEP 2: DECIDING ON A THEORETICAL FORMAT~2 paragraphs

This is where you not only need to decide the best format for the group you propose, but also how you (the group leader) will display that theoretical viewpoint to the group.

STEP 3: WEIGHING PRACTICAL CONSIDERATIONS~2-3 pages

Detail your specific goals and objectives for the group. Also detail specifics such as ideal number of group members, meeting place, time, and frequency. Is the duration sufficient to cover topic and allow for change? What specific changes will occur as a result of a member's participation? Is the time sufficient for number of members? What potential barriers to scheduling exist?

STEP 4: PUBLICITY~1 paragraph

How will you publicize for your group? If you plan on using a flyer, include a sample flyer in the appendix.

STEP 5: PRE-TRAINING/SCREENING~ 2-4 pages

Include information on how you plan to conduct pre-training (if applicable), screening, and selecting your group members. When deciding whom to exclude, what are the criteria? When deciding who to include, which of the following are taken into account: gender, cognitive ability, maturity, duration of issue, frequency of issue, intensity of issue, acceptance and/or completion of issue.

What information will you provide group members before the first group meeting? If you will have a written informed consent, provide an example in your appendix. You will be leading the group, but you will need to decide if you will want/need a co-leader. Write a brief paragraph on you/your co-leader's qualifications to lead the group. Write about your role as leader (including leadership styles and whether your role will be constant or changing).

STEP 6: STARTING/MAINTAINING THE GROUP~ Length will vary depending on appendices
This is where your group comes to life and how that looks depends on the type of group you decide to do. If you are doing a psycho-educational group in the schools, you can decide the structure, format, and content ahead of time. If you are doing a support group, the direction your group takes will depend on your group.

STEP 7: EVALUATING THE GROUP~1-2 paragraphs

How will you evaluate the overall effectiveness of your group? How will you use the information collected in your evaluation?

GUIDELINES BY TYPE OF GROUP:**PSYCHOEDUCATIONAL**

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas (How will you open the group? What information will you give them? How will the topic change from week to week, or will it? Are you following a teaching model developed by someone else? If so, will you deviate at all from that model?).
3. Put agendas (first group plus 3 more) and exercise descriptions in the appendix.

COUNSELING/PSYCHOTHERAPY

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas with what you know about group development in mind. For example: how the goals, purpose, and topic of the group may

change/evolve as the group moves through the stages of group work; How will you promote and/or respond to aspects of group development, such as structuring, group cohesion, and risk taking? What skills (e.g., joining, cutting off, drawing out) do you predict you will make use of?

3. Put agendas (first group plus 3 more) and exercise descriptions (if applicable) in the appendix.

SUPPORT GROUPS

1. Detail your first group meeting (including confidentiality, group rules, ice breakers, exercises, etc.).
2. Detail at least 3 other group meetings/agendas with what you know about group development in mind. This will depend on your role in the group (e.g., are you there as a consultant or more as a leader?). Detail how the goals, purpose, and topic of the group may change/evolve as the group moves through the stages of group work. How will you promote and/or respond to aspects of group development, such as structuring, group cohesion, and risk taking? What skills (e.g., joining, cutting off, drawing out) will you make use of?
3. Put agendas (first group plus 3 more) and exercise descriptions (if applicable) in the appendix.

EACH GROUP PROPOSAL (NO MATTER WHAT TYPE) SHOULD ALSO COVER:

1. Self-disclosure: how you plan to respond to questions if personal; if you have personal experience with the topic, how will that come into play in the group?
2. Potential areas of concern: what about the type, make-up, setting, and/or members of the group make you apprehensive? Are there obstacles to getting a group like this approved, if so what are they and how would you negotiate them?

Scoring Rubric for Group Proposal Paper

Element	Proficient (15-14 pts.)	Satisfactory (13-12 pts.)	Needs Improvement (11-10 pts.)	Inadequate (9 or less pt.)
Research & Rationale CACREP-2016.2.F.6.b CACREP-2016.2.F.8.a CACREP-2016.2.F.8.b	Group proposal includes a clearly defined rationale based on a review of current literature. Sources are current, balanced and include evidence supporting usefulness and need for the proposed group.	Group proposal includes a rationale and is supported by a literature review. Potential for usefulness of group proposal is present. However, extensive use of secondary or outdated sources are present in rationale and literature review.	Rationale for group proposal is present but not well defined. Literature review is minimal and/or not supported by current, primary sources. Little support for usefulness of group proposal is present.	No rationale for group project is present and/or not supported by a review of current literature. Little or no evidence of usefulness of group proposal is present. Lacks the use of current, primary sources.
Theoretical Format CACREP-2016.2.F.6.a	Theoretical format for proposed group is clearly articulated with strong supporting evidence of effectiveness for the proposed group and the targeted population. Group leader roles are clearly described and reflect theoretical format.	Theoretical format is articulated and some evidence of effectiveness for proposed group/target population is present. Group leader roles are somewhat defined and aligned with stated theoretical format.	Theoretical format is either not clearly stated or does not include supportive evidence of effectiveness for proposed group or target population. Group leader roles are ill-defined and/or do not reflect an understanding of theoretical format.	Group proposal lacks a theoretical format and/or no support for a theoretical format is evident. Group leader roles are not defined and/or show no understanding of group counseling theory.
Practical Considerations CACREP-2016.2.F.6.f CACREP-2016.2.F.6.g	Practical considerations including publicity are clearly stated. Clear, detailed goals and objectives for the group are present. Group members, meeting place, time and frequency are clearly detailed. Group outcomes are clearly identified. Potential barriers are clearly identified	Most practical considerations and publicity are present. Goals and objectives are somewhat defined. Potential barriers are identified but plan to address barriers is either not appropriate or not present.	Some elements of practical considerations and/or publicity are missing and/or not appropriately detailed. Goals & objectives are present but lack detail or are not appropriate for group/target population. Potential barriers are not identified and/or no plan to address barriers is present.	Many elements of practical considerations (including publicity) are missing or they are poorly detailed. Proposal shows a lack of understanding of practical considerations and/or Goals & objectives. Goals and objectives are not present in proposal or are not at all appropriate for proposed group/target

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	along with proposal for addressing barriers.			population. No potential barriers are discussed in proposal.
Pre-training and Screening CACREP-2016.2.F.6.d CACREP-2016.2.F.6.e CACREP-2016.2.F.6.g	A detailed plan for pre-training, screening, and selecting group members is evident and includes criteria for inclusion/exclusion, and informed consent. Leader/co-leader training/qualifications are clearly stated and includes a description of leadership style.	Most elements of pre-training, screening and group membership are present. Group member inclusion/exclusion criteria is somewhat defined. Leader/co-leader qualifications are somewhat defined, but lack clarity and/or description of leadership style.	Some elements of pre-training, screening, and group membership criteria are present, but some elements are missing or lack detail. Leader/co-leader qualifications lack detail and/or leadership style is not described.	Many elements of pre-training, screening, and group member selection and criteria are missing. No discussion of leader/co-leader qualifications and/or leadership style is present.
Starting and Maintaining Group CACREP-2016.2.F.6.f	Type of group is clearly described. Clear details of the first and three additional group meetings/agendas are clearly outlined.	Type of group is outlined but lacks a detailed description. Group meetings/agendas are somewhat outlined but lack detail OR some are missing from proposal.	Type of group is named but not described. Several group meeting descriptions/agendas are missing from the proposal OR lack significant detail.	Type of group is not discussed in group proposal and/or no group meeting descriptions/agendas are included in proposal
Evaluation CACREP-2016.2.F.8.b CACREP-2016.2.F.8.e	Group proposal includes a clear, detailed plan for evaluating the effectiveness of the group.	Group proposal includes a simplistic evaluation plan with limited specificity and/or appropriateness for assessing effectiveness of proposed group.	Evaluation plan lacks detail and/or specificity and presents difficulty in determining effectiveness of group.	Little or no evidence of evaluating group effectiveness is present in group proposal.
Writing Style	APA writing style with appropriate citations and references is present throughout paper. Sources are balanced. Reference and Appendices are APA style format.	APA writing style with appropriate citations and references are present throughout most of the paper. Writing is generally good but some organization/transition	Some difficulty with APA citations and references exists throughout paper. Writing is acceptable, however there are some problems with organization, grammar	APA writing style not appropriately used. Difficulties with organization and expression are present. Poor spelling and grammar throughout paper. Reference and

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	Clear writing that is organized with smooth transitions. Outstanding grammar and spelling.	issues are present but do not hamper readability. Reference and Appendices pages are APA style format.	and spelling that somewhat impact readability. Some problems with formatting Reference and/or Appendices pages is present.	Appendices pages are not APA style format.

Rubric for Presentation of Group Design

Element	10 - 9 points	8 – 7 points	6 or less points
Organization	Clear organization with focus. Clear introduction and conclusion.	Some organization, but confusing in areas with unclear introduction and conclusion.	Poor organization and difficult to follow, with no introduction to topic or conclusion.
Content	Relevant course contents discussed and pertinent to class objectives. Ability to answer questions.	Some relevance to course content and objectives. Difficulty answering questions.	Little relevance to course content and objectives. Not able to answer questions.
Resources	Excellent evidence of understanding the material supported through reliable research	Some evidence of understanding the material and some use of reliable research	Little evidence of understanding material and use of reliable research
Professionalism	Voice is clear, easy to hear and understand. Information is presented without distractions	Many interruptions with some difficulty understanding information.	Difficulty presenting information with a lot of difficulty understanding information.
Presentation Style	Creative, informative presentation that involves class members. Attention to time limit.	Some creativity shown but consisted predominantly of lecture. Did not adhere to time limit.	Little creativity with majority of information provided in a lecture format. No attention to time limit.