EDCD 608.DL1 and 608.DL2 – Group Processes and Analyses
4 Credits, Spring 2021
Lectures
Section DL1: Tuesdays 4:30 – 7:10 PM - Synchronous Online
Section DL2: Thursdays 4:30 – 7:10 PM - Synchronous Online
Labs (Synchronous Online)
Section 201 Lab for Lecture: Tuesdays 7:20 PM – 8:40 PM
Section 2D2 Lab for Lecture: Tuesdays 3:00 PM – 4:20 PM
Section 2D3 Lab for Lecture: Thursdays 3:00 PM – 4:20 PM
Section 2D4 Lab for Lecture: Thursdays 7:20 PM – 8:40 PM

Faculty
Name: Sam Steen, PhD.
Office Hours: By Appointment
Office Location: Krug Hall 201E Fairfax - Krug Hall Suite, 202 (Counseling Office). Closed
                                 for spring due to Covid-19 – Staff will be working remotely. For assistance,
                                 email your faculty advisor or dwest6@gmu.edu.
Office Phone: 703-993-2087 (Counseling Office)
Email address:

Prerequisites/Corequisites
Admission to the Counseling program; B or better EDCD 606 or B or better in EDCD 609.

University Catalog Course Description
Presents theories appropriate to various types of groups and descriptions of group practices,
methods, dynamics, and facilitative skills. Focuses on applying theory to practice. Includes lab.

Course Overview
This course is designed to familiarize students with fundamental concepts and theories of group
counseling. A mastery of basic interpersonal and facilitation skills will be emphasized inclusive of
issues related to racial and ethnic diversity, gender, and social justice. The course includes an
intensive laboratory group experience to facilitate interpersonal awareness, sensitivity, and skills
that are critical to be an effective group counselor/group therapist.

Course Delivery Method
This course will be delivered online (76% or more) using synchronous and asynchronous format via
Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to
the Blackboard (Bb) course site using your Mason email name (everything before
@masonlive.gmu.edu) and email password. The course site will be available on the first evening of
class.

**Under no circumstances, may candidates/students participate in online class sessions (either
by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face
class meeting, such online participation requires undivided attention to course content and
communication.**

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials as needed each week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Objectives
This course is designed to enable students to do the following:
1. Gain personal awareness of one's own interpersonal style, characteristics and functions of effective group leaders (CACREP 2.F.6.d)
2. Understand theoretical foundations of group counseling and group work (CACREP 2.F.6.a)
3. Explore therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)
4. Learn approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)
5. Discuss types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)
6. Infuse ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)
7. Participate in 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 (CACREP 2.F.6.h)
8. Understand dynamics associated with group process and development (CACREP 2.F.6.b)
9. Learn various process and outcome issues that structure group experience.
10. Acquire and demonstrate group counseling skills in class demonstrations and experiences.
11. Learn about culturally diverse populations and effective group interventions with those specific populations.
12. Gain an understanding of different K-12 students and clients that may participate in groups and learn about how to effectively intervene with those groups
13. Study ways to evaluate the group experience.
14. Experience group process personally and gain insight, awareness and enhanced interpersonal skills.

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities

theoretical foundations of group counseling and group work (CACREP 2.F.6.a)	This Standard is part of Course Objective #2, which is addressed in Classes 4 and 6 on "Theories and Techniques" and "Initial Stage"	Assigned readings that discuss this Standard include: Chapters 4 & 6 in *Groups: Process and practice*
dynamics associated with group process and development (CACREP 2.F.6.b)	This Standard is part of Course Objective #8, which is addressed in Class 7 on "Transition Stage"	Assigned readings that discuss this Standard include: Chapter 7 in *Groups: Process and practice* Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)	This Standard is part of Course Objective #3, which is addressed in Class 3 on "Ethical, Legal Issues and Cultural Implications"	Assigned readings that discuss this Standard include: Chapter 3 in *Groups: Process and practice*
characteristics and functions of effective group leaders (CACREP 2.F.6.d)	This Standard is part of Course Objective #1, which is addressed in Classes 9 and 10 on "Working Stage and Therapeutic Factors" and "Ending Stage"	Assigned readings that discuss this Standard include: Chapters 8 & 9 in *Groups: Process and practice* Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)	This Standard is part of Course Objective #4, which is addressed in Class 5 on "Forming a Group, Preparation of Participants"	Assigned readings that discuss this Standard include: Chapter 5 in *Groups: Process and practice*
types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)	This Standard is part of Course Objective #5, which is addressed in Classes 13 and 15 on "Crisis Work, Specialized Groups"	Assigned readings that discuss this Standard include: Singh et al. (2012)
ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)	This Standard is part of Course Objective #6, which is addressed in Classes 2, 3, 13, and 15 on "Multicultural Perspective on Group Work, Counselor's Qualities and Skills", "Ethical, Legal Issues and Cultural Implications", and "Crisis Work, Specialized Groups"	Assigned readings that discuss this Standard include: Chapters 1 & 2 in *Groups: Process and practice* Additionally, this Standard is measured as part of the Structured Activity and Group Leadership Key Assignment, which assesses KPI A.6.a.1
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	This Standard is part of Course Objective #7, which is addressed in Classes 4, 5, 6, 7, 9, 10, 11, and 12 (*Labs I-VIII*)	Course activities that discuss this Standard include: eight intensive laboratory group sessions to facilitate interpersonal awareness, sensitivity, and skills that are critical to be an effective group counselor

course of one academic term (CACREP 2.F.6.h)		

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Group counseling and psychotherapy, theories and techniques"
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.5.c, 6.c

Required Texts
Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th Ed.). Cengage Learning.

Additional Readings
Hines, E. M., Hines, M. R., Moore, J. L., III, Steen, S., Singleton, P., II, Cintron, D., Golden, M. N., Traverso, K., Wathen, B.-J., & Henderson, J. (2020). Preparing African American males for college: A group counseling approach. *Journal for Specialists in Group Work, 45*(2), 129–145. https://doi-org.mutex.gmu.edu/10.1080/01933922.2020.1740846

Moss, L. J., Pennamon, R. E., Springer, S. I., & Singh, A. A. (2017). Intergroup dialogue and social justice group work: A call for increased research attention. *Journal for Specialists in Group Work, 42*(3), 231–242. https://doi-org.mutex.gmu.edu/10.1080/01933922.2017.1339753

Singh, A. A., Merchant, N., Skudrzyk, B., Ingene, D., Hutchins, A. M., & Rubel, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. *Journal for Specialists in Group Work, 37*(4), 312–325. https://doi-org.mutex.gmu.edu/10.1080/01933922.2012.721482

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th Ed.). Basic Books

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**
  See course schedule

- **Other Requirements**

<u>Course Expectations</u>
    <u>APA Format</u>: Students in Counseling courses are expected to use APA style (7th ed.) for written papers (where appropriate).

    <u>Electronic Devices</u>
    Turn off and put away all electronic communication devices during class. Cell phones,

pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance
In accordance with the policies of the Counseling Program, on-time attendance at every class meeting/lab is expected. Late arrival to class will be considered an absence. **Two or more un- excused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused.
Work-related absences are not considered excused.

Course Requirements
Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments
The main assignments for the course Literature Reviews and Structured Activities and Group Leadership Proposal and Implementation) are to be **submitted in two ways**: (1) Submit an electronic copy prior to the be- ginning of class on the date due via SafeAssign on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

- **Grading**
  Your final grade will be calculated based on the following course requirements:

1) **Class attendance and participation in personal growth group (30 points)**: Since many of the class goals involve practice and structured observation, attendance and active participation in discussion and exercises is essential. You are expected to participate in the experiential components of the course which includes a personal growth group. The participation is intended to serve as an active educational experience, not therapy.

2. **Structured Activity and Group Leadership (50 points) (Key Assignment: KPI A.6.a.1; CACREP 2.F.6.b, 2.F.6.d, 2.F.6.g)**

   You will design a group exercise/activity that will be conducted in class. This group exercise must be original, but can be adapted from one that already exists. Select a setting (school or community) in which the group exercise may be used. The exercise should be 1-2 pages in length, and should include the following: (a) Goal(s) of the exercise (b) The group for whom it is intended (c) The time required for the total exercise (d) Materials needed (e) The process questions incorporated by the group leader (f) Variations on the exercise, as appropriate. *Please see a detailed description/example below in Appendix B.*

3. **Reflection Blogs (2 points each X 5) (10 points)**
   a. **Please make a note to submit an electronic journal reflection of materials read, class discussions, lab experiences etc. prior to the next class session following the due date.**

4. **Literature Reviews (10 points)**
   Find five group counseling related articles that focuses on skills, techniques, or strategies for working with the population you intend on working with upon graduation (e.g., children and/or adolescents, elderly, recovering members, racial and ethnic minorities, etc.). The specific topic addressed is open, as long as group counseling is used as the primary method of counseling. Next, write a one page summary for each of the articles selected. *Please see a detailed description/example below in Appendix A.*

   Total: 100 Points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date	Topics and Assignments	Reading Assignments	Course Obj. #
Class 1	Introductions Overview of Group Work Various Types of Groups *Task Groups Established* <u>Assignment: Reflection 1due before next class session</u>		9
Class 2	Multicultural Perspective on Group Work Counselor's Qualities and Skills	Corey 1, 2	6
Class 3	Ethical, Legal Issues and Cultural Implications	Corey 3; Singh, A. A., Merchant, N., Skudrzyk, B., Ingene, D., Hutchins, A. M., & Rubel, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. *Journal for Specialists in Group Work, 37*(4), 312–325. https://doi-org.mutex.gmu.edu/10.1080/01933922.2012.721482	3, 6
Class 4	Theories and Techniques *Lab I* <u>Assignment: Reflection 2 due before next class session</u>	Corey 4	2 7, 10, 14 = for all labs
Class 5	Forming a Group, Preparation of Participants *Lab II*	Corey 5	4
Class 6	Initial Stage *Lab III* <u>Assignment: Reflection 3 due before next class session</u>	Corey 6	2
Class 7	Transition Stage *Lab IV*	Corey 7	8
Class 8	Working Stage and Therapeutic Factors *Lab V* <u>Assignment: Structured Activity and Group Leadership begins</u>	Corey 8	
Class 9	Ending Stage *Lab VI* <u>Assignment: Reflection 4 due before next class session</u>	Corey 9	1
Class 10	Application to Different Types of Groups *Lab VII*	Hines, E. M., Hines, M. R., Moore, J. L., III, Steen, S., Singleton, P., II, Cintron, D., Golden, M. N., Traverso, K., Wathen, B.-J., & Henderson, J. (2020). Preparing African American males for college: A group counseling approach. *Journal for Specialists in Group Work, 45*(2), 129–145. https://doi-org.mutex.gmu.edu/10.1080/01933922.2020.1740846	1, 13
Class 11	Application to Different Types of Groups *Final Lab* <u>Assignment: Reflection 5 due before next class session</u>	Moss, L. J., Pennamon, R. E., Springer, S. I., & Singh, A. A. (2017). Intergroup dialogue and social justice group work: A call for increased research attention. *Journal for Specialists in Group Work, 42*(3), 231–242. https://doi-org.mutex.gmu.edu/10.1080/01933922.2017.1339753	11, 12
Class 12	Crisis Work, Specialized Groups <u>Assignment: Literature Reviews</u>	Corey 10 & 11	11, 12
Class 13	<u>Assignment: Literature Reviews</u>		5, 6
Class 14	Closing		5, 6

<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Assessment Rubric(s)

Group Facilitation in 608 **(Key Assignment: KPI A.6.a.1; CACREP 2.F.6.b, 2.F.6.d, 2.F.6.g)**

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Group Dynamics [KPI A.6.a.1; CACREP 2.F.6.b]	25	Demonstrates a thorough understanding of the dynamics associated with group process and development	Demonstrates a some understanding of the dynamics associated with group process and development	Demonstrates little understanding of the dynamics associated with group process and development	Demonstrates no understanding of the dynamics associated with group process and development
2. Group Leadership [KPI A.6.a.1; CACREP 2.F.6.d]	25	Demonstrates the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/ challenging, etc.)	Demonstrates the characteristics and functions of effective group leaders throughout some of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/ challenging, etc.)	Little demonstration of the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/ challenging, etc.)	No demonstration of the characteristics and functions of effective group leaders throughout most of the session (e.g., effective communication, self-awareness, empathy, reflective listening, positive regard, appropriate questioning/ challenging, etc.)
3. Diversity KPI A.6.a.1; CACREP 2.F.6.g	25	Demonstrates ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time	Demonstrates ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) some of the time	Demonstrates little ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time	Demonstrates no ability to lead diverse groups with appropriate attention to multiple facets of identity (e.g., culture, sexual orientation, socioeconomic status, etc.) most of the time

4. Group Approaches [KPI A.6.a.1; CACREP 2.F.6.d]	25	Demonstrates the ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time	Demonstrates the ability to plan and facilitate group that is appropriate for the setting, needs, and participants some of the time	Demonstrates little ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time	Demonstrates no ability to plan and facilitate group that is appropriate for the setting, needs, and participants most of the time

Appendix A: Article Review Example

Title – The Achieving Success Everyday Group Counseling Model: Fostering Resiliency in Middle School Students Journal and Author(s) – Professional School Counseling, Rose and Steen (2014).

Purpose (1pt) -- The authors of this article aimed to discover what effect the group counseling intervention, which focused on resiliency characteristics, had on students' academic and personal-social success.
Setting – The study was conducted in a public middle school in the District of Columbia. The school counselor who implemented the intervention worked solely with the eighth grade.

Sample (1pt) -- <u>Group Leaders</u> – The school counselor assigned to the 8th grade facilitated the intervention.

<u>Students</u> – A total of 12 students were invited to participate in the group. Seven students from the 8th grade ended up being a part of the group counseling experience.

<u>Demographics</u> – Of the final seven participants there were two African Americans (1 male and 1 female) and five Latinos (2 male and 3 female). All of the participants receive free/reduced lunch.

Intervention (1pt) -- The Achieving Success Everyday (ASE) group intervention integrates personal-social development and academic development. The group model has six phases (e.g., assessment, review, acquaintance, challenge, empowerment, and support). This particular intervention includes an introduction, an academic component, a personal-social component and a closing. Additionally, the intervention discussed in this article had a focus on resiliency and its' characteristics as they relate to students.

Research Design and Methods -- The research presented here used quantitative and qualitative data to determine the effectiveness of the group intervention at improving the students' academic achievement and personal-social functioning. Students completed surveys before the intervention, participated in the intervention, and completed surveys after the intervention.
Key Outcomes -- The researchers discovered that 5 of the 7 students who participated in the ASE group intervention with a resiliency focus had slight improvements in their overall GPA. It was also noted that at least 1 student reported an improvement in her own perception of her positive learning behaviors.
Implications (2pts) – The implication for practicing school counselors is that group work with a specific identified focus can be beneficial for students. Also, the importance of collecting school-related data and targeting academic achievement while integrating discussions on topics that align with school success more broadly was emphasized in the article. On specific implication was the importance of adapting interventions to best serve the population you are working with; students, teachers, and families.
Personal Reflection (1pt) – I believe this group intervention could be useful for middle school students and potentially for students of all ages if adapted appropriately. I also learned that it is critical to have a framework to follow when leading groups, but it is important to make amendments and additions that will better serve the specific population.

APPENDIX B: Group Exercise/Process

Activity Title: Cultural Empathy

Goals/Objectives: 1.) To think about how one would feel in certain situations. 2.) To think about what one would do in certain situations.

Appropriate for the Following **Type(s) of Diversity-Related Group** (check all that apply):

    a) Culture-Specific Group

    b) Intercultural Learning Group

    c) Other-Content Focused Group

Participant Characteristics:

    a) Age range – age 10 to young adults (scenarios can be modified for adults)

    b) Other group member characteristics – adequate ego strength needed

Potential Stage/Session(s) – working stage

Estimated Duration – at least 45 minutes (depending on group size)

Materials:

    None

Directions:

    Introduction to Activity: Tell them that this exercise is designed to help us understand how individuals may feel in certain situations as well as understand some potential reactions to these situations. Consider using the example, have you ever heard the expression "Don't judge someone until you've walked a mile in their shoes?" Well, we are going to ask you to walk – not a whole mile, but a ways – in someone else's shoes in your imagination, and to think about how you would feel and what you would do in certain situations.

    Specific Directions for Activity: Group leader will read the scenarios below. Following a pause between each scenario, the group leader will ask a group member to share how they would feel and what they would do. Occasionally, the group leader can ask a group member if they are curious as to how someone else in the group would respond to this scenario. If so, have the group member call on another individual to share their thoughts and feelings. Repeat. Below are examples of scenarios:

1. You are hanging out with a bunch of kids at your school after lunch, and you hear some kids in another group tell a racist joke about your group. How do you feel? What would you do?
2. You need to get your hair done, and can't find a place that knows how to do your hair. How do you feel? What would you do?
3. You are invited to a birthday party for a classmate, and when you arrive you are the only person of your race/ethnicity. How do you feel? What would you do?
4. The first day of class the teacher mispronounces your name and everyone laughs. How do you feel? What would you do?
5. You invite a friend over to your house, and their parents won't let them come because of where you live. How do you feel? What would you do?

6. Your friends are mostly of your ethnicity. You make friends with someone of another group, and your group of friends (or your family) is mad about it. How do you feel? What would you do?

7. Your friend invites you over for dinner. The food is served and it is weird-looking. Everyone else starts eating. How do you feel? What would you do?

8. You go to your friend's house after school to play. All of his family is talking in a language you don't understand. How do you feel? What would you do?

Processing Questions: What was it like to imagine these situations? Have you ever encountered any of these situations or similar ones in the past? What did you learn from this activity about yourself? What did you learn about others? Does this change the way you might feel or think in some situations in the future, and if so how?

Alternatives: Allow group members to generate scenarios, place them in a box, and take turns picking one and sharing them.

References: N/A