

George Mason University
College of Education and Human Development
Counseling Program

EDCD 608.A01 – Group Processes and Analyses
4 Credits, Summer A 2022

Lecture

Mondays, Wednesdays, & Fridays, 3:45 PM – 6:45 PM - Synchronous Online

Labs (Synchronous Online)

Section 201 Lab for Lecture: Mondays, Wednesdays, & Fridays 2:30 PM – 3:30 PM

Section 202 Lab for Lecture: Mondays, Wednesdays, & Fridays 7:00 PM – 8:10 PM

Faculty

Name: Sam Steen, PhD.
Office Hours: By Appointment
Office Location: Krug Hall 201E Fairfax - Krug Hall Suite, 202 (Counseling Office).
Office Phone: 703-993-2087 (Counseling Office)
Email address:

Prerequisites/Corequisites

Admission to the Counseling program; B or better EDCC 606 or B or better in EDCC 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	Assigned readings that discuss this Standard include: Chapters 4 & 6 in <i>Groups: Process and practice</i>

	Stage”	
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 <i>Groups: Process and practice</i> 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 <i>Groups: Process and practice</i>
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 <i>Groups: Process and practice</i> 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 <i>Groups: Process and practice</i>
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 <i>Groups: Process and practice</i> 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 course of one academic term (CACREP 2.F.6.h)	This Standard is part of Course Objective #7, which is addressed in Classes 4, 5, 6, 7, 9, 10, 11, and 12 (<i>Labs I-VIII</i>)	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

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

Steen, S., Vannatta, R., & Ieva, K.P. (in press). *Culturally Sustaining Group*

Counseling: An Inclusive Framework, Springer, NY.

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>

Optional Text

Yalom, I., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th Ed.).
Basic Books

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

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

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers (where appropriate).

Electronic Devices

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 beginning 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 group lab (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 be provided a number of options of group sessions to be facilitated in class. This group exercise is being co-created with graduate students, members from the Honors College, and now you. This will be discussed in class.
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. **Video Reviews (10 points)**

Review five group counseling sessions facilitated by Dr. Steen and Dr. Bauman which focuses on skills, techniques, or strategies for working 5th graders who are racially and ethnically diverse. Your responses to the video sessions assigned will be posted in Blackboard schedule will be negotiated with class members. Others can post and respond to yours as well. There will be prompts provided but the responses should be related to the readings, co-leadership experiences, and anything else that emerges over the course of our summer session.

Total: 100 Points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

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 expect 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/Assignments	Reading Assignments Due before Class	Course Obj. #
Class 1	Introductions, Overview of Group Work, Various Types of Groups	N/A	9
Class 2	Multicultural Perspective on Group Work, Counselor's Qualities and Skills Assignment: Reflection 1 DUE before next class	Steen et al., 1, 2 & Appendix H	6
Class 3	Groups and Cultural Implications	Steen et al., 3; Singh, et al., (2012) (citation above) & Appendix C	3, 6
Class 4 – Holiday – No Class	Ethical, Legal Issues -	Steen et al., 4 & Appendixes A & B	2, 7, 10, 14 (for all labs)
Class 5	Group Planning, Logistics	Steen et al., 5	4
Class 6	Theories	Steen et al., 6	4
Class 7 – Labs Start	Initial Stage	Steen et al., 7 & 8	1, 2
Class 8	Transition Stage/Working Stage Assignment: Reflection 2 due	Steen et al., 7 & 8	1, 8
Class 9	Ending Stage and Therapeutic Factors Assignment: Reflection 3 due	Steen et al., 7 & 8	1, 8
Class 10	Application to Different Types of Groups	Steen et al., 9 & Appendix G & Hines, et al., (2020) (citation above)	1, 13
Class 11	Research, Assessment and Evaluation of Groups Assignment: Reflection 4 due	Steen et al., 10 Moss, et al., (2017)	11, 12
Class 12	Group Supervision	Steen et al., 11	11, 12
Class 13	Future Directions and Leadership Assignment: Reflection 5 due before next class	Steen et al., 12	5, 6
Class 14	Closing		5, 6
Class 15	Reflection and Evaluation		

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

Group Session Assignments

Group Session Leader(s)	Class Session/Date

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 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. 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

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