



Enhancing The Future
Through Educator Preparation

COUN 6374 Practicum in Group Counseling

COLLEGE OF EDUCATION

Department of Educational Leadership and Counseling

COUN 6374 is a required course for the Master's in Counseling in the school counseling/certification degree & also for the licensure tracks for the LPC and LMFT. Prerequisites for COUN 6374 are COUN 5364 (Theories of Counseling) & COUN 5385 (Pre-Practicum Techniques of Counseling)]

Instructor:

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Fall 2017

Office Hours:

Day and Time Class Meets:

Location of Class:

By Appointment

Mondays: 5:30 – 8:20pm

The Woodlands Center Room 351

Required Texts:

Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-10:0495754986 | ISBN-13: 9780495754985 [DVD Groups in Action Bundle]

Corey, C., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group techniques* (3rd). ed Pacific Grove, CA: Brooks/Cole.

Suggested:

Sonstegard, M.A., Bitter, J.R., and Pelonis, P. (2004). *Adlerian group counseling and therapy: Step-by-step*. Routledge.

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

Yalom, I.D. (2006). *The Schopenhauer cure: A novel*. Harper Perennial.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

COURSE OVERVIEW/OBJECTIVES:

The basic purpose of this course is to provide counseling students with information regarding the primary group theories as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field. Upon completing this course, the student should be able to demonstrate significant knowledge and skills regarding group work in counseling.

Course Requirements:

- Late assignment policy
- Time requirement
- Professionalism policy
- Academic Dishonesty policy
- Student Syllabus Guidelines with link (www.shsu.edu/syllabus)



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Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these

candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

College of Education Information:

Please be advised that the *College of Education* conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator

Standards Matrix

Objectives/learning outcomes	Activities <i>*field based</i>	Performance Assessment	Standards: NCATE – NC SB – TExES (SBEC) CACREP – CA Conceptual Framework – CF
1. Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs, including commonalities, distinguishing characteristics.	<i>*Outside group observation and reaction paper</i> <i>*Leadership of a counseling group and presentation</i> Weekly reaction paper	<ul style="list-style-type: none"> • Presentation • Skills Assessment 	CF: 5 DDP: 1,6,8 CA: G6a-e <ul style="list-style-type: none"> • CMH: C3 • School: C5
2. Demonstrate proficiency in teaching and facilitating small and large psycho-educational or task groups by actively engaging students in learning group dynamics.	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Presentation • Skills Assessment 	NC: Standard 3 DDP: 2,3,6 SB: C6; CF: 1,3 CA: G6e <ul style="list-style-type: none"> • CMH: C3
3. Demonstrate effective group counseling leadership communication skills through oral, written, and nonverbal expression.	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Midterm exam • Reaction paper • Skills Assessment 	CF: 5 DDP: 1,6,8 CA: G6d

4. Use knowledge of group dynamics and productive group interaction; including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work to promote personal and social development.	Weekly reaction paper <i>*Observation of an outside group</i> <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> Annotated bibliography Skills Assessment Presentation 	SB: C1 CA: G6a <ul style="list-style-type: none"> CMH: C3 School: D2
5. Work effectively as a team member to promote positive change for individuals, groups, and the school community through classroom guidance or other counseling group programming.	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> Skills Assessment 	SB: C9 NC - Standard 1 CA: G6e <ul style="list-style-type: none"> School: D2
6. Use reflection, self-assessment, and interactions with colleagues to promote personal professional development.	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> Reaction papers Skills Assessment Presentation 	SB – C1
7. Uses pertinent counseling-related literature and research techniques and practices as well as technology and other resources to facilitate continued professional growth.	Annotated bibliography <i>*Leadership of counseling group and presentation</i>	<ul style="list-style-type: none"> Annotated bibliography Presentation 	CA –G6c NC - Standard 1
8. Knowledge of group counselor orientation and behaviors that will be used to strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.	Weekly reaction paper <i>*Outside group observation and reaction paper</i> <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> Presentation Reaction papers 	SB : C10 CA : G6d NC : Standard 1
9. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles.	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> Presentation 	CA: G6b
10. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.	Weekly reaction paper <i>*Leadership of a counseling group and presentation.</i>	<ul style="list-style-type: none"> Annotated bibliography Presentation Skills Assessment 	CA: G6d <ul style="list-style-type: none"> CMH: C3
11. Approaches used for service delivery of group work, including task groups, psycho-educational groups and therapy groups.	Weekly reaction paper <i>*Leadership of a counseling group and presentation.</i>	<ul style="list-style-type: none"> Midterm exam 	CA: G6e
12. The history, philosophy, and trends in the development	Annotated bibliography	<ul style="list-style-type: none"> Midterm exam 	CA: G6a-e

of present day group practice and the future direction of group work in the counseling field.			
13. The specific needs of a variety of populations involved in group work in a multicultural society; the appreciation for diversity through field experiences or clinical practice in settings with exceptional populations by demonstrating practice knowledge, skills, as well as appropriate professional dispositions.	Weekly reaction paper <i>**Leadership of a counseling group and presentation</i> <i>**Outside group observation.</i>	<ul style="list-style-type: none"> • Final Paper • Presentation • Skills Assessment 	NC - Standard 4 NC - Standard 3 SB: C2 & C3 CA: G6a-e <ul style="list-style-type: none"> • CMH: D5 • School: D2

COURSE FORMAT:

This course will be a combination of lecture, discussion, simulation activities, research, and experience in being a group member as well as a group leader.

COURSE REQUIREMENTS:

1. DIDACTIC: The student is expected to participate in didactic activities for half of each class period. The student is expected to read the assigned materials in preparation for discussion and experiential activities during this didactic part of the class. The instructor is primarily responsible for providing supportive material not provided in the textbook. It is important to be on time.

2. GROUP COUNSELING: The student is expected to become a functioning and contributing member of a personal growth counseling group for half of each class period. (Course grade is based on attendance but not on level of participation in group. The information shared in group will not be used against the student in grading for the course). This is a self-growth group.

3. GROUP COUNSELING REACTIONS: After the initial (with first group leader) and final group meeting, students will write a reaction paper to that group session; **two additional reactions papers from any other group are required as well.** Reaction papers will focus on what students learned about group work and themselves in that particular session and should be approximately one-page in length, single-spaced. This is an important assignment and is to be done with careful reflection of the group experience. Please do not write about any content (specific topics/issues) or put the name of any other member in your reaction paper. This will be a personal reflection/reaction paper, and writing in first person is appropriate. You should focus on your own experience in the group rather than discussing others. What would you have done if you were the leader? How did the process make you feel as a group member? Do you think what is going on is typical of a group? What are your frustrations or challenges with regard to the group? How is the process affecting your opinion of your own competency as a counselor? These are just some questions you might answer in your reflections. Connect what you are learning in the course to what you are experiencing as a group member in class. **All reaction papers are to be typed, no exceptions and one should be of your leadership session.** 25 points are awarded for each reaction paper. If you are absent, it is your responsibility to get your reaction paper to the professor at the time of the class meeting in order to get credit. **Reaction papers are due at the beginning of class, no exceptions.**

100 points

Reaction Paper Format

You will write a one-page (single-spaced with APA cover page & headers) reaction paper for each in-class growth group addressing the following: How did you participate in the group? What feelings and reactions came up for you in the group experience? What do you wish you had done differently, if anything? How do you see yourself after the experience of being in the group? What was the leadership style? What techniques or therapeutic skills did you observe and how did their use influence the group process?

Rubric for Reaction Papers

Turned in paper on time in the correct format

5 point

Addressed leadership and group approaches/theory	10 points
Provided insightful reaction addressing required areas	10 points

4. ANNOTATED BIBLIOGRAPHY: The student is expected to read five journal articles related to group work published within the past ten years. The five journal articles selected need to be pertinent to the student's group leadership project. Required format for the assignment includes an APA style cover page followed by APA style references to the articles you read. Following each APA reference, you will provide a single-spaced description of the article. The description should include the purpose of the conceptual piece/research study, results, why you think the article is important, and any implications the article might have for your group leadership project (provides a theoretical reasoning for what you plan to do, etc.). The description should be in your own words. Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. **Be sure to proofread your paper for correct form, spelling, and usage.** Use APA 6th Edition format. DO NOT PLAGIARIZE THE ABSTRACT!!!

100 points

Rubric for Annotated Bibliography

Correct APA Format (20 points)

- Points deducted for errors on any of the following (cover page, running head, font, margins, citations, line spacing)

Graduate level writing (20 points)

- Very few or no errors in grammar, sentence structure and punctuation (16 to 20 points)
- A few errors that do not distract from the readability and meaning (10 to 15 points)
- Distracting errors in grammar, sentence structure or punctuation (1 to 9 points)

Contents of annotated bibliography (60 points)

- purpose of the articles (20 points)
- methods/results of the research or conceptual framework/reasoning (20 points)
- importance and implications (identify methods used in group, theories, and group process) (20 points)

Total points for paper (100 points)

5. PARTICIPATION/PROFESSIONALISM: Students are expected to complete all assigned readings and to be an active participant in class activities and discussions. Students are expected to arrive to class on time and to **turn off cell phones, etc.** during class and groups. You will be evaluated with regard to your professional conduct.

50 points

6. TECHNIQUE or BOOK REPORT: The student will develop a group intervention for a specific group (Substance Abuse, Adolescents, etc.) and write a 2-3 page paper: (1) Describe the activity; (2) What phase of the group it would be used in; (3) Why it is appropriate for the population you choose; (4) Include at least 2 professional references. **In lieu of this** the student will read the novel The Schopenhauer Cure by Irving Yalom and write a report based on the group in the book. The report should include (1) the credentials of the group leader; (2) how/why the group was formed; (3) treatment of confidentiality in the group; (4) 2 examples of leadership skills employed by Julius (5) 2 aspects of the group process and/or dynamics observed; (6) the group stage/development observed and (7) type of group (open/psycho-educational, etc.). The paper must be typed (using standard font size), double spaced and be approximately 2-3 pages. **Papers are critiqued for misspelled words and grammatical errors.** No 1st person. APA Style.

150 points

7. EXAMINATIONS: There will be two evaluations for this class. The midterm will involve a case study and conceptualization and the comprehensive final will consist of multiple choice questions similar to those that should be expected on the CPCE/NCE examinations.

50 points each = 100 points total

8. GROUP LEADERSHIP REPORT: This assignment will be completed during the second half of the semester after the students have learned the basic principles for organizing and leading a counseling group. Students will be responsible for **10 hours** of group leadership, and the student should direct one group organized around approximately 1 to 1½-hour time periods for a total of 7-10 group sessions. It is possible to complete these hours by co-leadership with another member of the class or with a professional leader (as long as the student is allowed to facilitate). The groups can be organized at one's work site, if appropriate, through campus organizations or with colleagues or peers in the class with a minimum of three people per leader. The student should consult with the professor of the course in order to make sure that the arrangements for the group meet the expectations for the course. Students will present to the class a session, individual or process case study of their group leadership experience. Students will choose a group session, discuss a specific activity or exercise used, and discuss the

process with the class. Students will turn in a signed log of hours showing completion of the required 10 hours. This should be signed by the student and the supervisor of the student if at a clinical site.

a. Students with supervision: An observational skills sheet must be completed by the site supervisor and turned in for skills assessment to the instructor. Supervisor contact sheet must be completed and turned in prior to beginning any group at a site.

b. Students conducting their own groups must receive consent for taping and turn in a video of two sessions to the instructor for skills evaluation and receive individual supervision with the instructor.

c. Additionally, skills will be evaluated during in-class co-leadership by the instructor either live or via other methods.

d. Progress notes for each session will be completed by the student and turned in with their final group report, practicum log of hours, and other supporting documents.

200 total points (150 leadership report/50 presentation)

Rubric – Final Group Project

This paper should be 8-10 pages in length not including the cover page, abstract, or references. It must be formatted in APA 6th Edition style (cover page, references, and abstract). You will be given a licensure form on the last night of class after you turn in your binder. Make sure to keep this in your records. The binder should be assembled using the following Table of Contents:

TABLE OF CONTENTS

- I. PAPER (8-10 PAGES)
 - Literature Review
 - Group Purpose and Norms
 - Group Format
 - Case Study
 - Conclusion
 - References
- II. APPENDIX A: CASE NOTES
- III. APPENDIX B: GROUP TIME LOG
- IV. APPENDIX C: SUPERVISOR EVALUATIONS OF STUDENT (MID-TERM AND FINAL)
- V. APPENDIX D: PROFESSIONAL DISCLOSURE AND CONSENT FORMS
- VI. APPENDIX E: STUDENT EVALUATION OF SUPERVISOR
- VII. APPENDIX F: SITE EVALUATION
- VIII. APPENDIX G: SUPPORTING MATERIALS SUCH AS GROUP ACTIVITIES

RUBRIC

Paper	
Literature Review/Needs Assessment	____15 points
Group Purpose	____10 points
Group Norms & Development	____10 points
Group Format	____10 points
Presentation of Case	____ 20points
Conclusion	____ 5 points
Integrations of Source Materials	____ 10 points
APA Style	____ 10 points
Grammar and Clarity	____ 5 points
Appendices	
Weekly Case Notes	____ 20 points

Group Hours Log / Self Evaluation	_____ 15 points
Inclusion of Required Documentation	_____ 20 points
Supervisor evaluations of students (2)	
Professional disclosure and consent forms	
Student Evaluation of Supervisor	
Student Evaluation of Site	

_____ / 150

Rubric – Final Group Project Presentation

Clarity of Visual Aids	_____ 2 points
Speaking Style	_____ 2 points
Use of Resources (citations)	_____ 5 points
Content of Presentation	_____ 25 points
Group Purpose and Norms	
Group Format	
Case Study	
Conclusion	
<i>Demonstration of Skills</i> related to group work (case study)	_____ 8 points
<i>Demonstration of Knowledge</i> related to group work	_____ 8 points

_____ / 50

9. ATTENDANCE: Emphasis is both on cognitive understanding and experiential learning. Therefore, attendance in class and group counseling sessions is required. The following represents the attendance policy for all courses in the Counseling Program:

For the Fall and Spring Semesters:

1. Students are expected to attend class. Students may miss one 3-hour class without penalty, but a call or email to the professor is expected.
2. After a second absence, a drop of one letter grade will occur unless the student writes a letter to the counseling faculty explaining the extenuating circumstances. The faculty will then determine if the letter grade drop will occur.
3. A drop of one letter grade will occur for each subsequent absence.
4. By missing a class you are also changing the dynamics of your growth group and students need to consider the effects of this.

All assignments are due at the beginning of class on the scheduled date. Late work is NOT accepted unless there are extenuating circumstances to be determined by the professor. If you are absent the day an assignment is due, you may send it electronically – on the date it is due or before.

10. Student Absences on Religious Holy Days Policy

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that

purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

11. Disability Statement

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936-294-1720).

12. LICENSURE: A licensure student is allocated **20 hours** of practicum credit toward licensure for participation in the experiential part of this course (**10 Direct/10 In-Direct**). At the end of the course, the appropriate LPC form should be completed, signed by the instructor, and kept for your LPC records.

13. EVALUATION:

Group Counseling Reaction Papers	100 points (25 points each)
Annotated Bibliography	100 points
Book Report	150 points
Examinations (2)	100 points total (50 points each)
Leadership (150) & Presentation (50)	200 points
Participation/Attendance/Professionalism	50 points
Skills Evaluations (mid & final)	200 points

TOTAL POINTS

900 points

GRADES:

810 – 900 = **A** (≥ 90%)

720 – 809 = **B** (≥ 80%)

719 and below = **F** (< 80%)

C's are NOT typically given (700-799)

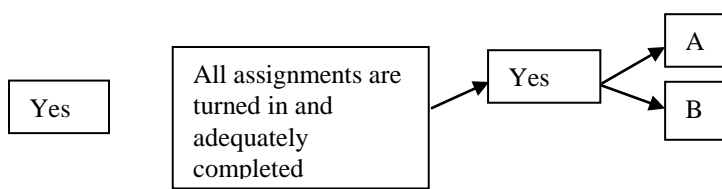
CONFIDENTIALITY

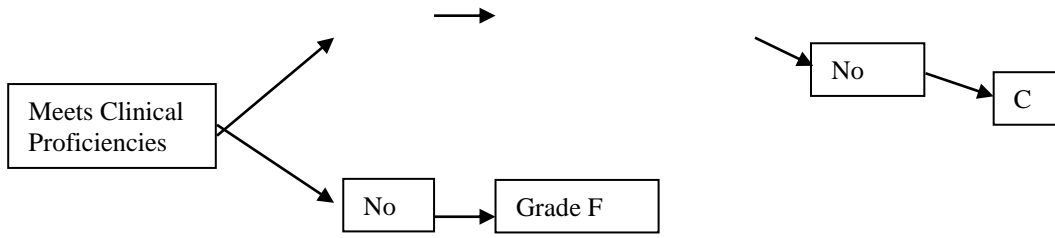
In this course, as in every other course in the Counseling Program, it is expected that all students adhere to the ethical codes and standards of licensed professional counselors and marriage and family therapists in Texas. Anything that is discussed in this class or in your groups is to remain confidential. The exceptions to this confidentiality are disclosures of harm to self, harm to others; abuse of a child, elderly person, or disabled person; court summons; and disclosure of sexual abuse by a therapist.

CHANGES FOR SKILL COURSE PROFICIENCY (COUN 5385, 6374, 6376, 6378 & 7339)

The grading policy (and handbooks) has been revised to allow the grade of C for students in clinical skills/practicum/internship classes when the student **meets** the clinical proficiencies yet has demonstrated below average assignment grades, late or inadequate paperwork, or has failed to turn in required work.

A grade decision tree will look like this:





TENTATIVE COURSE SCHEDULE

- (1) 8-28 Orientation / Introduction / Informed Consent
Corey - Chapter 1– Rationale / History / Types of Groups
Technique – Chapter 1 & 2
- (2) 9-4 **LABOR DAY HOLIDAY**
Work on securing a site, completing disclosure statement, and obtaining insurance
NO CLASS
- (3) 9-11 Corey – Chapter 2 – Group Leadership
In-Class Pre-Group Session
Evolution of Group Video watch in class
Work on securing a site, completing disclosure statement, and obtaining insurance
- (4) 9-18 Corey - Chapter 3 - Ethical and Legal Aspects of Group Work
Begin Personal Growth Groups
Students may begin outside group leadership
The Following documents are due: (1) Site Supervisor Contact Sheet; (2) Disclosure Statement; (3) Counseling Practicum Assumption of Risk, Release and Waiver of Liability; (4) Proof of Insurance and (5) Informed Consent
- (5) 9-25 Chapter 5 – Forming a Group
Technique – Chapter 2 & Chapter 3
Annotated bibliography due
- (6) 10-2 Corey – Chapter 6 – Initial Stages
Technique – Chapter 4
- (7) 10-9 Chapter 7 – Transition Stage
Technique – Chapter 5
Mid-Term Examination
- (8) 10-16 Corey – Chapter 8 - The Working Stage
Technique – Chapter 6
Mid-Term Skills Evaluation or Tape Due
- (9) 10-23 Corey – Chapter 9 – The Final Stage
Technique – Chapter 7
Evolution of Group – Challenges in Diversity – watch in class
- (10) 10-30 Corey – Chapter 4 --Theories
Technique or Book Report due
- (11) 11-6 **Leadership Presentations**
- (12) 11-13 **Leadership Presentations, Leadership Report Due, All documentation due including Final Skills Evaluation or Tape (Please make copies of all of your documentation for your records)**
Final Group
- (13) 11-20 **Leadership Presentations**
- (14) 11-27 **Leadership Presentations**
- (15) 12-4 **Final Exam**

Leader Name: _____

Your ID #: _____

Date: _____

Group Member's Weekly Evaluation of Group

1. What degree of preparation (reacting, thinking about the topic, reading, and writing) did you do for this week?

1	2	3	4	5	6	7	8	9	10
Very		Moderately		Adequate		Moderately		Very	
Weak		Weak				Strong		Strong	

2. How would you rate *your involvement* in your group today?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3. How would you rate the group's level of involvement?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

4. Rate yourself on the degree to which you saw yourself as willing today *to take risks*, to share with other members what you thought and felt, and to be an active participant.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5. To what degree do you feel satisfied with your experience in the group?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

6. To what degree do you feel your group dealt with issues in a personal and meaningful way (sharing feelings as opposed to intellectual discussion)?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7. To what degree do you experience trust within the group?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

8. How would you rate your group leaders' level of involvement and investment in today's group?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

9. Rate your leaders on the dimensions of their ability to create a good working climate today, as characterized by warmth, respect, support, empathy, and trust.

1	2	3	4	5	6	7	8	9	10
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COMMENTS TO LEADER:

(Evaluation of in-class leadership & self-developed group participation)

_____ With the exception of the paragraph immediately below, students are not employees of the Group Practicum Experience Site. However, as participants in the mental health treatment and services provided by the Site, students are considered a part of the Site's workforce. Neither the students nor Sam Houston State University Counseling Program are Business Associates of the Field Placement Site.

_____ In the event the student shall, independent of this Practicum Agreement, be employed by the Practicum Experience Site, on a part-time or full-time basis, the Site Administrator and Supervisor agree that specific time will be set aside specifically for the Group Counseling Practicum and other work responsibilities will not interfere.

_____ Inform the Counseling Program of changes in Site policy, procedures, and personnel that might affect the practicum experience.

The Sam Houston State University Counseling Program will:

Participate with the Site in the screening and selection of the student counselors, including sharing appropriate requested information regarding the student's background experience, educational accomplishments, and needs.

Honor a request by the Site administration that the student be relieved of responsibilities when and if the student is not capable of functioning at the required level or if, for any reason, the student is found unsuitable for assignment at the Site.

Coordinate two sources of supervision of the student's experiences according to the policy of the Counseling Program: (1) supervision by the University supervisor and (2) supervision by a designated licensed mental health professional either at the Practicum Site or in the community.

By signing this agreement you agree to supervise the above named student as they complete 10 hours of direct client contact in a group setting. This site placement is required as a partial fulfillment of course expectations in COUN 6374 Practicum in Group Counseling at Sam Houston State University. If you have any questions contact Dr. Susan Bajza at stdsib11@shsu.edu or call (281)-364-9685.

Site Administrator
(Person in charge of facility)

University Supervisor (Professor)

Date

Date

Clinical Supervisor

University Practicum Student

Date

Date

To access our academic calendar, please go to: http://www.shsu.edu/~reg_www/academic_calendar/

COUNSELING PRACTICUM ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY

In consideration for participation in the **SHSU Educational Leadership and Counseling Practicum in Group Counseling** course, the undersigned student executes this Assumption of the Risk, Release, and Waiver of Liability as follows:

1. The undersigned is on notice that the practicum location, environment, and work includes inherent dangers. The undersigned acknowledges the hazards connected with the Practicum and voluntarily assumes all related risks. The undersigned agrees to **VOLUNTARILY RELEASE, HOLD HARMLESS, DISCHARGE, AGREE NOT TO SUE, AND OTHERWISE AGREE TO INDEMNIFY SHSU, THE TEXAS STATE UNIVERSITY SYSTEM, THEIR REGENTS, EMPLOYEES, AGENTS, AND VOLUNTEERS FROM AND AGAINST ANY AND ALL CLAIMS, LAWSUITS, AND CAUSES OF ACTION OF ANY KIND WHATSOEVER WHICH ARE RELATED TO, ARE AGGRAVATED BY, OR ARISE OUT OF MY CONNECTION TO THE PRACTICUM COURSE INCLUDING, BUT NOT LIMITED TO, ACTS, OMISSIONS OR NEGLIGENCE OF ANY KIND OR NATURE, WHETHER FORESEEN OR UNFORESEEN.**
 2. The undersigned agrees to hold harmless the above-named parties from any and all liability arising out of or in any way predicated upon acts or omissions in the use of professional observations and/or findings in regard to the student's personal experiences within the scope of the counseling practicum activities as communicated and discussed within the classroom situation.
 3. The undersigned has been advised that in compliance with the Federal Family Education Rights and Privacy Act of 1974 (FERPA), SHSU is prohibited from providing certain information from student records to a third party without student consent. To facilitate the counseling practicum, the undersigned hereby **consents and grants the SHSU Educational Leadership and Counseling faculty and staff permission to release information about his or her educational records, performance, and goals to the practicum site supervisor** to the extent the faculty believes necessary or helpful to facilitate the experience. This records consent may include information, data, or faculty impressions recorded in any medium and is effective for the duration of the undersigned's enrollment in the Practicum Class.
- BY SIGNING BELOW, I REPRESENT THAT I AM 18 YEARS OF AGE OR OLDER, HAVE READ AND UNDERSTOOD WHAT IS WRITTEN ABOVE AND THAT I VOLUNTARILY BIND MYSELF TO THE TERMS AND CONDITIONS STATED.

Date

Counseling Student – Printed Name

Counseling Student – Signed Name

Group Practicum Hours Log

COUN 6374

Name: _____

Site: _____

Date	# Hours	Group/Supervision Topic	Number of Participants
	Direct / Indirect		
Totals	Direct: Indirect:		

Site Supervisor Signature: _____

Instructor Signature: _____

Student Signature: _____

Core Group Work Skills Inventory – Importance and Confidence (CGWSI-IC)

F. Robert Wilson, Mark D. Newmeyer, Lynn S. Rapin, and Robert K. Conyne

Instructions: The CGWSI consists of 27 items. Each item describes a behavior that may or may not be useful to being effective as a group member or group leader. Please rate the competence (quality of performance) in being able to do what the item describes by circling the number that represents your rating:

1 Competent; 2 Moderately competent; 3 Moderately not competent; 4 Not competent; N Not demonstrated

Supervisor Comments:

Midterm/Final

Student Name: _____

1. Evidences ethical practice in group membership or leadership	1	2	3	4	N
2. Evidences best practices in group membership or leadership	1	2	3	4	N
3. Evidences diversity competent practice in group membership or leadership	1	2	3	4	N
4. Develops a plan for group leadership activities	1	2	3	4	N
5. Seeks good fit between group plans and group member's life context	1	2	3	4	N
6. Gives feedback to group members	1	2	3	4	N
7. Requests feedback from group members	1	2	3	4	N
8. Works cooperatively with a co-leader	1	2	3	4	N
9. Identifies group process	1	2	3	4	N
10. Works collaboratively with group members	1	2	3	4	N
11. Encourages participation of group members	1	2	3	4	N
12. Responds empathically to group member behavior	1	2	3	4	N
13. Responds empathically to group process themes	1	2	3	4	N
14. Keeps a group on task	1	2	3	4	N
15. Requests information from group members	1	2	3	4	N
16. Requests disclosure of opinions and feelings from group members	1	2	3	4	N
17. Provides information to group members	1	2	3	4	N
18. Discloses opinions and feelings to group members	1	2	3	4	N
19. Assesses group functioning	1	2	3	4	N
20. Identifies personal characteristics of individual members of the group	1	2	3	4	N
21. Develops hypotheses about the behavior of group members	1	2	3	4	N
22. Develops overarching purpose and sets goals/objectives for the group, as well as methods for determining outcomes	1	2	3	4	N
23. Employs contextual factors in interpreting individual and group behavior	1	2	3	4	N
24. Conducts evaluation of one's leadership style	1	2	3	4	N
25. Engages in self-evaluation of personally selected performance goals	1	2	3	4	N
26. Contributes to evaluation activities during group processing	1	2	3	4	N
27. Provides appropriate self-disclosure	1	2	3	4	N

Supervisor's Signature: _____

Date: _____

TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS

Mail Code 1982
PO Box 149347
Austin, Texas 78714-9347
(512) 834-6658

**PRACTICUM/ GRADUATE INTERNSHIP
DOCUMENTATION**

Please type or print legibly.

Name of Applicant: _____
(Last) (First) (M.I.)

Applicant's Social Security Number: _____

Name of agency or organization where practicum was completed: _____
(One form per site)

Course number of practicum/internship[as it appears on the graduate transcript] _____

University arranging practicum: _____

Date of counseling practicum/internship: From (mm/dd/yy): _____ To (mm/dd/yy): _____

Total number of clock-hours awarded for referenced practicum/internship: _____

Total number of clock-hours of direct client counseling contact during practicum/internship: _____

Type(s) of counseling: (check all appropriate types)

General: ___ Marriage & Family: ___ Group: ___ Individual: ___ Drug & Alcohol Abuse: ___

Career & Vocational: ___ Rehabilitation: ___ Academic: ___ Child & Adolescent: ___

Setting(s): (check all appropriate settings) Private practice: ___ School: ___

Hospital: ___ Volunteer: ___ Univ. Counseling Center: ___ Nonprofit organization: ___

Practicum/Internship Supervisor Name (print): _____

Title: _____ City: _____ State: _____

I CERTIFY THAT THE APPLICANT SUCCESSFULLY COMPLETED THE COUNSELING PRACTICUM LISTED ABOVE, AND I AFFIRM THAT THE INFORMATION GIVEN ON THIS FORM IS TRUE AND CORRECT.

Practicum/Internship Supervisor or School Official Signature _____ Date _____

With few exceptions, you have the right to request and be informed about information that the State of Texas collects about you. You are entitled to receive and review the information upon request. You also have the right to ask the state agency to correct any information that is determined to be incorrect. See <http://www.tdh.state.tx.us> for more information on Privacy Notification. (Reference: Government Code, Section 522.021, 522.023 and 559.004)

Practicum Documentation is a Texas Department of State Health Services Publication #775-10962 Revised 10/12 

Sam Houston State University
COUN 6374 Practicum in Group Counseling

Supervision Evaluation

Name of Supervisor: _____

Internship Site: _____

Internship Semester: _____ Year: _____

What did you appreciate most about your supervisor?

What specific skills did you learn from your supervisor?

What, if anything, about your supervision experience could have been better?

How would you rate the overall supervision you received?

____ Poor ____ Satisfactory ____ Good ____ Excellent

Site Evaluation

COUN 6374 Practicum in Group Counseling

Name of site _____

	1 Poor	2 Satisfactory	3 Good	4 Excellent
Rate your site as a facility for conducting groups			1 2 3 4	
Rate the quality of the group experience for the members			1 2 3 4	
Rate your experience as a leader or co-leader at this site			1 2 3 4	

In what ways did your site allow you opportunities for growth as a group counselor?

What, if anything, could improve this site as a facility for offering group counseling?

What other information would you like to share?