



## COUN 6374 Practicum in Group Counseling

COLLEGE OF EDUCATION  
Department of Counselor Education

*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:** Tina Ainsworth, PhD, LPC, LSOTP  
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**Office Hours:** By Appointment

**Day and Time Class Meets:**

**Wednes 6 – 8:50 pm**

**Location of Class:** Teacher Education Center 340

### Required Texts:

Corey, M.S., Corey, G., & Corey, C. (2012). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks/Cole.  
ISBN-10:0495754986 | ISBN-13: 9780495754985 [DVD Groups in Action Bundle]

American Psychological Association (2010) *Publication of the American (Psychological Association* (6<sup>th</sup> edition).  
Washington, DC: Author ISBN 978-1-4338-0561-5

### 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:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course  
*Objective's focus: developing skills, abilities, or attitudes of a beginning professional*

## 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](http://www.shsu.edu/syllabus))



## 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 (A blank example is provided below):

- 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: <i>NCATE – NC</i> <i>SB – TExES (SBEC)</i> <i>CACREP – CA</i> <i>Conceptual Framework – CF</i>
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"> <li>• Presentation</li> <li>• Skills Assessment</li> </ul>	CF: 5 DDP: 1,6,8 CA: G6a-e <ul style="list-style-type: none"> <li>• CMH: C3</li> <li>• School: C5</li> </ul>
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"> <li>• Presentation</li> <li>• Skills Assessment</li> </ul>	NC: Standard 3 DDP: 2,3,6 SB: C6; CF: 1,3 CA: G6e <ul style="list-style-type: none"> <li>• CMH: C3</li> </ul>
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"> <li>• Midterm exam</li> <li>• Reaction paper</li> <li>• Skills Assessment</li> </ul>	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"> <li>• Annotated bibliography</li> <li>• Skills Assessment</li> <li>• Presentation</li> </ul>	SB: C1 CA: G6a <ul style="list-style-type: none"> <li>• CMH: C3</li> <li>• School: D2</li> </ul>
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"> <li>• Skills Assessment</li> </ul>	SB: C9 NC - Standard 1 CA: G6e <ul style="list-style-type: none"> <li>• School: D2</li> </ul>
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"> <li>• Reaction papers</li> <li>• Skills Assessment</li> <li>• Presentation</li> </ul>	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"> <li>• Annotated bibliography</li> <li>• Presentation</li> </ul>	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"> <li>• Presentation</li> <li>• Reaction papers</li> </ul>	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"> <li>• Presentation</li> </ul>	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"> <li>• Annotated bibliography</li> <li>• Presentation</li> <li>• Skills Assessment</li> </ul>	CA: G6d <ul style="list-style-type: none"> <li>• CMH: C3</li> </ul>
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"> <li>• Midterm exam</li> </ul>	CA: G6e
12. The history, philosophy, and trends in the development of present day group practice and the future direction of group work in the counseling field.	Annotated bibliography	<ul style="list-style-type: none"> <li>• Midterm exam</li> </ul>	CA: G6a-e
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"> <li>• Final Paper</li> <li>• Presentation</li> <li>• Skills Assessment</li> </ul>	NC - Standard 4 NC - Standard 3 SB: C2 & C3 CA: G6a-e <ul style="list-style-type: none"> <li>• School: D2</li> </ul>

**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.

**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).

**3. GROUP COUNSELING REACTIONS:** After **four** group meeting, students will write a reaction paper to that group session. This reaction paper 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 prior to the group experience. Please do not write about any content (specific topics) or put the name of any other member in your reaction paper. This will be a personal reflection/reaction paper so 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 in-class 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.** Twenty five points are awarded for each reaction paper. If you are absent, you cannot do a reaction paper for the missed session, and you cannot earn the twenty five points. If you are absent the next class meeting, it is your responsibility to get your reaction paper to the professor at the time of the class meeting in order to get credit.  
**100 points total**

**4. ANNOTATED BIBLIOGRAPHY:** The student is expected to read five journal articles related to group work published within the past ten years. Students will give the APA 6<sup>th</sup> edition citation followed by a brief paragraph (or annotation) summarizing key points and practice applications for the article. 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 format.** This is not a reflection/reaction paper. You will review 5 journal articles pertinent to the topic you plan to cover as part of your final proposal project. You will have an APA style cover page followed by APA style references to the articles you read. Following the APA references, you will provide a single-spaced description of each 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 final project (provides a theoretical reasoning for what you plan to do, etc.). The description should be in your own words. **DO NOT PLAGIARIZE THE ABSTRACT!!!**

**100 points**

**5. PARTICIPATION:** 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**

**5.5 PROFESSIONALISM:** Student are expected to act professionally at all times and in all ways during the course of this class. This includes arriving on time, and acting appropriately during class – i.e. no cell phones, no use of electronic media, no private discussions. Call or email if you are going to be late or absent. Don't leave early unless you are ill or previous arrangements have been made.

**50 points**

**6. GROUP ACTIVITY or GROUP 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. No 1<sup>st</sup> person. APA Style.

**150 points**

**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.

**2 @ 100 points each = 200 points**

**total**

**8. GROUP LEADERSHIP & REPORT:** (If students have trouble securing a counseling site for this project, or choose to wait, they can choose to finish the 10 hours of group experience during Supervised Practicum or Internship.)

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. One of these hours will be completed in class.

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 one session 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.

**150 total points (100 leadership report/50 presentation)**

**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 REQUIRED
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.

**In the summer, each class period represents 1 ½ regular class periods. You may miss ½ of a summer class with no penalty, but if you miss one full class 2-3 as listed above apply.**

**All assignments are due at the beginning of class on the scheduled date. Please provide me with a hard copy of your assignment. Late work is NOT accepted.**

### 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 allowed to accrue 20 hours of practicum credit toward licensure for participation in the experiential part of this course (10 Direct/10 In-Direct). You must arrange for a supervisor at your cite. If you are unable to do so, please let me know ASAP. At the end of the course, the appropriate LPC form should be completed, signed by the instructor, and kept for your LPC records.

**THIS IS NOT A REQUIREMENT OF THIS COURSE AT THIS TIME. YOU ARE NOW ALLOWED TO OBTAIN THESE HOURS DURING ANY OTHER PRACTICUM COURSE, INCLUDING SUPERVISED, FIELD AND INTERNSHIP.**

### 13. EVALUATION:

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

#### **TOTAL POINTS**

**1000 points**

#### GRADES:

900 – 1000 = **A** (≥ 90%)

800 – 899 = **B** (≥ 80%)

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

**NO C's are given (700-799)\***

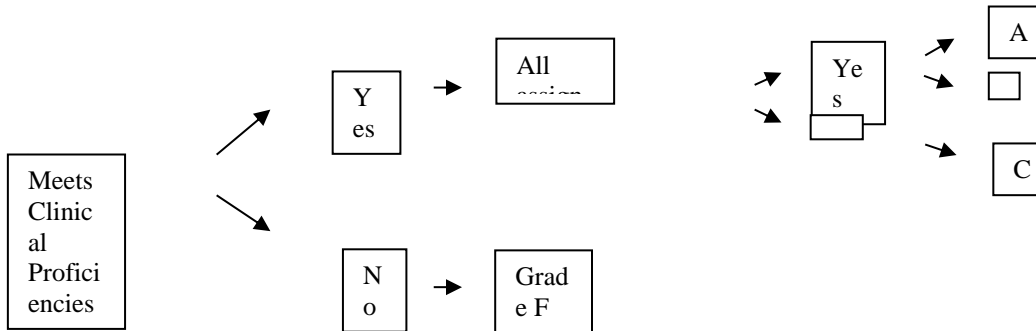
### CONFIDENTIALITY

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:





9/6	Orientation / Introduction / Informed Consent
9/13	Corey - Chapter 1– Rationale / History / Types of Groups Technique – Chapter 1 & 2
9/20	Corey – Chapter 2 – Group Leadership In-Class Pre-Group Session <b><i>Evolution of Group Video</i> watch in class</b>
9/27	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) <b>Site Supervisor Contact Sheet</b> ; (2) <b>Disclosure Statement</b> ; (3) <b>Counseling Practicum Assumption of Risk, Release and Waiver of Liability</b> ; (4) <b>Proof of Insurance and (5) Informed Consent</b>
10/4	Chapter 5 – Forming a Group Technique – Chapter 2 & Chapter 3 Annotated bibliography due
10/11	Corey – Chapter 6 – Initial Stages Technique – Chapter 4
10/18	Chapter 7 – Transition Stage Technique – Chapter 5 Mid-Term Examination
10/25	Corey – Chapter 8 - The Working Stage Technique – Chapter 6 Mid-Term Skills Evaluation or Tape Due
11/1	Corey – Chapter 9 – The Final Stage Technique – Chapter 7 <b><i>Evolution of Group – Challenges in Diversity – watch in class</i></b>
11/8	Corey – Chapter 4 --Theories Technique or Book Report due
11/15	<b>Leadership Presentations</b>  <b>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</b>
11/15	<b>Leadership Presentations</b> <b>Final Exam Given</b>
11/15 11/22	<b>Leadership Presentations</b> <b>No Class Meeting</b>
11/29	<b>Final Class Meeting, Final Group, Final Exam Due</b>

Leader Name:

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 &amp; self-developed group participation)



## Supervisor Site Agreement Form

### *Group Counseling Practicum*

**Site Name:**

**Supervisor Name:**

**Address:**

**Phone Number:** (     )       -

**E-mail Contact:** \_\_\_\_\_ @ \_\_\_\_\_

**Supervisor Signature:**

**Supervisor Job Title:**  
**Supervisor Credentials:**

**Supervisee/Student Name [Print]:**

**Supervisee/Student Signature:**

**By signing this contract you agree to supervise weekly the above named student as they complete 10 hours of direct client contact in a group setting. You are agreeing to provide individual supervision for one hour each week the student meets with clients. 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. Chi-Sing LI at [chisingli@shsu.edu](mailto:chisingli@shsu.edu) or call (936) 294-4823. You are required to complete two evaluations of students at mid-term and on their final week.**

***Thank you for assisting us in the training of our students and future counselors! This agreement is due by week four of the regular semester and week two of the summer semester. Students may begin leading groups following week three of the regular semester and week two of the summer semester.***

# Group Practicum Hours Log

COUN 6374

Name: \_\_\_\_\_

Site: \_\_\_\_\_

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

Site Supervisor Signature: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

### Core Group Work Skills Inventory—Quality of Performance (CGWSI-Q)

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 competence (quality of performance) in being able to do what the item describes by circling the number that represents your rating.

#### Competence

1: Competent

2: Moderately competent

3: Moderately not competent

4: Not competent

N: Not demonstrated

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

**FIGURE 2.4** A Reproduction of the Core Group Work Skills Inventory—Quality of Performance.

Source: CGWSI-Q; Copyright © 2007 by F. Robert Wilson, Mark D. Newmeyer, Lynn S. Rapin, and Robert K. Conyne, University of Cincinnati.

## Supervisor Comments:

1. [SCHOOL] Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. **Strongly Disagree** 1 2 3 4 5. **Strongly Agree** (circle one)
2. [CLINICAL] Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). **Strongly Disagree** 1 2 3 4 5. **Strongly Agree** (circle one)

# 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 style (cover page, references, and abstract). You can turn in your proposal through the dropbox, but it should also be included in your final binder for the course. The binder should include your group hour's log (signed off by your supervisor), your case notes, copies of supervisor/group member evaluations, and any other materials associated with your site or your self-developed outside group. 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.

You will need to complete some or all of the attached documents depending on whether you are receiving direct supervision at a site or have developed your own group in order to complete your direct client contact hours and leadership experience for this course. You can only lead a counseling group if you are being directly supervised at a site. Otherwise, all groups should conform to a psycho-educational format. Please complete a professional disclosure statement for yourself. This will need to be included in your final project binder and delivered to your clients. The format/content presented will need to be altered to reflect your abilities, interests, and training as well as the aim of this particular course.

## All final projects should include:

(1) Proposal; (2) Group Hours Log; (3) Corresponding Case Notes; (4) Mid-Term and Final Supervisor Evaluation; (5) Beginning and Ending Self-Evaluation (additional mid-term self-evaluation will be needed for those not at a site); (6) Professional Disclosure Statement; \*(7) Weekly Member Evaluations; (8) Consent Forms for those facilitating groups outside of a site location; (9) Supporting Materials (activities associated with the proposal, etc.)

\*Only required for in-class group leadership and those who are conducting their own groups outside of a site assignment

\_\_\_\_\_ / 100

Weekly Progress Notes	_____ 15 points
Group Hours Log / Self Evaluations / Final Site Evaluation	_____ 10 points
Needs Assessment/Lit Review	_____ 10 points
Group Format	_____ 5 points
Group Norms & Development	_____ 10 points
Group Purpose Statement	_____ 5 points
Presentation of Case	_____ 20 points
Integrations of Source Materials Throughout	_____ 10 points
APA Style	_____ 5 points
Grammar and Clarity	_____ 5 points
Inclusion of Required Documentation	_____ 5 points

## Presentation Rubric

Clarity of Visual Aids	2 points
Speaking Style	2 points
Use of Resources (citations)	5 points
<i>Demonstration of Skills</i> related to group work (case study)	8 points
<i>Demonstration of Knowledge</i> related to group work	8 points
Colleague Assessment of work and techniques used	25 points
	<b>50 points</b>

## 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? These need to be a full page.

### Rubric for Reaction Papers

Turned in paper on time in the correct format	1 point
Addressed leadership and group approaches/theory	2 points
Provided insightful reaction addressing required areas	2 points

## Rubric for Annotated Bibliography

### Correct APA Format (10 points)

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

### Graduate level writing (10 points) APA 6<sup>th</sup> Edition Required

- Very few or no errors in grammar, sentence structure and punctuation (8 to 10 points)
- A few errors that do not distract from the readability and meaning (5 to 7 points)
- Distracting errors in grammar, sentence structure or punctuation (1 to 4 points)

### Contents of annotated bibliography (30 points)

- purpose of the articles (10 points)
- methods/results of the research or conceptual framework/reasoning (10 points)
- importance and implications (identify methods used in group, theories, and group process) (10 points)

**Total points for paper (50 points)**