Course:
CNS554  Group Counseling
Dynamics of group development. Group counseling theories, leadership styles, group counseling methods and skills. Interpersonal and relationships in the family system and other small group settings.

Purpose of the course:
This course is an introduction to the theory and practice of group counseling. As suggested by ASGW, coursework will cover types of group work, group development, group process and group dynamics as they relate primarily to group counseling, but to other groups as well. Coursework also includes group leadership, training, professional application, as well as ethical and cultural implications. The second component to this class is experiential, as suggested by ASGW and will include the in-class experience of participating in and leading a personal growth group. Other experiential activities will also take place as part of assignments or an adjunct to coursework.

Course Objectives:
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

G. Core Curriculum Knowledge Outcomes:
6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
e. 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.

Course Texts:

- The course text below is the required text for the course:


ASGW Standards and ACA Ethical Codes

- The text(s) below are not required, but are recommended as resources for supplemental readings to enrich required course readings:

- Additional assigned and supplemental course readings and resources are available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.

- Assigned Readings Expectation: Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities.

Methods of Instruction:
Class content will be presented using lecture format, class discussion, experiential group activities, student presentations, role playing, and video tapes.

Course requirements:

1. **Tests:** There will be two tests over the text. Both will be composed of 40 multiple choice questions and two short-answer questions. Each test is worth 50 points. (CACREP II.G.6.a; II.G.6.b; II.G.6.c; II.G.6.d)

2. **Group Membership:** You will be member of a small personal growth group with several other classmates. You will be required to facilitate one activity during one of the group sessions. You will not be graded on participation or on your group facilitation, as these are experiential activities. (CACREP II.G.6.e)
3. **Group Log:** You will be required to keep a personal log of reactions, things you learned about group process and yourself, and your assessment of group development in a personal log. You should also include a personal assessment of how you feel your facilitation experience went. The log will be turned in at the end of the group, to be graded by the instructor. The log is worth 50 points. (CACREP II.G.6.a; II.G.6.e)

4. **Expressive, Experiential, Energizer or Icebreaker Activity:** You are required to research and present one expressive, experiential, energizer or icebreaker activity appropriate for group counseling. You will present the activity to the class as you would to a group, including processing of the activity. You will also prepare a handout for each classmate following instructions found within the syllabus. This assignment is worth 50 points. (25 points for the activity write-up and 25 points for facilitating the activity and processing) (CACREP II.G.6.d)

5. **Group Counseling Curriculum:** In pairs or on your own, you will develop an 8-session theme group (e.g., grief, anger, etc.). The group you are writing for may be a psycho educational group or a counseling group. This is an opportunity to focus on your future professional plans and/or interests as you create this group. The final proposal should include outlines for each of the group sessions, including goals, activities, materials, and processing suggestions on each lesson. (See instructions in syllabus). You may use activities from method books, but must cite. You will prepare a curriculum to turn into the instructor and may share your curriculum electronically with classmates. You will informally present your curriculum in class. This assignment is worth 100 points. (CACREP II.G.6.d)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Tests 1</td>
<td>90-100%</td>
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<tr>
<td>Test 2</td>
<td>80-89%</td>
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<tr>
<td>Group Log</td>
<td>70-79%</td>
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<tr>
<td>Group Activity</td>
<td>60-69%</td>
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<tr>
<td>Group Curriculum</td>
<td>&gt;59%</td>
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Student Evaluation Criteria and Procedures:

<table>
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<tr>
<th>Standard</th>
<th>Addressed</th>
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<tr>
<td>II.G.6.a</td>
<td>Gladding Chapters 1-8</td>
<td>Test One</td>
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<tr>
<td></td>
<td>Evolution of a Group Video</td>
<td>Experiential Group Membership</td>
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<td>Group Log</td>
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<tr>
<td>II.G.6.b</td>
<td>Gladding Chapters 4 and 8</td>
<td>Test One</td>
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<tr>
<td></td>
<td>Evolution of a Group Video</td>
<td>Co-facilitation experience in group</td>
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<td>Presentation of Group Activity</td>
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<td>Group Log</td>
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<tr>
<td>II.G.6.c</td>
<td>Kline Chapters 3 and 6</td>
<td>Test Two</td>
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<td></td>
<td>Selected Articles from JSGW</td>
<td>Group Log</td>
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<tr>
<td>II.G.6.d</td>
<td>Gladding Chapters 4, 5, 8, 11, 12, 13</td>
<td>Test One and Two</td>
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<td></td>
<td></td>
<td>Group Curriculum Assignment</td>
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<tr>
<td>II.G.6.e</td>
<td>Membership in Experiential Group</td>
<td>Membership in Experiential Group</td>
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<td></td>
<td></td>
<td>Group Log</td>
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<td></td>
<td>Gladding Chapter 9</td>
<td>Test Two</td>
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For the grading rubrics please see the end of this syllabus

Attendance Policy:
Full attendance and active participation is essential. Therefore only one absence is allowed without a deduction of points. (Final grade will be lowered 5% for each absence beyond the one absence allowed per semester).

Use of current research:
This class is predicated upon developing and using skills that will produce competent consumers of research, and scientist practitioners. Research is not just infused into this course, but rather is a principle component for the coursework, including evaluation of the student with regard to the skills needed to understand, use, and modify practice according to current research.

Use of technology in course delivery:
Students are responsible for all email correspondence sent to their WKU email address. Student are also responsible for access to their Blackboard account for this course, including any postings of additional readings, websites or other resources, discussion boards, or other requirements as assigned. Likewise, the instructor will utilize technology in class to support lecture and other class activities.
**Students with Disabilities Who Require Accommodations:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

**Electronics Policy:**

The use of laptops, PDAs, and cell phones during class is prohibited.

**Academic Integrity**

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook.

Please note: The University does use web-based products to detect plagiarism.

**Academic Performance:**

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at:


Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.
Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

**Accommodations for Religious Observances:**
If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

**Flexibility Clause:**
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

**Graduate Student Handbook:**
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.
ENGERIZER/ICEBREAKER/EXPRESSIVE/EXPERIENTIAL ACTIVITY TEMPLATE

Name of Activity

Ages

Objective(s)/Goals

Materials Needed

Procedure

1.

2.

3.

Personalization Questions what it was like for them to actually do the activity.

Processing Questions these questions may go deeper – or you may ask questions that are more “group” oriented, linking questions, etc.

Create questions that make sense to you or use those suggested in your source – but try to add a few of your own creation. Try to have them be of different levels – some less threatening than others.

Suggestions for usage – here you may suggest possible places to reasons/objectives for using this activity. Give ideas of certain counseling groups, topics (e.g., depression, self concept) that your activity would fit well with. You might give ideas for certain types of groups, certain settings, certain ages, or certain stages of a client/student’s therapeutic process.

Reference: Don’t forget to site your source for this activity. If you can’t find the source then cite as unfound or anonymous. PLEASE WRITE CITATION IN APA 6TH EDITION FORMAT.
Energizer/Icebreaker/Expressive/Experiential Group Activity

**Written Presentation of Activity**

**Goals or Objectives for Activity**

**Directions for Conducting the Activity**

**Materials Needed for the Activity**

**Processing and Personalization Questions to Use with the Activity**

**Appropriate Suggestions for Usage**

**Reference**

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**Experiential Presentation of Activity:**

**Explanation of Activity to Peers**

**Leadership Skills**

**Processing of Activity**

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_____/5

_____/10

_____/10

_____/50
Group Curriculum Template for Group Counseling

**Group Rationale** - why is the group needed?  
10 points

**Group Goals** – what you hope the group will accomplish for its members. These should be more broad, and general in nature.  
10 points

**Membership** – what are the qualities of the group members? (i.e., age, gender, homogeneity, heterogeneity) and your reasons for this decision. Will there be models?  
10 points

**Meeting Times** – where, when, for how long, how many times.  
5 points

**Objectives** – do the objectives make sense, fit with the planned activities are they reasonable, specific enough, etc...  
10 points

**Group Activities Chosen** – are the activities appropriate for the type of group you have chosen, do you have enough planned (will not take points off for over planning)  
10 points

**Group Plan and Sequence** – does the sequencing of activities make sense from beginning to end, taking into consideration the stages of group development.  
10 points

**Instructions for Each Lesson** – are instructions thorough, clear, and easy to follow  
10 points

**Multicultural Considerations** - list any considerations for each activity, if relevant and for any of the goals or objectives, when relevant  
10 points

**Personalization and Processing Questions** – make sure there are some questions that will allow the group members to process the activity and how it relates OUTSIDE of group as well as within the group interactions.  
10 points

**Group Evaluation** – provide you evaluation instrument for the end of group.  
5 points
Directions for Group Log Assignment

The following will give you direction on the areas which should be covered in your group log. You do not need to cover every area every week, but should be thorough in your reflection. Points will be deducted from the assignment if you

- Fail to discuss your personal experience in group
- Fail to discuss adequately group development and stages
- Fail to discuss dynamics between group members
- Fail to use concepts from the text to frame your thoughts about those areas mentioned above.

1. This assignment is meant as a reflective assignment that also allows for experiential learning.
2. Shortly after group (within 36 hour) you should journal about your group experience.
3. Please don’t include information that is extremely personal, and do not include the names of other group members in your log. Rather include your own reflections about EACH as you see them for that group experience. You may not notice things about each area each class, but then simply say so.
   a. What it means to be a group member
   b. Your reactions to other group members (Please DO NOT include names in your log)
   c. Reflection on your co-facilitation experience (WHEN IT IS YOUR TURN)
4. Also include entries on the following areas which are specific to your education about group counseling:
   a. Group dynamics
   b. Group members’ roles
   c. Leadership style, skills,
   d. Group development and group stages
   e. Group therapeutic factors
   f. Any other relevant examples from text or lecture
| Wk. of 1/23 | Introductions  
Review Syllabus & Class Req.  
Explain T-Group  
Ex. Energizer/Icebreaker  
Ex. Expressive/Experiential Group Activity |  |
| Wk. of 1/30 | T-Group  
Chapter 1 (Gladding) | Types of Groups  
CACREP II.G.6.a |
| Wk. of 2/6 | T-Group  
Chapter 2-3 (Gladding) | Group Dynamics  
Group Leadership  
CACREP II.G.6.a  
CACREP II.G.6.b |
| Wk. of 2/13 | T-Group  
Chapter 4-5 (Gladding) | Beginning a Group  
The Transition Period of Group  
CACREP II.G.6.a  
CACREP II.G.6.d  
CACREP II.G.6.e |
| Wk. of 2/20 | T-Group  
Chapter 6-7 (Gladding) | Working Stage of Group  
Closing a Group  
Begin Watching Evolution of a Group  
CACREP II.G.6.a  
CACREP II.G.6.b  
CACREP II.G.6.d  
CACREP II.G.6.e |
| Wk. of 2/27 | **Test Chapters 1-7**  
**T-Group** |  
CACREP II.G.6.e |
| Wk. of 3/5 | SPRING BREAK | |
| Wk. of 3/12 | T-Group  
Chapter 1 (Yalom)  
Chapter 8 (Gladding) | Therapeutic Factors  
Group Work with Culturally Diverse  
CACREP II.G.6.a  
CACREP II.G.6.e |
| Wk. of 3/19 | T-Group  
Chapter 2 (Yalom)  
Chapter 9 (Gladding) | Creativity in Groups  
Therapeutic Factors  
CACREP II.G.6.a  
CACREP II.G.6.e |
| Wk. of 3/26 | T-Group  
Chapter 3 (Yalom)  
Chapter 10 (Gladding)  
**Students Co-Lead/ Present Activity** | Group Cohesion  
Ethical and Legal Issues  
CACREP II.G.6.a  
CACREP II.G.6.b  
CACREP II.G.6.e |
| Wk. of 4/2 | T-Group  
Chapter 3 (Kline)  
Chapter 11 (Gladding)  
**Students Co-Lead/ Present Activity** | Group Development Theory  
Group Counseling With Children  
CACREP II.G.6.a  
CACREP II.G.6.c  
CACREP II.G.6.e |
| Wk. of 4/9 | T-Group  
Chapter 6 (Kline)  
Chapter 12 (Gladding)  
**Students Co-Lead/ Present Activity** | General Systems Theory  
Group Counseling with Adolescents  
CACREP II.G.6.a  
CACREP II.G.6.c  
CACREP II.G.6.e |
| Wk. of 4/16 | T-Group  
Chapters 13-14 (Gladding)  
**Students Co-Lead/ Present Activity** | Group Counseling with Adults  
CACREP II.G.6.a  
CACREP II.G.6.b  
CACREP II.G.6.e |
| Wk. of 4/23 | T-Group  
Adventure-Based Counseling  
Special Topics in Group |  
CACREP II.G.6.b  
CACREP II.G.6.e |
| Wk. of 4/30 | Test Over Chapters 8-14 Gladding, Yalom and Kline Students Lead Adventure-Based Counseling Activity |  |
| Wk. of 5/7 | **PRESENT CURRICULUMS TO CLASS** | CACREP II.G.6,a CACREP II.G.6.b CACREP II.G.6.d |
### RUBRIC FOR GROUP ACTIVITY PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th><strong>Insufficient or Minimal</strong></th>
<th><strong>Adequate</strong></th>
<th><strong>Superior</strong></th>
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<tbody>
<tr>
<td><strong>Goals or Objectives</strong></td>
<td>Failed to provide goals or objectives for the activity or goals were too general to be helpful</td>
<td>Goals or objectives fit the activity but lacked clear focus needed for optimal leadership</td>
<td>Goals or objectives were clear and assisted leader in planning for implementation of the activity:</td>
</tr>
<tr>
<td><strong>Directions for Activity</strong></td>
<td>Could not successfully use activity with directions given. Hard to follow and/or not broken down adequately</td>
<td>Directions were adequate but minimal in content</td>
<td>Directions were broken down well and scaffolded in order to help leader prepare adequately</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>Did not provide adequate list of materials needed to plan</td>
<td>Listed some materials but others were assumed/not listed</td>
<td>A thorough list of materials needed was provided</td>
</tr>
<tr>
<td><strong>Processing and Personalization Questions</strong></td>
<td>Few if any questions listed on handout. Questions provided were minimally helpful for processing group content</td>
<td>Questions for processing were included but failed to give adequate variety of levels or types of questions to process the group activity thoroughly</td>
<td>Questions provided covered multiple levels, both inside and outside of group processing, and were appropriate for the activity</td>
</tr>
<tr>
<td><strong>Suggestions for Usage</strong></td>
<td>Did not provide suggestions for usage</td>
<td>Suggestions given for usage or modification were minimally helpful</td>
<td>Suggestions for usage covered a number of areas such as group types, group themes and ages</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>None given</td>
<td>Given but not cited correctly in APA format</td>
<td>Citation given in proper APA format</td>
</tr>
<tr>
<td><strong>Explanation of Activity</strong></td>
<td>Didn’t explain the activity or explanation was confusing or hard to follow</td>
<td>Presentation was adequate but lacked careful planning so explanation was concise</td>
<td>Presentation of activity was well planned as evidenced by a concise yet thorough introduction</td>
</tr>
<tr>
<td><strong>Leadership Skills</strong></td>
<td>There was a failure to lead the activity, member left to do too much on their own</td>
<td>Members were able to follow directions due to adequate leadership</td>
<td>Leadership skills demonstrated ability to focus on multiple elements of the activity</td>
</tr>
<tr>
<td><strong>Processing Skills</strong></td>
<td>Processing questions were read verbatim without follow-up or failed to draw out participation</td>
<td>A number of members were included in the processing but no follow-up questions were asked</td>
<td>Questions for the activity were utilized and a number of members participated. Follow-up questions (not on activity) were used where relevant.</td>
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<tr>
<td>INSUFFICIENT TO MINIMAL</td>
<td>ADEQUATE</td>
<td>SUPERIOR</td>
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<tr>
<td><strong>Group Rationale</strong></td>
<td>Rationale fails to explain why the group is needed or how it will serve its members and/or other stakeholders</td>
<td>Rationale describes some general justifications for group implementation but is not specific as to the purpose of the group and/or benefit to members</td>
<td>Rationale clearly outlines the need for the group, how it will meet the need and benefits to group members</td>
</tr>
<tr>
<td><strong>Group Goals</strong></td>
<td>Failed to include goals for the group, or goals given did not provide purposeful targets for the group</td>
<td>Goals given were too general in scope or did not complement the group rationale</td>
<td>Goals were appropriately broad yet anchored the group plan while providing direction for the group plan</td>
</tr>
<tr>
<td><strong>Group Membership</strong></td>
<td>Left out many of the criteria needed for determining group membership &amp;/or failed to explain criteria rationale</td>
<td>Membership criteria given but lacks thoughtful consideration of choices or lacks support for criteria decision-making</td>
<td>Membership criteria are clear and congruent with rationale &amp; objectives. Ample support for choices given</td>
</tr>
<tr>
<td><strong>Group Meeting Times</strong></td>
<td>Meeting times not given, only partially explained or not feasible</td>
<td>Meeting times given but lacks detail</td>
<td>Meeting times clear, congruent w/plans for the group &amp; group membership</td>
</tr>
<tr>
<td><strong>Group Objectives</strong></td>
<td>Few if any objectives given for each of the group sessions</td>
<td>Objectives provided but not always consistent with the group goals or with session plans or activities</td>
<td>Objectives for each session are clear and correspond with the plans for the session and overall group goals</td>
</tr>
<tr>
<td><strong>Group Activities</strong></td>
<td>Group activities chosen did not correspond with the groups focus, goals, rationale or membership</td>
<td>Session plans adequately matched the group's focus but were not always the best choice for implementing group goals</td>
<td>Session plans and activities were thoughtfully chosen and supported the goals and rationale of the group</td>
</tr>
<tr>
<td><strong>Group Plan/Sequence</strong></td>
<td>Session plans lacked cohesion and flow: failed to take into consideration group development</td>
<td>Session plans satisfactory and sequencing adequate. Modifications in sequencing would improve members experience and/or enhance group development</td>
<td>Session plans optimized the group's experience and built upon developmental stages of the group</td>
</tr>
<tr>
<td><strong>Group Session Instructions</strong></td>
<td>Failed to include adequate instructions so curriculum could be used by others</td>
<td>Directions were adequate but clarification needed for some activities</td>
<td>Instructions were specific, thorough, &amp; presented in easy-to-follow format</td>
</tr>
<tr>
<td><strong>Multicultural Considerations</strong></td>
<td>Failed to include or left out some obvious multicultural considerations</td>
<td>Multicultural considerations were included but lacked thoroughness throughout curriculum</td>
<td>Many to most multicultural considerations were included where relevant</td>
</tr>
<tr>
<td><strong>Processing and Personalization Questions</strong></td>
<td>Few if any questions provided for session activities. Questions did not assist in processing group experience</td>
<td>Questions provided were appropriate but not comprehensive enough to elicit optimal processing</td>
<td>Questions were comprehensive and thought-provoking. The number of questions and content were optimal</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>No evaluation provided or example given was poorly constructed or did not properly evaluate the group</td>
<td>Evaluation was simplistic and failed to gather the appropriate level of data from members</td>
<td>Evaluation instrument was thorough and appropriate for the group and its members</td>
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<tr>
<td><strong>II.G.6.a</strong> Student demonstrates principles of group dynamics, including</td>
<td>4 or more of 5 identified test items answered correctly</td>
<td>3 of 5 identified items answered correctly</td>
<td>2 of 5 identified items answered correctly</td>
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<td>group process components, developmental stage theories, group members’ roles and</td>
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<td>behaviors, and therapeutic factors of group work</td>
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<tr>
<td><strong>II.G.6.b</strong> Student demonstrates group leadership or facilitation styles and</td>
<td>4 or more of 5 identified test items answered correctly</td>
<td>3 of 5 identified test items answered correctly</td>
<td>2 of 5 identified test</td>
</tr>
<tr>
<td>approaches, including characteristics of various types of group leaders and</td>
<td></td>
<td></td>
<td>items answered correctly</td>
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<td>leadership styles</td>
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<tr>
<td><strong>II.G.6.c</strong> Student demonstrates theories of group counseling, including</td>
<td>4 or more of 5 identified test items answered correctly</td>
<td>3 of 5 identified test items answered correctly</td>
<td>2 of 5 identified test</td>
</tr>
<tr>
<td>commonalities, distinguishing characteristics, and pertinent research and</td>
<td></td>
<td></td>
<td>items answered correctly</td>
</tr>
<tr>
<td>literature</td>
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<tr>
<td><strong>II.G.6.d</strong> Student demonstrates group counseling methods, including group</td>
<td>4 or more of 5 identified test items answered correctly</td>
<td>3 of 5 identified test items answered correctly</td>
<td>2 of 5 identified test</td>
</tr>
<tr>
<td>counselor orientations and behaviors, appropriate selection criteria and</td>
<td></td>
<td></td>
<td>items answered correctly</td>
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<tr>
<td>methods, and methods of evaluation of effectiveness</td>
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</tbody>
</table>
### Critical Performance Measurement Two – Group Log

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>II.G.6.e</strong> Demonstrates direct experiences in which students participate as</td>
<td>Student clearly demonstrated an understanding of group process, group dynamics, group roles, group leadership and therapeutic factors within their log entries.</td>
<td>Student provided examples to adequately demonstrate an understanding of group process, group dynamics, group roles, group leadership and therapeutic factors within their log entries.</td>
<td>Limited evidence of an understanding of group process, group dynamics, group roles, group leadership and therapeutic factors within their log entries.</td>
<td>Virtually no evidence of an understanding of group process, group dynamics, group roles, group leadership and therapeutic factors within their log entries</td>
</tr>
<tr>
<td>group members in a small group activity, approved by the program, for a minimum</td>
<td>of 10 clock hours over the course of one academic term.</td>
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</tbody>
</table>