



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA. 19010

<u>Course Title:</u>	Group Dynamics and Strategies
<u>Course Number:</u>	CNS 6002
<u>Course Date:</u>	Fall 2020
<u>Course Meeting Times:</u>	Mondays 5:15 P.M. – 7:15 P.M.
<u>Course Location:</u>	Good Counsel Hall – Room 107
<u>Course Designation:</u>	Level I Course (Required for Clinical Mental Health Counseling Program and School Counseling Program)
<u>Semester Hours:</u>	3
<u>Prerequisites:</u>	None
<u>Limitation on Enrollment:</u>	10

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Office Hours:	M (4:00 P.M. – 5:00 P.M.); R (4:00 P.M. - 5:00 P.M.)

Course Description: This course examines how to establish, facilitate, and terminate various counseling groups in an effective manner. Group counseling theories and specialized techniques for enhancing interpersonal communication skills are presented. Students will actively participate in group sessions to better comprehend group dynamics, stages of the group development, and the role of the facilitator in group counseling sessions.

Note: One hour of each class session will be dedicated to group counseling experiences.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Understand and apply ethically appropriate counseling skills and techniques to positively influence the helping process across clients of various developmental levels within a group setting.
- B. Utilize group counseling theories within mock counseling session exercises with attention to appropriate interventions, leadership skills, and purpose of the group sessions.
- C. Demonstrate an ability to manage group dynamics, including knowledge of therapeutic factors and developmentally appropriate roles and behaviors for clients and counselors.
- D. Design and implement a comprehensive counseling group with an awareness of ethically appropriate forms of assessment and recruitment as well as counseling goals and objectives with its intended population.
- E. Exhibit flexibility and cultural competency when planning and conducting group counseling sessions to most effectively develop cohesion and support within the group dynamic.
- F. Maintain personal boundaries while maintaining therapeutic engagement with all group members to foster group process and development.
- G. Analyze and apply current research methods to incorporate evidenced based practices and address the mental health needs of specific demographics within the therapeutic setting, i.e., addictions, life transitions, and grief.
- H. Attain first-hand knowledge of group membership by participating in experiential group counseling enactments and written reflection on their personal experience as group members and leaders.

II. Course Content

- A. Types of Groups and Group Work
 - a. Classifying Groups
 - b. Task/Work Groups
 - c. Psychoeducational Groups
 - d. Counseling Groups

- e. Psychotherapy Groups
- f. Mixed Groups
- B. Group Dynamics
 - a. Group Content & Group Process
 - i. Balance between Content & Process
 - b. Group as a System
 - i. Preplanning
 - ii. Group Structure
 - iii. Group Exercises and Activities
 - iv. Group Interaction
 - v. Members Roles
 - c. Group, Individual & Family Dynamics
- C. Effective Group Leadership
 - a. Leadership
 - b. Group Leadership Styles
 - c. Leadership Styles for Different Roles
 - d. Personal Qualities of Effective Group Leaders
 - e. Theory & Effective Group Leaders
 - f. Knowledge & Skills of Effective Group Leaders
 - i. Core Group Knowledge & Skills
 - ii. Specific Group Skills
 - g. Group Leadership Roles & Functions
 - i. Leaders & Group Conflict
 - h. Co-Leaders in Groups
 - i. Advantages
 - ii. Disadvantages
 - i. Group Supervision
- D. Forming A Group
 - a. Steps in the Forming Stage
 - i. Step 1: Developing a Rationale for the Group
 - ii. Step 2: Deciding on Theoretical Format
 - iii. Step 3: Weighing Practical Considerations
 - iv. Step 4: Publicizing the Group

- v. Step 5: Screening & Pre-training
 - vi. Step 6: Selecting Group Members
 - vii. Step 7: Selecting a Group Leader
 - b. Tasks of the Beginning Group
 - i. Dealing with Apprehension
 - ii. Reviewing Goals and Contracts
 - iii. Specifying Group Roles
 - iv. Setting Limits
 - v. Promoting a Positive Interchange
 - c. Resolving Potential Group Problems
 - i. People Problems
 - ii. Group Procedural Problems
 - d. Useful Procedures Beginning Stage of a Group
- E. Transition Period in a Group: Storming & Norming
- a. Storming
 - i. Peer Relationships in Storming
 - ii. Resistance During Storming
 - iii. Task Processing in Storming
 - iv. Working through Storming
 - v. Results through Storming
 - b. Norms & Norming
 - i. Peer Relationships
 - ii. Task Processing
 - iii. Examining Aspects
 - iv. Promoting
 - v. Results
- F. Working Stages
- a. Peer Relationships
 - b. Task Processes
 - c. Teamwork & Team Building
 - d. Problems in Working Stage
 - i. Racial & Gender Issues
 - ii. Group Collusion

- e. Working Stage of the Group
 - f. Strategies for Assisting Groups
 - i. Modeling by Leaders
 - ii. Exercises
 - iii. Group Observing
 - iv. Brainstorming
 - v. Normal – Group Techniques
- G. Closing a Group
- a. Preparing for Closing a Group
 - b. Effects on Individuals
 - c. Premature Closing
 - d. Closing of a Group Session
 - e. Final Closing of a Group
 - f. Problems in Closing
 - i. Denial
 - ii. Transference
 - iii. Countertransference
 - iv. Handling the Closing
 - g. Follow-Up Sessions
- H. Diversity & Social Justice
- a. History
 - b. Stages
 - c. Challenges of Culturally Diverse groups
 - d. Myths about Multicultural Groups
 - e. Goals
 - f. Assessment
 - g. Leadership
 - h. Working with Different Cultural Groups
 - i. African Americans
 - ii. Hispanic/Latino/Americans
 - iii. Asian Americans
 - iv. Native Americans
 - v. Arab Americans

- vi. European Americans
 - i. Groups for LGBTQ
 - I. Specialty Groups & Creativity in Groups
 - a. Trauma Stress Groups
 - b. On –Line Groups
 - c. Cancer Support Groups
 - d. Military Personnel & Families
 - e. Creativity in Groups
 - J. Ethical & Legal Aspects of Working with Groups
 - a. Nature of ethics & Ethical Codes
 - b. Major Ethical and Legal Issues in Group Work
 - c. Making Ethical Decisions
 - d. Promoting Ethical Principles
 - K. Groups for Children
 - a. Types of Groups
 - i. Guidance for Elementary/Middle Schools
 - ii. Counseling within the Schools
 - b. Setting Up Groups for Children
 - L. Groups for Adolescents
 - a. Types of groups
 - i. Developmental Psychoeducational Groups
 - M. Groups for Adults
 - a. Types
 - b. Setting Up
 - c. Role of Leader
 - d. Studies on Outcomes
 - N. Theoretical Approaches to Groups
 - a. Transactional Analysis, Reality Therapy, Adlerian & Person Centered
 - b. Existential, Gestalt, RET. & Psychodrama Group
- III. **Methods of Instruction**
- A. Lecture and Discussion
 - B. Experiential Activities

- C. Discussion Board
- D. Course Readings
- E. Assisted Technology
- F. Role Play Scenarios

IV. Methods of Assessment

Assignment	Points
A.) Posts and Reflections	10-Points
B.) Theory Paper	15-Points
C.) Co-Leading and Group Participation	20-Points
D.) Group Development	25-Points
E.) Final Examination	30-Points
Total Points	100-Points

- A. **Posts and Reflections:** There will be questions posted online through Canvas throughout the course that will require student responses through a discussion forum. These questions will be related to material presented in class and may involve watching videos, researching articles, and supplemental reading. After answering the question(s), students will offer two reflections on the posts of their peers. Questions will encourage students to think critically and personally reflect about new material presented in class and in the course reading.

Total Points: 10-Points

Student Learning Outcomes: A - H

- B. **Theory Papers:** This 6-8 page paper will require students to choose two theoretical approaches utilized within group counseling. Students will frame their conceptualization of these two group counseling theories through the lens of a demographic for implementation (students will need to have their demographic and type of group approved by the instructor prior to starting the assignment, i.e. career, addiction, trauma, survivors of sexual abuse etc.). The incorporation of evidenced based practices with the chosen demographic is encouraged as well as scholarly articles to support your thoughts and considerations. Students will need to include the following in the assignment:
- (1.) Analyze the purpose of the group
 - (2.) Communicate how the group will be effective

- (3.) Address group counseling goals for the intended population
- (4.) Consider potential limitations of the group
- (5.) Reflect upon how these approaches connect to student counseling identity
- (6.) APA Formatting with references from scholarly articles

Total Points: 15-Points

Student Learning Outcomes: A, B, C, G

- C. **Co-Leading and Group Participation:** During the first class, experiential groups will be assigned based on the five stages of group. Students will form pairs to be co-leaders and will lead a group role-play by facilitating a group session based on one of the stages of group. Students will be required to research and understand the group stage assigned and apply appropriate group counseling practices to address effective group formation and potential problems within the group setting. Over the semester, students will have the opportunity to be both leaders and participants of groups to understand the role of the counselor and the client.

Total Points: 20-Points

Student Learning Outcomes: A, B, C, E, F, G, H

- D. **Group Development:** This 6-8 page paper will review the development of a group with a multicultural population. Students will consider how to build a group from the establishment phase to the termination phase. By doing so, students will better understand how ethical and legal considerations are incorporated into group formation and development. Students will need to include the following within the assignment:
- (1.) Describe the group type, group topic and multicultural population of focus
 - (2.) Articulate where the group counseling sessions will occur and how many sessions will be offered
 - (3.) Communicate how you will identify potential group members, assess client need for the group, and the process regarding client entry and potential exit from the group
 - (4.) Consider group counseling approaches that may be effective for the intended multicultural population
 - (5.) Emphasize group norms that will promote development
 - (5.) Highlight potential topics for group counseling sessions and how these discussions and/or activities will address group counseling goals and objectives
 - (6.) Demonstrate how the group counseling sessions will be evaluation for potential modification

Total Points: 25-Points

Student Learning Outcomes: A, B, D, E, G

- E. **Final Examination:** There will be a final examination at the conclusion of the semester. The examination will be multiple choice and true/false questions. The information on the exams will be taken from the lectures, classroom activities, presentations, and readings. The nature of the examination should assist you in preparing for you to take the National Counselor Examination (NCE), which is required for licensure as a professional counselor (LPC) in Pennsylvania.

Total Points: 30-Points

Student Learning Outcomes: A-H

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging

in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Camplus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

Required Textbooks and Equipment

- A. Gladding, S. T. (2015). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Prentice-Hall. *ISBN: 978-0133905205*

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/10/2018	Course Overview Gladding Chapter 1: Types of Groups and Group Work Gladding Chapter 2: Group Dynamics Gladding Chapter 3: Effective Group Leadership	Video: Yalom Interview about Group Theory: (Rosemont Library > Media > Search: “Understanding Group Psychotherapy: An Interview”)

Week 2: 09/17/2018	Gladding Chapter 4: Forming a Group Gladding Chapter 5: The Transition Period in a Group	Posts & Reflections (1)
Week 3: 09/24/2018	Gladding Chapter 6: Working Stage Gladding Chapter 7: Closing a Group	Posts and Reflections (2)
Week 4: 10/01/2018	Gladding Chapter 10: Ethical and Legal Aspects of Working with Groups	Posts and Reflections (3) – ASGW Competencies
Week 5: 10/08/2018	Gladding Chapter 8: Diversity and Social Justice in Group Work Gladding Chapter 9: Specialty Groups and Creativity in Groups	
Week 6: 10/15/2018	Co-Leading and Group Facilitation (1) Gladding Chapter 15: Reality, Adlerian, & Person-Centered Groups	Posts and Reflections (4)
Week 7: 10/22/2018	Co-Leading and Group Facilitation (2) Gladding Chapter 16: Existential, Gestalt, REBT, & Psychodrama Groups	Posts and Reflections (5)
Week 8: 10/29/2018	Co-Leading and Group Facilitation (3) Gladding Chapter 11: Group for Children	
Week 9: 11/05/2018	Co-Leading and Group Facilitation (4) Gladding Chapter 12: Group for Adolescents	Theory Paper
Week 10: 11/12/2018	Co-Leading and Group Facilitation (5) Gladding Chapter 13: Group for Adults	
Week 11: 11/19/2018	Co-Leading and Group Facilitation (6) Gladding Chapter 14: Group for Older Adults	

Week 12: 11/26/2018	Co-Leading and Group Facilitation (7) Final Examination Review	Group Development Assignment
Week 13: 12/03/2018	Course Termination	Final Examination

VIII. Bibliography

A. Print Resources

- Association for Specialties in Group Work (2006) Professional standards for the training of group Workers. *Journal for Specialists in Group Work*, 25, 327-342.
- Atkinson, D. R. (2004). *Counseling American minorities: A cross cultural perspective* (6th ed.). New York, NY: McGraw Hill.
- Brown, D. (2012). *Career information career counseling and career development* (10th ed.). Upper Saddle River, NJ: Pearson.
- Gerrity, D. & DeLucis-Waack, J.L. (2007). Effectiveness of groups in the schools. *Journal for Specialists in Group Work* 32, 97-106.
- Furr, S. (2000). Structuring the group experience: A format for designing psychoeducational groups. *Journal for Specialists in Group Work*, 25(1), 29-49.
- Jones, K., & Robinson, E. III. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *Journal for Specialists in Group Work*, 25(4), 356-365.
- Perrone, K., & Sedlacek, W. (2000). A comparison of group cohesiveness and client satisfaction in homogeneous and heterogeneous groups. *Journal for Specialists in Group Work*, 25(3), 243-251.
- Ritchie, M., & Huss, S. (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group Work*, 25(2), 146-156.
- Stockton, R. Morran, D., & Nitza, A. (2000). Processing group events: A conceptual map for leaders. *Journal for Specialists in Group Work*, 25(4), 343-355.
- Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books

B. Non-Print Resources

American Counseling Association: www.counseling.org

Association for Specialists in Group Work (ASGW): www.asgw.org

The ASGW web page provides resources for practitioners. The site also links to The Journal for Specialists in Group Work. Original research papers, editorials, and works on training and practice are featured on this site.

Journal for Specialist in Group Work: <http://www.asgw.org/journal.asp>

Emerging Technologies (Counseling Sites): www.emtech.net/counsel.htm

Forsyth's Group Dynamics Resource Page: <http://www.richmond.edu/~dforsyth/gd/>

Tavistock Institute: www.tavistock.org

The Tavistock Institute is a not for profit organization that aims at helping those interested in group dynamics to combine research in the social sciences with professional practice.

IX. CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Learning Outcomes
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice)	Posts and Reflections & Final Examination	(A) (D)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice)	Posts and Reflections, Group Development, & Final Examination	(A) (F)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice)	Group Development	(D) (H)

The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity)	Posts and Reflections, Theory Paper, & Co-Leading and Group Participation	(C) (E) (H)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity)	Posts and Reflections, Co-Leading, & Group Participation	(C) (E) (H)
Theories of individual and family development across the lifespan (3a. Human Growth and Development)	Posts and Reflection & Theory Paper	(A) (B)
Theories and etiology of addictions and addictive behaviors (3d. Human Growth and Development)	Posts and Reflection & Theory Paper	(A) (B) (G)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development)	Posts and Reflections, Co-Leading and Group Participation, Group Development, & Final Examination	(A) (C) (E)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development)	Posts and Reflections & Theory Paper	(A) (C) (G)
Strategies for career development program planning, organization, implementation, administration, and evaluation (4f. Career Development)	Posts and Reflections Theory Paper & Group Development	(D) (G)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development)	Posts and Reflections, Theory Paper, Group Development & Final Examination	(B) (G)
Strategies for facilitating client skills development for career, educational, and life-work planning and management (4h. Career Development)	Posts and Reflections & Theory Paper	(B) (F)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development)	Theory Paper & Group Development	(A) (B) (D)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships)	Co-Leading and Group Participation	(A) (D) (F)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	Theory Paper & Co-Leading and Group Participation	(C) (E) (F) (H)

Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships)	Group Development & Final Examination	(C) (D)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships)	Theory Paper & Group Development	(A) (B) (D)
Development of measurable outcomes for clients (5i. Counseling and Helping Relationships)	Theory Paper & Group Development	(D) (G)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships)	Theory Paper & Final Examination	(G)
Suicide prevention models and strategies (5l. Counseling and Helping Relationships)	Theory Paper	(G)
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5m. Counseling and Helping Relationships)	Theory Paper	(C) (G)
Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships)	Posts and Reflections & Theory Paper	(D) (G) (H)
Theoretical foundations of group counseling and group work (6a. Group Counseling and Group Work)	Posts and Reflections, Theory Paper, Group Development, & Final Examination	(B) (D) (H)
Dynamics associated with group process and development (6b. Group Counseling and Group Work)	Posts and Reflections, Theory Paper, & Co-Leading and Group Participation	(C) (D) (E) (F) (H)
Therapeutic factors and how they contribute to group effectiveness (6c. Group Counseling and Group Work)	Posts and Reflections, Theory Paper, Co-Leading and Group Participation, Group Development, & Final Examination	(C) (D) (E) (F) (H)
Characteristics and functions of effective group leaders (6d. Group Counseling and Group Work)	Posts and Reflections, Theory Paper, Co-Leading and Group Participation, Group Development, & Final Examination	(B) (C) (D) (E) (F) (G) (H)
Approaches to group formation, including recruiting, screening, and selecting members (6e. Group Counseling and Group Work)	Group Development	(D) (H)

Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work)	Posts and Reflections, Theory Paper, Group Development, & Final Examination	(B) (C) (D) (E) (F) (G)
Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work)	Co-Leading and Group Participation & Group Development	(A) (B) (D) (E) (F) (G) (H)
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 (6h. Group Counseling and Group Work)	Co-Leading and Group Participation	(D) (H)
Methods of effectively preparing for and conducting initial assessment meetings (7b. Assessment and Testing)	Group Development	(C) (D)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing)	Theory Paper & Group Development	(C) (D)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing)	Theory Paper & Group Development	(C) (D)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing)	Group Development & Final Examination	(D) (H)
Identification of evidence-based counseling practices (8b. Research and Evaluation)	Theory Paper	(B) (G)
Needs assessments (8c. Research and Evaluation)	Group Development & Final Examination	(D) (G)
Evaluation of counseling interventions and programs (8e. Research and Evaluation)	Group Development	(D) (G)

CACREP Specialty Area (Clinical Mental Health Counseling)	Assessment	Learning Outcome
1. Foundations		
B. Theories and models related to clinical mental health counseling	Posts and Reflections, Theory Paper, Group Development, & Final Examination	(B)
2. Contextual Dimensions		

A. Roles and settings of clinical mental health counselors	Posts and Reflections, Co-Leading and Group Participation, & Group Development	(A) (C) (D)
C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Posts and Reflections, Group Development, & Final Examination	(D) (H)
J. Cultural factors relevant to clinical mental health counseling	Posts and Reflections & Group Development	(E)
L. Legal and ethical considerations specific to clinical mental health counseling	Posts and Reflections, Theory Paper, Co-Leading and Group Participation, Group Development, & Final Examination	(A) (D) (E)
3. Practice		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Group Development	(D) (H)
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Posts and Reflections, Theory Paper, Co-Leading and Group Participation, & Group Development	(B) (D) (G)

CACREP Specialty Area (School Counseling)	Assessment	Learning Outcome
2. Contextual Dimensions		
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Posts and Reflections, Co-Leading and Group Participation, & Group Development	(C) (D)
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Posts and Reflections, Theory Paper, & Final Examination	(C) (D)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a	Posts and Reflections, Theory Paper, & Final Examination	(G)

home where substance abuse occurs		
N. Legal and ethical considerations specific to school counseling	Posts and Reflections, Theory Paper, Co-Leading and Group Participation, Group Development, & Final Examination	(A) (D) (E)
3. Practice		
C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Theory Paper & Group Development	(D) (H)
D. Interventions to promote academic development	Theory Paper & Group Development	(B)
E. Use of developmentally appropriate career counseling interventions and assessments	Posts and Reflections, Theory Paper, & Group Development	(A) (B) (D)
M. Strategies for implementing and coordinating peer intervention programs	Group Development	(B) (C) (D)