

**Texas A&M University - Central Texas**  
**COUN 5354 – Group Procedures for Counselors**  
**INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Jeremy Berry, Ph.D., LPC-S, NCC  
 Class Time: Monday 6-8:50 Wednesdays: 6-8:50 (or hybrid online)  
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 Office hours: M-10-6, W-10-6

**COURSE INFORMATION**

**Course Overview and description:**

A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. This course will introduce the basic theories and procedures of group counseling. Lecture, class discussion, demonstration and videotaped material will be utilized. Upon course completion, class participants should be able to demonstrate an understanding of theories and procedures used in group settings

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.
2. Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.
3. Student will demonstrate participation in a minimum of 10 weekly group sessions.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

**(IIF6: 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:

CACREP Standard	Activity	SLOs
<b>Common Core for all students:</b>		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO 1 & 2

b. Multicultural counseling competencies (IIF2c);	Group Proposal	SLO 1 & 2
c. Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO 1 & 2
d. Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO 1 & 2
d. Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Experience	SLO 3
e. Therapeutic foundations of group counseling and group work (IIF6a);	Group Experience	SLO 3
f. Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO 1 & 2
f. Characteristics and functions of effective group leaders (IIF6d);	Group Experience	SLO 3
g. Dynamics associated with group process and development (IIF6b);	Group Experience	SLO 3
h. Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO 1 & 2
h. ethical and culturally relevant strategies for designing and facilitating groups (IIF6g); and	Group Proposal	SLO 1 & 2
i. 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 (IIF6h);	Group Experience	SLO 3
i. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Group Proposal	SLO 1 & 2
i. multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f);	Group Experience	SLO 3
i. the importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);	Group Proposal	SLO 1 & 2
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

**Required Textbook:**

**Author:** Gladding

**Title:** Groups: A Counseling Speciality

**Edition:** 7th

**ISBN:** 9780133905205

**Additional Recommended Texts:**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

<http://owl.english.purdue.edu/owl/resource/560/01/>

Gladding, S. (1999). *Group work: A counseling specialty (3<sup>rd</sup> ed.)*. Upper Saddle River: Prentice-Hall.

Yalom, I. (2005). *Theory and practice of group psychotherapy (5<sup>th</sup> ed.)*. New York: Basic Books

**Academic honesty statement:**

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

**Absence / Late work policy (with any exceptions):**

Attendance is expected for all classes and all groups. Because of the experiential nature of this class, missing even a small part of class leaves a large void in your learning and understanding of group theory and process. If you need to miss part of the class, that is not a problem, but you will need to do some type of additional assignment to make up for the

time not spent in class. The most common way to make up for a missed class is to read one of the Yalom paperbacks.

Active participation in this class is essential. Come to class prepared to participate. Participation at an "A" level means initiating spontaneous comments or questions during class session.

**Attendance: absence free for one ½ of one class: 10 points per missed class thereafter**

An open, curious, and honest attitude toward learning from others and about one's self will facilitate intellectual growth and development for everyone, including me. This is not a time to be shy. Conversely, it's also not a forum to dominate and monopolize. Exercising *social awareness* is essential.

Confidentiality is essential. Due to the experiential nature of the course, any information obtained during class will be held in confidence. Any breach of confidentiality will be considered an ethical violation and may result in dismissal from the program. Continuation in this course is contingent upon acceptance of these conditions.

## COURSE REQUIREMENTS

**Group Journal (10%):** Journaling personal experience weekly provides an opportunity to reflect on the experience, lessons learned and growth areas. Journaling should include: your experience regarding the group, how the group coincides with your assigned readings, questions regarding the group procedures, what you learned about group work and what you learned about yourself. You will turn in one journal entry per week at the end of the week. [Your journals are due by Sunday, 11:59pm, the end of each week.]

**Group Experience (15%):** Students will participate in a facilitated group experience where the emphasis will be on engaging with and understanding group processes and dynamics. Students will maintain a personal log that describes their reflections of experiences in the group. Student performance in the group is not being graded, but attendance and completeness of the log is. Students will be required to co-lead at least one group. If everyone co-leads at least once, students may have the opportunity to co-lead with other students.

**Group proposal and short presentation (30%):** Students will outline a group that they would implement and facilitate. In tandem, students will give a short (7-10minute) presentation outlining their proposal to the class. The proposals count for 30 percent and the presentation counts for 10 percent.

**With regard to the group proposal:** One important goal of the course is that you learn to distinguish among the major approaches to group work (e.g., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to your potential counseling or mental health work setting.

An activity to help you to gain these competencies involves your preparing a typewritten proposal (10-15 pages) describing a group you might conduct in your desired work setting (e.g.,

communication skills for adolescents in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents have recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, etc.).

You should describe the group in detail, provide a rationale, identify group goals, present your plans for recruitment, screening, consent, orientation and other pre-group issues, identify theoretical issues that will apply and techniques you may employ; and describe methods you will use to evaluate the group. In addition, you should provide a budget for expected costs to facilitate the group.

The group proposal should be written in paragraph form that includes:

### **Overview**

- Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
- Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
- Rationale for group, rather than individual, counseling
- Group logistics (when, where, and how often the group will meet)
- Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)

### **Membership**

- Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)

### **Leadership**

- Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
- Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
- Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
- Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)

### **Session format and flow**

- Informed consent (what aspects will you include? what safeguards will you use?)
- Ground rules (what ground rules will be in place, and how will they be communicated?)
- Ethics (considerations and guidelines)
- Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

The content portion of the paper should have sections that look like this:

## **Introduction**

### **Overview**

**Membership  
Leadership  
Session Format and Flow  
Conclusion**

**Mid-term (20%):** An exam consisting of multiple choice and short answer questions will be administered for the mid-term. This exam will count for 20% of your grade. The midterm exam will cover materials from the first 9 Chapters of the textbook and questions will be taken from a test question pool for the National Counselor Examination and the CCE (Comp Exam). This test will serve as excellent preparation for those tests.

**Final (25%):** An exam consisting of multiple choice and short answer questions will be administered for the final. This exam will count for 25% of your grade. The final exam will cover materials from the first 9 Chapters of the textbook and questions will be taken from a test question pool for the National Counselor Examination and the CCE (Comp Exam). This test will serve as excellent preparation for those tests.

**Grade Distribution**

<b>Group Experience:</b>	15 %
<b>Group Journal:</b>	10%
<b>Group Proposal/Presentation:</b>	30 %
<b>Mid Term (NCE/CCE Prep):</b>	20 %
<b>Final Exam (NCE/CCE Prep):</b>	25 %
<b>Total:</b>	<b>100 %</b>

- A:** 90-100 %
- B:** 80-89 %
- C:** 70-79 %.
- D:** 60-69 %
- F:** < 59 %

**COURSE OUTLINE AND CALENDAR**

Date	Topics	Readings	Assignments
<b>Week 1</b> <b>6/4 – In Class</b> <b>6/6 - Online</b>	Types of Group Group Dynamics Group Leadership	Chapter 1 Chapter 2 Chapter 3	<b>Group Journal</b>
<b>Week 2</b> <b>6/11 – In Class</b> <b>6/13 - Online</b>	Beginning a Group The Transition Period  <b>1<sup>st</sup> Group Session</b>	Chapter 4 Chapter 5	<b>Group Journal</b>

<b>Week 3</b> <b>6/18 – In Class</b> <b>6/20 - Online</b>	The Working Stage Closing a Group  <b>2<sup>nd</sup> Group Session</b>	Chapter 6 Chapter 7	<b>Group Journal</b>
<b>Week 4</b> <b>6/25 – In Class</b> <b>6/27 – In Class</b> <b>(7pm) Group</b>	Diverse Groups Specialty Groups  <b>3<sup>rd</sup> &amp; 4<sup>th</sup> Group Sessions</b>	Chapter 8 Chapter 9	<b>Group Journal</b>  <b>Mid-Term Exam</b>
<b>Week 5</b> <b>7/2 – In Class</b> <b>7/4 - Online</b>	Group Ethics Groups for Children and Adolescents  <b>5<sup>th</sup> Group Session</b>	Chapter 10 Chapter 11 Chapter 12	<b>Group Journal</b>
<b>Week 6</b> <b>7/9 – In Class</b> <b>7/11 – Online</b>	Groups for Adults Groups for Older Adults  <b>6<sup>th</sup> Group Session</b>	Chapter 13 Chapter 14	<b>Group Journal</b>
<b>Week 7</b> <b>7/16 – In Class</b> <b>7/18 - Online</b>	TA, Reality Therapy, Adlerian, & Person Centered  Existential, Gestalt, REBT, & Psychodrama Groups  <b>7<sup>th</sup> Group Session</b>	Chapter 15 Chapter 16	<b>Group Journal</b>
<b>Week 8</b> <b>7/23 – In Class</b> <b>7/25 – In Class</b>	History, Present Realities, and Trends of Groups  <b>Final Group Session</b>	Chapter 17	<b>Group Proposals &amp; Presentations</b>  <b>Group Journal</b>  <b>Final Exam</b>

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another

student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email

Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

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### **OPTIONAL POLICY STATEMENTS:**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims

often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**INSTRUCTOR POLICIES.**

I do not accept late work without penalty. That doesn't mean I will not accept it at all, it means I won't without penalty. As a matter of record, any student turning in an assignment late will be penalized, regardless of the reasons for the late submission, with the lone exception being something that effects the Texas A&M University – Central Texas Canvas site which makes submitting work impossible. Typically penalty for late submission is a letter grade for each day beyond the due date for the assignment.

**Student Learning Outcomes (SLOs) Grading Rubrics**

SLO 1 & 2	Competence				
Group Proposal	No	Some	Basic	Above Average	Superior
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Multicultural counseling competencies (IIF2c);					
Help-seeking behaviors of diverse clients (IIF2f);					
Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);					
Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);					
Approaches to formation, including recruiting, screening, and selecting members (IIF6e);					
Ethical and culturally relevant strategies for designing and facilitating groups (IIF6g)					
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					

The importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);					
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);					

SLO 3	Competence				
	No	Some	Basic	Above Average	Superior
Group Experience					
Therapeutic factors and how they contribute to group effectiveness (IIF6c);					
Therapeutic foundations of group counseling and group work (IIF6a);					
Characteristics and functions of effective group leaders (IIF6d);					
Dynamics associated with group process and development (IIF6b);					
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 (IIF6h);					
Multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f)					

**Key Performance Indicator**

Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.
Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness. Proposals should be drafted based on the student’s counseling track (CMHC or SC).

Name \_\_\_\_\_

<p><b>1</b></p>	<p>Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.</p>				
<p><b>No Competence</b></p>	<p><b>Some Competence</b></p>	<p><b>Basic Competence</b></p>	<p><b>Above Average Competence</b></p>	<p><b>Superior Level Competence</b></p>	<p><b>CACREP Standard,</b></p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	
<p>Candidate has no ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features</p>	<p>Candidate has limited ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features</p>	<p>Candidate has basic ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features</p>	<p>Candidate has above average ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features</p>	<p>Candidate has superior ability to demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features</p>	<p>IIF6;</p>

Name \_\_\_\_\_

<b>2</b>	Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.				
<b>No Competence</b>	<b>Some Competence</b>	<b>Basic Competence</b>	<b>Above Average Competence</b>	<b>Superior Level Competence</b>	<b>CACREP Standard,</b>
1	2	3	4	5	
Candidate has no ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has limited ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has basic ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has above average ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	Candidate has superior ability to demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.	IIF6