



**Counselor Education Department
Clinical Mental Health Counseling Program
CM 543 Group Theories & Process of Counseling
3 Credit Hours
Spring 2020 Room: 4045 Merchandise Mart**

Course Introduction

Instructor:	Michael M. Kocet, Ph.D., LMHC, NCC, ACS
Course Section #	CM 543-A
Course Meeting Day/Time	Thursdays 1:00-3:50pm CST
Office and Hours:	Room 4121 Merchandise Mart Mondays 1-3pm, Tuesdays 10am-12pm, Wednesdays 1pm-3pm, and by appointment
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Official Course Description

Prerequisite(s): CM 507, CM 521, CM 528, and CM 529. This course provides the foundation for understanding theory, dynamics, principles and techniques of group therapy and counseling. Throughout the course students are exposed to various models for conducting therapeutic groups with diverse populations. Students are also involved in an experiential practice of group process throughout the course. (3 credit hours)

Institutional Learning Outcome Addressed

Institutional Learning Outcomes

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

Learning Outcomes:	Course Learning Outcome:
<p>Institutional Learning Outcomes: Professional Practice <i>Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.</i></p> <p>Program Learning Outcomes: Counseling, Prevention, and Intervention: <i>demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.</i></p>	<p>CLO #1. Students will apply theoretical foundations of group counseling and group work (CACREP 2.F.6.a.).</p> <p>CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).</p> <p>CLO 3 – Students will apply knowledge for the therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c.).</p> <p>CLO 4 – Students will have knowledge of and demonstrate the characteristics and functions of effective group leaders (CACREP 2.F.6.d.).</p> <p>CLO 5 – Students will integrate approaches to group formation, including recruiting, screening, and selecting members into their group work practice (CACREP 2.F.6.e.).</p> <p>CLO 6 – Students will be able to identify the types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f.).</p> <p>CLO 7 – Students will be knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g.).</p> <p>CLO 8 – Students will participate as group members in a small group activity (on time/life management), approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP 2.F.6.h.).</p>

Program Learning Outcomes

Upon successful completion of this program students will be able to:

1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
5. **Diagnosis:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
6. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN	Publisher's Price
1. Erford, B. (2018). <i>Group work: Processes and applications</i> (2 nd ed.). NY: Routledge.	978-0-8153-6303-3	\$51.96
2. Yalom, I. (2005). <i>The theory and practice of group psychotherapy</i> (5th ed.). NY: Basic Books.	0-465-09284-5	\$50.29 \$34.99 (ebook)
3. Other readings as assigned (On Canvas)		

Course Rubric

Learning Objectives Addressed PLO # 3 Counseling, Prevention, and Intervention	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
CLO #1. Students will apply theoretical foundations of group counseling and group work (CACREP 2.F.6.a.).	No ability to apply theoretical foundations to group work	Basic ability to apply theoretical foundations to group work	Intermediate ability to apply theoretical foundations to group work	Advanced ability to apply theoretical foundations to group work
CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	No ability to facilitate the dynamics associated with group process and development	Basic ability to facilitate the dynamics associated with group process and development	Intermediate ability to facilitate the dynamics associated with group process and development	Advanced ability to facilitate the dynamics associated with group process and development
CLO 3 – Students will apply knowledge for the therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c.).	No ability to apply knowledge for the therapeutic factors and how they contribute to group effectiveness	Basic ability to apply knowledge for the therapeutic factors and how they contribute to group effectiveness	Intermediate ability to apply knowledge for the therapeutic factors and how they contribute to group effectiveness	Advanced ability to apply knowledge for the therapeutic factors and how they contribute to group effectiveness
CLO 4 – Students will have knowledge of and demonstrate the characteristics and functions of effective group leaders (CACREP 2.F.6.d.).	No capacity to demonstrate the characteristics and functions of effective group leaders	Basic capacity to demonstrate the characteristics and functions of effective group leaders	Intermediate capacity to demonstrate the characteristics and functions of effective group leaders	Advanced capacity to demonstrate the characteristics and functions of effective group leaders
CLO 5 – Students will integrate approaches to group formation, including recruiting, screening, and selecting members into their group work practice (CACREP 2.F.6.e.).	No capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	Basic capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	Intermediate capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	Advanced capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work
CLO 6 – Students will be able to identify the types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f.).	No ability to identify the types of groups and other considerations that affect conducting groups	Basic ability to identify the types of groups and other considerations that affect conducting groups	Intermediate ability to identify the types of groups and other considerations that affect conducting groups	Advanced ability to identify the types of groups and other considerations that affect conducting groups

<p>CLO 7 – Students will be knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g.).</p>	<p>No knowledgeable of applying ethical and culturally relevant strategies for designing and facilitating groups</p>	<p>Basic knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups</p>	<p>Intermediate knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups</p>	<p>Advanced knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups</p>
<p>CLO 8 – Students will participate as group members in a small group activity (on time/life management), approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP 2.F.6.h.).</p>	<p>No engagement as group member in a small group activity (on time/life management), approved by the program</p>	<p>Basic engagement as group member in a small group activity (on time/life management), approved by the program</p>	<p>Intermediate engagement as group member in a small group activity (on time/life management), approved by the program</p>	<p>Advanced engagement as group member in a small group activity (on time/life management), approved by the program</p>

Class Schedule, Assignments, and Grading

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
<u>Week 1</u> 1/9/20	Introduction to the Group Process and Practice; Review syllabus; Course Expectations			95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 2</u> 1/16/20	Multicultural Issues in the Group Process Makeba Boykins, Guest Speaker	CLO 7 – Students will be knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g.).	Erford Ch # 3 Bring ASGW Best Practice Guidelines ASGW Principles for Diversity Competent Group Workers to class	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 3</u> 1/23/20	The Group Process; History of Groups Planning for Groups; Group Member Roles; The Group Process; The Therapeutic Factors (Yalom)	CLO #1. Students will apply theoretical foundations of group counseling and group work (CACREP 2.F.6.a.). CLO 3 – Students will apply knowledge for the therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c.).	Erford Ch #1, 4, 6, 7 Yalom, Ch #1, 2, 3, 8, 10	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 4</u> 1/30/20	Planning for Groups; Group Member Roles; The Group Process; Group Work Standards The Therapeutic Factors (Yalom) continued	CLO #1. Students will apply theoretical foundations of group counseling and group work (CACREP 2.F.6.a.). CLO 3 – Students will apply knowledge for the therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c.).	Erford Ch #1, 4, 6, 7 Yalom, Ch #1, 2, 3, 8, 10 Bring ASGW Professional Standards for the Training of Group Workers to class	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 5</u> 2/6/20	Ethical Issues For Group Counselors/ Facilitators	CLO 7 – Students will be knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g.).	Bring ACA/AMCHA Code of Ethics Erford Ch # 2 Group Observation Paper #1 due	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 6</u> 2/13/20	Leading Groups: Basic Tasks/Skills, Screening, Here-and-Now; Forming Groups; Assessing Groups	CLO 4 – Students will have knowledge of and demonstrate the characteristics and functions of effective group leaders (CACREP 2.F.6.d.).	Erford Ch # 5, 9, 13 Yalom, Ch #5, 6	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		<p>CLO 5 – Students will integrate approaches to group formation, including recruiting, screening, and selecting members into their group work practice (CACREP 2.F.6.e.).</p> <p>CLO 8 – Students will participate as group members in a small group activity (on time/life management), approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP 2.F.6.h.).</p>		
<u>Week 7</u> 2/2020	Leading Task Groups; Leading Psychoeducational Groups; Leading Psychotherapy Groups Self-Help Groups	<p>CLO 4 – Students will have knowledge of and demonstrate the characteristics and functions of effective group leaders (CACREP 2.F.6.d.).</p> <p>CLO 6 – Students will be able to identify the types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f.).</p>	Erford Ch #14, 15	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 8</u> 2/27/20	Initial Stages of Groups MOCK GROUP SESSION 1: A & B Formative/introductory Stage of Group	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Erford Ch# 8	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 9</u> 3/5/20	MOCK GROUP SESSION 1: C & D Formative/introductory Stage of Group	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Erford Ch #13 Group Observation Paper #2 due	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 10</u> 3/12/20	MOCK GROUP SESSION 1: E & F The Working Stage	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Yalom Ch #13, 14	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 11</u> 3/19/20	Working Stage of Groups Dealing With Challenging Group Members	CLO 2 – Students will be able to facilitate the dynamics associated with group	Erford Ch#11 Yalom Ch #7, 9, Yalom, Ch #11, 12	95% of students will achieve a grade of B or higher on their

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		process and development (CACREP 2.F.6.b.).		overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 12</u> 3/26/20	MOCK GROUP SESSION 2: A & B The Working Stage	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Erford Ch #16, 17, 18, 19 (choose 1 Chapter to read) Yalom Ch #15	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 13</u> 4/2/20	MOCK GROUP SESSION 2: C & D The Working Stage	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Yalom Ch #16 Group Observation Paper #3 due	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 14</u> 4/9/20	MOCK GROUP SESSION 2: E & F The Working Stage	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Erford Ch #10	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>Week 15</u> 4/16/20 <u>Final Class</u>	Termination in Group Work; Course Wrap Up	CLO 2 – Students will be able to facilitate the dynamics associated with group process and development (CACREP 2.F.6.b.).	Erford Ch #12 Yalom Ch #17	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<u>4/17/20</u>			Group Proposal due via email to Dr. Kocet by 12pm Noon CST.	

Course Assignments

Please note that all writing assignments/papers for this class must include: An APA style cover page, APA page #'s, running head, header, reference page, and citations throughout the paper. Students are encouraged to consult the APA Manual and outside resources for assistance in APA style. Points will be deducted if APA format is not followed. Students are expected to create strong introductions and conclusions in their papers and to demonstrate critical thinking in all assignments. *All assignments and activities must be submitted on the due date for full credit. Late assignments will have 2 points deducted for each day late.

Group Process Observation Papers (150 points). As part of the experiential component of this course, students will have the opportunity to observe a range of the different types of groups discussed in class. Students will have 3 experiences related to observing examples of the group process and how individuals interact collectively (students will observe one task group, one psychoeducational group, and one self-help group). You may do your observations in any order you choose, but you must get instructor permission (send instructor an email) a minimum of 48 hours before engaging in the observation. In addition to observing each

group, students will write a reflection discussing what they observed and identifying the theories/stages of groups as discussed in class and in course texts. Students are to discuss how the theories/models of group process apply to each of the group's observed and cite the course texts/outside readings (APA style) when appropriate in each observation reflection paper. Students must notify and get the instructor's approval (via email at mkocet@thechicagoschool.edu) regarding the setting, type, and location of each group observation. Students who do not obtain instructor consent prior to each observation will have points deducted from final grade. Each Group Process Observation paper is to be 3-5 pages in length. Each observation reflection paper is worth 50 points.

Task Group:

Students will be expected to observe a task group. This could be a business/work/employee meeting, a club, committee or planning meeting, or some similar experience. This observation may be done in a group of which the student is already a member (but not a leader). Students should integrate Questions a-d found on pg. 3 of the Erford text into their analysis papers.

Psychoeducational Group:

Students will observe a psychoeducational group. This can be in a mental health, hospital, or a school setting. Students must seek permission from the leader/facilitator prior to observing the psychoeducational group process. Students will identify in their paper the a) type of group, b) its setting, c) client/student membership (i.e. age, demographics, clinical population, d) description of psychoeducational group, e) goals of group, f) activities that took place in psychoeducational group, g) role of group leader/facilitator/counselor and g) discussion of the group process/interaction of group members.

Note: Be sure to begin securing an observation for the Psychoeducational Group as soon as possible. Extensions will be not be given on this assignment. It is the student's responsibility to find a group to observe in a timely manner for this project.

Self-Help Group:

Finally, students will observe a self-help group, such as Alcoholics Anonymous, Al-Anon, Overeaters Anonymous, or other group with instructor approval. Students must ensure that the meeting is listed as an "Open" meeting and not closed to members of that group. Students must write about their experience, what it was like observing this group, and if the student shared during the group process, the topic of the meeting, and how the group members interacted with one another. Students must get written documentation of their attendance at this self-help meeting. Out of respect for the members of the self-help group, students are asked not to take notes during the meeting, but record notes after the group has concluded. Students are asked to respect the anonymity and confidentiality of members in the self-help group.

Mock Group Co-Facilitation Experience (150 points). As part of your group experiences, you and a colleague from class will sign up to serve as co-facilitators for a mock eight week counseling group of your choosing. You and your co-facilitator will facilitate two mock sessions out of the eight week group of your choosing (a beginning session and a middle/working session). You and your colleague will rotate to lead the group as both a leader and a co-leader in your group. The mock group will be digitally recorded (but only for the co-leaders to review). You and your colleague will select the type of group you will do (such as: self-esteem group for high school girls, a grief support group for parents, an anger management group for incarcerated individuals, etc.).

Each student will be expected to prepare a group, co-lead the group in class, and participate in class discussion of group process after the group. The length of the group will be approximately 45 minutes in

length. The topic of the group will be chosen by the co-facilitators. This is a skills training group. The purpose of the group is to demonstrate basic group leader skills including:

- Stating a clear purpose for the group
- Setting group rules/norms
- Linking members
- Monitoring the group
- Reflecting content, feelings, and meaning
- Holding the focus
- Direct teaching on specific points
- Cutting off members
- Drawing out quiet members
- Using rounds
- Encouraging appropriate expression of differences
- Giving feedback
- Balancing participation in the group
- Clarifying goals (group and member)
- Providing structure: beginning, working focus, processing and closure
- Communicating with co-leader
- Following guidelines for ethical practice and multicultural competence

Prior to facilitating your mock group sessions, a planning meeting between leader and co-leader should be held to align the two leadership roles on group procedures for the particular session. Each co-facilitator will work jointly in creating a written Leader Plan for each of the two mock sessions to be facilitated. The Leader plan must be emailed/turned in to the instructor at least two days prior to your scheduled mock group session. Points will be deducted if the Leader Plan is not submitted on time. You are to email the instructor with a detailed outline of your up-coming session (and attach sample handouts, exercises, etc.) that you will be using in your mock group session. Please note that students who miss facilitation of a scheduled group session will significantly impact their grade for this experience. Absences for facilitation of mock groups cannot be made up, there can be no exceptions. Group leaders may also be asked to demonstrate particular stages in group development or purposes and activities consistent with the use of specific theories. The in-class groups also provide an opportunity to study and experience a variety of member roles. Students are encouraged to use appropriate leader skills to help the group while they are members of the group.

Each co-facilitator will write an individual 2-3-page paper reflecting on their group facilitation skills, as well as identify the stages of their group and its members, and a summary of the activities and discussion that took place during each of the 2 mock counseling sessions. Students are to identify what your strengths were as a facilitator in the group and what areas you need to improve. Describe the group dynamics and how members interacted with one another, as well as the facilitators. What were any challenges that took place for you as a co-facilitator? Evaluate your own group skill development. Students must cite course texts (Yalom & Erford) and class notes (APA citations) to support your analysis of the stages of group and group members' roles.

Evaluation of Co-leadership

- As part of the grade for the mock group counseling sessions, students will also be assessed in their ability to demonstrate their basic leader skills listed above
- Students are to demonstrate a balanced co-leadership
 - The co-leaders should be equally active leading the group
 - It is not satisfactory for one co-leader to do most of the talking and the other to be a silent observer
 - Students must demonstrate the beginning, working focus, and processing and closure stages of a group.
 - Students who abandon their scheduled co-leader will receive a zero for co-leadership and will be assessed an additional fifteen points subtracted from their semester point total for an ethics violation.
 - Students will be graded based upon their ability to be a team player, well organized, and possess good facilitating skills.

Group Written Proposal (100 points).

You and your co-facilitator will create a joint final written proposal (approximately 15 pages in length per team) which will include detailed descriptions of your eight week group, addressing your goals/objectives/agendas for

your group session and treatment planning. A sample of group activities/psychoeducational curriculum for the eight weeks must be included as part of the process.

This proposal is for you to write about your group plans on a hypothetical group. You can select a topic / topics of your personal or professional interests to conduct this group. The written proposal component is worth 100 points and is due the end of the semester. Certain important components should be included in your proposal:

1. Cover letter signed by both facilitators to Agency Director/Director of Guidance, Dean, etc briefly outlining the topic/focus of group, the need for the group, etc.
2. Your rationale(s) for wanting to start such a group at the agency/clinical setting. In other words, explain why this group is needed.
3. Description of the target population, including brief literature review (about 3-4 pages) about why this particular group is needed.
4. Specific goals & objectives of the group.
5. Group format, length and duration of group sessions.
6. Treatment modalities, rationales for selecting modalities, leader/co-leader roles, potential difficulties of population, expected difficulties in each group stage, potential interventions.
7. Curriculum/group activities for each of the 6 week sessions.
8. A flyer or brochure to announce your group to potential members (marketing)
9. Any budgetary considerations, co-facilitator training needed, supplies/materials, etc. (please note your budget should be listed as a separate appendix included in the back of your proposal.
10. Possible complications/roadblocks you may experience.
11. How will you assess the effectiveness of the program (i.e. a survey, both formal and informal assessment)?
12. Summary of what you hope to achieve and the usefulness of the program.
13. List of cited references (approximately 3-4 books, 2-3 journal articles, and 1-2 online resources) (APA format).

Participation and Attendance (100 points)

All students must attend class regularly and actively participate in class discussion. The class format requires all students be prepared to apply the readings via a number of in-class vignettes and role plays. To receive a maximum credit, students may not miss more than one class; 2 or more missed classes lead to an automatic drop in 1 letter grade. Active participation is a key to the learning process. Students will be challenged and encouraged to examine issues from a variety of perspectives. Students will only get out of the class what is put into it. This class is designed to develop your critical thinking skills. This class will take a collaborative approach to learning – you will be exposed to diverse perspectives from your peers, the instructor, and the course readings. Class participation is key! Even if students attend all classes but choose not to contribute to in-class discussions, class participation points will be deducted. Students must demonstrate active discussion and engagement in class discussions, role-plays, and exercises. As part of the learning process, students will be asked to serve as group members for their peers' group co-facilitation experiences. Students are asked to take on the developmental role/type that pertains to the mock group process (i.e. high school students, clients in a grief counseling support group). Class participation points are based on engagement with colleagues and instructor throughout the semester and demonstrate graduate level analysis of course content. Please keep in mind that absences/tardiness can affect the class participation grade.

Participation in Self-Care & Wellness Group

As part of the class participation for this class and in compliance with CACREP Standard 2.F.6.h. "Students will 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", all Clinical Mental Health Counseling students in CM 543 are required to participate in the Spring 2020 Semester group. The Self-Care and Wellness group will be facilitated by Ph.D. students in the Counselor Education and Supervision program. The group process is mandatory for on ground Clinical Mental Health Counseling students (Chicago Campus only) and students are expected to actively contribute to the personal group process. Students' failure to engage will have a deduction in their class participation points. Students are permitted one absence from the Self-Care & Wellness Group due to illness, emergency, or extenuating circumstances (with permission from the instructor). While the doctoral facilitators of the group will maintain confidentiality of group members, please note that exceptions will be made for breaking confidentiality, such as harm to self or others, or significant ethical violations or

professional comportment issues. Any concerns about the conduct of the doctoral group facilitators should be addressed to Dr. Michael Kocet, Professor of Counselor Education at mkocet@thechicagoschool.edu

The Counselor Education Department is providing a personal growth group focusing on self-care & wellness for Master's students in the Clinical Mental Health Counseling Program. The goals of the group process are:

- 1.) To help master's counseling students learn strategies and approaches for wellness, including stress reduction and self-care strategies.
- 2.) To engage diverse counseling students in learning steps to promote self-care and reduce professional burnout.
- 3.) To assist counseling students in creating a culturally affirming self-care plan, incorporating a wellness approach to personal and professional decision making.

Assignments and CACREP Competencies	
Assignment	CACREP Competencies
Participation and Attendance	CACREP 2.F.6.h
Group Process Observation Papers	CACREP 2.F.6.a., 2.F.6.c, 2.F.6.f, 2.F.6.g
Group Co-Facilitation Experience	CACREP 2.F.6.b., 2.F.6.c, 2.F.6.d, 2.F.6.g
Group Written Proposal	CACREP 2.F.6.d, 2.F.6.e, 2.F.6.g

Final Grade Breakdown

A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below		

CM 543 Group Theories & Processes Group Observation Rubric					
Student Name:					
Type of Observation: Task Psychoeducational Self-Help					
Learning Objectives Addressed	Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
CLO 4 – Students will have knowledge of and demonstrate the characteristics and functions of effective group leaders (CACREP 2.F.6.d.).	Advanced knowledge and observation of the characteristics and functions of effective group leaders	Intermediate knowledge and observation of the characteristics and functions of effective group leaders	Basic knowledge and observation of the characteristics and functions of effective group leaders	No knowledge and observation of the characteristics and functions of effective group leaders	
CLO #1. Students will apply theoretical foundations of group counseling and group work (CACREP 2.F.6.a.).	Advanced application of theoretical foundations of group counseling and group work to the observation	Intermediate application of theoretical foundations of group counseling and group work to the observation	Basic application of theoretical foundations of group counseling and group work to the observation	No application of theoretical foundations of group counseling and group work to the observation	

CLO 3 – Students will apply knowledge for the therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c.).	Advanced knowledge and application of the therapeutic factors and how they contribute to group effectiveness in observation	Intermediate knowledge and application of the therapeutic factors and how they contribute to group effectiveness in observation	Basic knowledge and application of the therapeutic factors and how they contribute to group effectiveness in observation	No knowledge and application of the therapeutic factors and how they contribute to group effectiveness in observation	
CLO 6 – Students will be able to identify the types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f.).	Advanced ability to identify the types of groups and other considerations that affect conducting groups in varied settings	Intermediate ability to identify the types of groups and other considerations that affect conducting groups in varied settings	Basic ability to identify the types of groups and other considerations that affect conducting groups in varied settings	No ability to identify the types of groups and other considerations that affect conducting groups in varied settings	
Writing/Organization/APA	Paper has strong organization or flow; writing is engaging and clear; Strong APA format	Paper shows good organization or flow; writing is average; limited APA errors	Paper shows poor organization and flow; writing is unclear at times; APA errors	Paper is extremely disorganized and is disjointed; writing is unclear; lacks APA formatting	

Mock Group Co-Facilitation Rubric				
Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
Advanced ability to apply theoretical foundations to group work	Intermediate ability to apply theoretical foundations to group work	Basic ability to apply theoretical foundations to group work	No ability to apply theoretical foundations to group work	
Advanced ability to facilitate the dynamics associated with group process and development	Intermediate ability to facilitate the dynamics associated with group process and development	Basic ability to facilitate the dynamics associated with group process and development	No ability to facilitate the dynamics associated with group process and development	
Advanced capacity to demonstrate the characteristics and functions of effective group leaders	Intermediate capacity to demonstrate the characteristics and functions of effective group leaders	Basic capacity to demonstrate the characteristics and functions of effective group leaders	No capacity to demonstrate the characteristics and functions of effective group leaders	
Advanced knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	Intermediate knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	Basic knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	No knowledge and no application of ethical and culturally relevant strategies for designing and facilitating groups	

Group Proposal Rubric				
Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score

Advanced ability to apply theoretical foundations to group work	Intermediate ability to apply theoretical foundations to group work	Basic ability to apply theoretical foundations to group work	No ability to apply theoretical foundations to group work	
Advanced capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	Intermediate capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	Basic capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	No capacity to integrate approaches to group formation, including recruiting, screening, and selecting members into their group work	
Advanced capacity to demonstrate the characteristics and functions of effective group leaders	Intermediate capacity to demonstrate the characteristics and functions of effective group leaders	Basic capacity to demonstrate the characteristics and functions of effective group leaders	No capacity to demonstrate the characteristics and functions of effective group leaders	
Advanced editing/writing done on proposal; strong organization and structure; no grammar/spelling mistakes; advanced team cohesion in writing	Intermediate editing/writing on proposal; good organization and structure; few grammar/spelling mistakes; intermediate team cohesion in writing	Basic editing/writing on proposal; average organization and structure; numerous grammar/spelling mistakes; basic team cohesion in writing	No editing/writing done on proposal; no organization and structure; considerable grammar/spelling mistakes; no team cohesion in writing	
Advanced knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	Intermediate knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	Basic knowledge and application of ethical and culturally relevant strategies for designing and facilitating groups	Advanced knowledgeable of and apply ethical and culturally relevant strategies for designing and facilitating groups	

Class Participation & Self-Care Group Rubric				
Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
Advanced and active participation in class and group process	Intermediate participation in class and group process	Basic participation in class and group process	No participation in class and group process	
Advanced awareness of professionalism and ethics	Intermediate awareness of professionalism and ethics	Basic awareness of professionalism and ethics	No awareness of professionalism and ethics	
Advanced and effective communication with peers and/or instructor	Intermediate communication with peers and/or instructor	Basic communication with peers and/or instructor	No communication with peers and/or instructor	
Advanced attendance, no missed classes or group experience sessions	Intermediate attendance, some lateness; missed one class or group experience session	Basic participation; lateness and missed more than one session in group experience	No engagement and missed more than two sessions in group experience	

Advanced demonstration of professionalism and respectful of peers and co-facilitators in group	Intermediate demonstration of professionalism and respectful of peers and co-facilitators in group	Basic demonstration of professionalism and respectful of peers and co-facilitators in group	No demonstration of professionalism and respectful of peers and co-facilitators in group	
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Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

POLICY CLICK HERE FOR SYLLABUS PART 2: POLICIES
INTRODUCTION
• COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
• CLASS CANCELLATION
• CREDIT HOUR
• GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE
• LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
• ACCESSIBILITY ACCOMMODATIONS
• STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORIMENT
• RELIGIOUS ACCOMMODATIONS
• TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169

 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Web site: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- [Chicago / XULA Library](#)
- [Online Library](#)
- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

ACADEMIC SUPPORT






Chicago Writing Center

The Chicago Writing Center offers writing support through in-person consultations and online paper reviews from our team of writing coaches and tutors, as well as a variety of online resources. All current students have access to writing, statistics, study skills, and APA style resources through the Graduate Student Success Program (GSSP) in Canvas. Students can book a 1-hour in-person appointment with the Chicago Writing Center by emailing cwc@thechicagoschool.edu or submit a paper for review (up to 10 pages at a time) through the "Assignments" section of the Chicago Writing Center Canvas course. Please allow 2-3 business days for a response. To learn about additional options for support, visit the Chicago Writing Center office in Room 606A in the Library or email cwc@thechicagoschool.edu.

Wellness statement:

In support of your process through this academic development, We would like you to know you are valued. We would also like you to know that your value will continue to grow and increase as you develop your skills throughout and within the clinical mental health counseling field. Be mindful of your value and aware that you

will always have support. There are specific services you can utilize during your time here at The Chicago School of Professional Psychology. If ever you need to support your value, you can call: **855-460-6668**. This is a free, confidential, counseling network that will assist you in finding someone to speak with regarding your concerns and needs. There is also a link with more helpful information: <https://my.thechicagoschool.edu/community/studentlife/Pages/Counseling.aspx>. In addition, please feel free to browse the wellness page located below for additional strategies and helpful guidance: <https://my.thechicagoschool.edu/community/studentlife/Pages/studentwellness.aspx>

<p style="text-align: center;"></p> <p>This app promotes mental health wellness. It's free and will ask you a series of questions to assess where you are. After the assessment, it will provide a bunch of activities for you to complete based on the answers you gave. There are games and you can earn points.</p>	<p style="text-align: center;"></p> <p>Guided Meditations Timer - This app has a ton of guided meditations. Some of them are free and some of them cost money. There is a list with the type of meditation, what it's for, and how it lasts. The free ones have a pretty large variety. This app is great when you want to utilize relaxation and meditation and there is no one around to read a prompt to you. Some of them are only music.</p>	<p>My Affirmations - This app consists of affirmations. Some of it is free and they offer in app purchases if you want to upgrade. It works well if you use it to check in with yourself every morning. It includes different affirmations and pictures. It includes affirmations for different aspects of your life.</p> 
<p>Sleep Pillow (White Noise for Sleeping) - This app is free. This app consists of white noise to help with sleeping and relaxation. There are in app purchases available. It provides a variety of different noises such as water, binaural beats, baby sounds, chillout sounds, melodies, urban & vehicles, at home, wind and fire, nature and animals, and positive affirmations. This is a great app for individuals who have trouble sleeping without a specific sound.</p> 	<p>White Noise - This app is also for relaxation and sleep. This app is free and includes in app purchases. You have access to sounds, mixes, and can make your own playlist. You can also set timers and alarms. There's a sleep clock feature available.</p> 	<p>Fear Tools - This app is free. It includes six different tabs; information, test, videos, thought diary, exposure, and breathe. The info tab includes information regard what anxiety is, types of anxiety, and treatments. It includes a guide tab that discusses lifestyle changes, mindfulness meditation, thought diary, and exposure. There's also a resources tab that includes online therapy, finding a therapist, moodtools (another app), and panic shield (app helps with panic attacks). The test tab is a GAD-7 questionnaire. The video tab includes guided meditations, soothing sounds, and TFD talks. The</p> 