CNL-520 | Group Counseling
Syllabus

COURSE DESCRIPTION

This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards with reference to professional and substance use disorders counseling. The course addresses group process components, appropriate selection criteria, developmental stage theories, group members' roles and behaviors; and group leadership styles and approaches. The course includes didactic and experiential group learning. Required synchronous group experience: 12 hours. Prerequisite: CNL-515.

CREDITS

3

PREREQUISITES

CNL-515.

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Read "ACA Code of Ethics" from the American Counseling Association.

http://www.counseling.org/Resources/aca-code-of-ethics.pdf (http://www.counseling.org/Resources/aca-code-of-ethics.pdf)

Additional Course Information and Requirements

Diagnostic and Statistical Manual of Mental Disorders (DSM)
Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of*

Mental Disorders (DSM). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease (ICD)* reference.

https://www.apa.org/ (https://www.apa.org/)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

ASCA Ethical Standards for School Counselors

Review the ASCA Ethical Standards for School Counselors, located on the ASCA website.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1) (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1))

ASCA School Counselor Professional Standards and Competencies

Review the ASCA School Counselor Professional Standards & Competencies, located on the ASCA website.

https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf (https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)

Assessment and Case Formulation

Read “Assessment and Case Formulation,” by Tasca, Mikail, and Hewitt, from *Group Psychodynamic-Interpersonal Psychotherapy* (2021) for assistance with the Topics 3 and 4 assignment and DQs.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-520 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CLC Group Session Submission Form

After your group has conducted its weekly session, the group leader will submit the attached CLC Group Session Submission Form document to the instructor.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an electronic portfolio. The portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you

use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

CNL-520 Discussion Questions

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.
Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Counseling & Clinical Psychology Subject Guide

Review the GCU Counseling & Clinical Psychology Subject Guide to locate books, articles, videos, and data. You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/GeneralResearch (http://libguides.gcu.edu/GeneralResearch)

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources
(http://libguides.gcu.edu/EvaluatingSources)

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing & Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

GCU SC Professional Disposition of Learners

This resource is specifically for school counselors in training. Students in the School Counseling program should refer to the GCU "SC Professional Disposition of Learners" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf)

Groups: Process and Practice

Corey M. S., Corey G., & Corey C. (2018). *Groups: Process and practice* (10th ed.). Cengage Learning. ISBN-13: 9781305865709

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

Methods of Instruction

The methods of instruction for this course may include but are not limited to: lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Overview of Group Leadership Skills

Read the "Overview of Group Leadership Skills" section in Chapter 2 of your textbook, *Groups: Process and Practice*. This section provides a description of the essential skills needed to become a competent and effective group leader.

Peer Review Self Review Form and Scoring Guide

The attached Peer Review/Self Review form should be completed after each 2 hour group session. The Scoring Guide attached is only for you to review. The Scoring Guide will be completed by the instructor.

Points to Remember: Initial Stages of a Group

Read "Points to Remember: Initial Stages of a Group" in Chapter 6 of your textbook, *Groups: Process and Practice*. The characteristics, structure, member roles, and tasks of a group are detailed to create a beginning built on trust.

Professional School Counselor Small Group Counseling Guide

Read "Professional School Counselor Small Group Counseling Guide" on the Missouri Department of Elementary and Secondary Education website (2015) for assistance with the Topic 3 assignment and DQs.

https://dese.mo.gov/media/pdf/guid-respon-serv-small-group-counseling-guide-2015 (https://dese.mo.gov/media/pdf/guid-respon-serv-small-group-counseling-guide-2015)

Related Counseling Dispositions

For any courses that are shared between the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs, please refer to the attached graphic for related dispositions between the two programs. If needed, please refer to the dispositions for each program for a full description. The graphic shows how the dispositions are related for both programs.

Role Clarification for School Counselors in Training

Throughout the program of study, school counselors in training will consider their counselor identity in the context of a school setting. School and clinical mental health counseling courses are integrated in order to best prepare graduates to serve children, adolescents, adults, and families who present multifaceted needs in both school and community settings. Since school counselors work in the education profession but are also well-versed in clinical mental health issues, the school counseling program will abide by the American School Counselor Association (ASCA) Code of Ethics and the Professional Dispositions of Learners.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the most current University Policy Handbook (UPH) located on the Academic Catalog and Policies page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

Technology Requirements

Please Note: You will need to ensure you have a computer with a built-in or external webcam, speakers, and microphone to complete the Zoom group assignments. Please review the University Policy Handbook for more details about the technology requirements as needed. It is also recommended that you purchase a USB headset.

The National Certified School Counselor

For school counselors in training, explore the "The National Certified School Counselor," section of the National Board for Certified Counselors (NBCC) website site in preparation for exams.

https://www.nbcc.org/certification/ncsc (https://www.nbcc.org/certification/ncsc)

The School Counselor and Group Counseling

Read "The School Counselor and Group Counseling" on the American School Counselor Association website (2022) for assistance with the Topic 1 assignment and DQs.

https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Group-Counseling (https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Group-Counseling)

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your **GCU email address**.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

INSTRUCTOR ONLY MATERIALS

CNL-520 Course Guide

CNL-520 Course Revision History

CNL-520 Group Hours Tracking Sheet - Instructor

Please utilize this Excel tracking sheet in order to accurately track the group hours for each student in your class.

CNL-520 Quiz Answer Key

Important Grading Announcement

Topic 2 is the start of the experiential groups. Please note that while you might not be able to watch all the group session videos each week, you should watch at least 30 minutes of each group's video. Be sure to provide prompt and weekly feedback to the students about their interactive groups.

Please check the forms to ensure they are electronically signed before giving full credit for the Topic 1 assignment.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Group Counselor Professional Identity

Objectives:

1.1: Analyze the strengths and professional development requirements that are core to the competencies and characteristics of a group counselor. [CACREP 2.F.6.d]

1.2: Asses the goals and appropriate uses of the various types of groups in the practice of counseling. [CACREP 2.F.6.f]

Analyze the legal and ethical issues relevant to group counseling. [CACREP 2.F.6.g]

Topic Materials

Textbooks

Electronic Resources

Group Therapy

Read "Group Therapy," by Ford-Martin and Lerner, from *Gale Virtual Reference Library: The Gale Encyclopedia of Medicine* (6th ed.) (2020).

https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/galegm/group_therapy/0?institutionId=5865 (https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/galegm/group_therapy/0?institutionId=5865)

Groups: Process and Practice

Read Chapters 1 and 3 of *Groups: Process and Practice.*

Optional - Errors of Commission and Omission in Novice Group Counseling Trainees' Knowledge Structures of Group Counseling Situations

For additional information, the following is recommended:

"Errors of Commission and Omission in Novice Group Counseling Trainees' Knowledge Structures of Group Counseling Situations" by Li, Kivlighan, & Gold, from *Journal of Counseling Psychology* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-08588-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-08588-001&site=ehost-live&scope=site)

Privacy Breaches and Group Counseling

Read "Privacy Breaches and Group Counseling," by Wheeler, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=138467793&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=138467793&site=ehost-live&scope=site)

Self-Inventory of Ethical Behaviors

Access and complete the "Self-Inventory of Ethical Behaviors" for DQ1.

Assignments:

Assignment #2: Group Requirements Signature Form

Complete the "Student Group Requirement Signature Form" document.

You are not required to submit this assignment to LopesWrite.

CLC - Assignment #1: Group Scheduling Worksheet (Obj. 1.2)

This is a Collaborative Learning Community (CLC) assignment. In this course, you are expected to lead and participate in a group.

Note for Online Students: After your instructor has assigned you to a group, meet virtually as a group in Zoom, and complete the "Group Scheduling Worksheet." The worksheet will then be sent to your instructor for review.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Note for Cohort Students: On the first night of class your instructor will allow you time to meet as a group, develop your schedule, and complete the group worksheet. The worksheet will then be sent to your instructor for review. You are not required to submit this assignment to LopesWrite.

Note to ALL Students: Only online students will be meeting in a synchronous group in Zoom. Cohort students meet in person and do not need the online Zoom application. All students (Online and Cohort) are required to meet as a group for 2 hours in Weeks 2-7.

All questions related to this course should be directed to your instructor.

This assignment is informed by the following CACREP Standard:

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

CNL-520 Hour Count Requirement Acknowledgement

The "Hour Count Requirement Acknowledgement Form" outlines the synchronous group hours that are required for successful completion of CNL-520. Electronically sign and date the "Hour Count Requirement Acknowledgement Form."
You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.3)

Complete the "Self-Inventory of Ethical Behaviors" located in the Topic 1 Resources. Select the five behaviors that you consider to be the most serious violations of ethical practice. What are the reasons for your selection of these behaviors? Explain.

This discussion question is informed by the following CACREP Standard:

2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.

Topic 1 DQ 2 (Obj. 1.1)

What experiences have you had in leading a group? Identify the personal characteristics of an effective group leader. What are the three most important skills for group counselors to have? Explain your answer.

This discussion question is informed by the following CACREP Standard:

2.F.6.d. Characteristics and functions of effective group leaders.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Group Leadership Skills and Techniques

Objectives:

2.1: Determine general and specific factors to be considered in selecting, introducing, conducting, and processing specific group exercises. [CACREP 2.F.6.b]

2.2: Assess the importance of using group exercises in the group setting to facilitate and develop new skills within each group member. [CACREP 2.F.6.b]

Topic Materials

Textbooks

Electronic Resources

Facilitating Support Groups for Caregivers

Read “Facilitating Support Groups for Caregivers,” by Collison, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137685682&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137685682&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Group Dynamics When Battling a Pandemic

Read “Group Dynamics When Battling a Pandemic,” by Parks, from *Group Dynamics: Theory, Research, and Practice* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-69287-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-69287-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Groups: Process and Practice

Read Chapter 2 of *Groups: Process and Practice.*

Integration of Faith & Learning Resources

Review the Counseling & Psychology journals provided on the GCU library's Integration of Faith & Learning Resources website to answer the discussion questions.

https://libguides.gcu.edu/IFL/journals (https://libguides.gcu.edu/IFL/journals)

Lessons Learned From Clients in Co-Occurring Recovery Groups

Read “Lessons Learned From Clients in Co-Occurring Recovery Groups,” by Daley, from *Counselor: The Magazine for Addiction Professionals* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=133679993&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=133679993&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Modeling Cohesion Change in Group Counseling: The Role of Client Characteristics, Group Variables, and Leader Behaviors

Read "Modeling Cohesion Change in Group Counseling: The Role of Client Characteristics, Group Variables, and Leader Behaviors," by Tucker st al., from *Journal of Counseling Psychology* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000522842100009&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000522842100009&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Outpatient Group Psychotherapy

View "Outpatient Group Psychotherapy," by Yalom, from the Psychotherapy.net, located on the YouTube website.

https://youtu.be/PwnfWMNbg48 (https://youtu.be/PwnfWMNbg48)

Providing Cognitive Behavioral Group Therapy via Videoconferencing: Lessons Learned From a Rapid Scale-Up of Telehealth Services

Read "Providing Cognitive Behavioral Group Therapy via Videoconferencing: Lessons Learned From a Rapid Scale-Up of Telehealth Services," by Kneeland et al., from *Practice Innovations* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-84817-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-84817-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds)

The Friendly Group

Read "The Friendly Group," by Hughes, from *Therapy Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=136111486&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=136111486&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

This is a Collaborative Learning Community (CLC) assignment.

After your group has conducted its weekly session, the group leader will submit the CLC Group Session Submission Form document, located in the class resources, to the instructor. Please review the feedback form, in particular any feedback and suggested changes from the instructor prior to conducting the next week's group session. The Zoom session must be recorded and uploaded in the correct grading portal to receive credit for this assignment.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.1)

Refer to your respective code of ethics to identify three ethical considerations related to confidentiality when working with adolescents or children in a group setting. Describe how a group counselor would address ethical concerns in the group setting.

This discussion question is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

Topic 2 DQ 2 (Obj. 2.2)

Identify three specific goals that center around spirituality that you may incorporate into a group counseling session? Describe how the approach relates to your own culture and/or belief system.

Use the GCU Library's Integration of Faith & Learning Resources website to support your answer.

This discussion question is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Strategic Use of Groups in Counseling

Objectives:

3.1: Illustrate the steps necessary in planning a counseling group. [CACREP 2.F.6.b]

3.2: Analyze the therapeutic factors that are correlated with successful group counseling outcomes. [CACREP 2.F.6.c]

3.3: Evaluate how multicultural issues impact a group, and the counselor skills necessary to address those issues. [CACREP 2.F.6.d, 2.F.6.f]

Topic Materials

Textbooks

Electronic Resources

Clinical Training Groups for Spirituality and Religion in Psychotherapy

Read “Clinical Training Groups for Spirituality and Religion in Psychotherapy,” by Rupert, Moon, and Sandage, from *Journal of Spirituality in Mental Health* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=137343278&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=137343278&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Ethnic Minority Cultural Adaptations of Cognitive Behavioral Therapy

Read “Ethnic Minority Cultural Adaptations of Cognitive Behavioral Therapy,” by Iwamasa, from *Handbook of Cognitive Behavioral Therapy: Applications* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-23706-027&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-23706-027&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

From the Inside Out: Group Work with Women of Color

Read "From the Inside Out: Group Work with Women of Color,” by Short and Williams, from *Journal of Specialists in Group Work* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-02751-005&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-02751-005&site=ehost-live&scope=site)

Groups: Process and Practice

Read Chapters 4 and 5 and review Chapter 3 of *Groups: Process and Practice.*

Nosotros Importamos (We Matter): The Use of Testimonios With Latino Male Adolescents in Group Counseling

Read “Nosotros Importamos (We Matter): The Use of Testimonios With Latino Male Adolescents in Group Counseling,” by Cervantes, Torres Fernandez, and Flores Carmona, from *Journal of Creativity in Mental Health* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=137070048&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=137070048&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Online Counseling Fast

Review the “Online Counseling Fast” website for an example of an online counseling service.

http://www.onlinecounselingfast.com/ (http://www.onlinecounselingfast.com/)

Optional - Intellectual Humility, Spirituality, and Counselling by Gordon, Journal of Psychology & Theology

For additional information, the following is recommended:

“Intellectual Humility, Spirituality, and Counselling by Gordon, from *Journal of Psychology & Theology* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAi5IE181231001192&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAi5IE181231001192&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - White Privilege: Unpacking the Invisible Knapsack

For additional information, the following is recommended:

"White Privilege: Unpacking the Invisible Knapsack," by McIntosh, from *Independent School* (1990).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9604164115&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9604164115&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Pre-Group Preparation

Read “Pre-Group Preparation,” by Tasca, Mikail, and Hewitt, from *Group Psychodynamic-Interpersonal Psychotherapy* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Stress Group

Review the “Stress Group” website.

http://www.stressgroup.com/home.html (http://www.stressgroup.com/home.html)

Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building

Read “Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building,” by Guth et al., from *Journal for Specialists in Group Work* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-06079-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-06079-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

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After your group has conducted its weekly session, the group leader will submit the CLC Group Session Submission Form document, located in the class resources, to the instructor. Please review the feedback form, in particular any feedback and suggested changes from the instructor prior to conducting the next week’s group session. The Zoom session must be recorded and uploaded in the correct grading portal to receive credit for this assignment.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in a minimum of 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

Discussion Questions:

Topic 3 DQ 2 (Obj. 3.2)

What are some specific goals and methods you may incorporate into group counseling that might be shaped by your culture? Describe the approach you can use that considers the cultural backgrounds of the group members and you. How can group counselors implement spirituality within the group setting as an effective group technique that encourages group cohesion?

This discussion question is informed by the following CACREP Standard:

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

Topic 3 DQ 1 (Obj. 3.3)

What are the therapeutic factors that set the tone for future group work? How does the group leader serve as the sounding board for how the group will facilitate throughout time? How does the belief system of the individual contribute to their role as a professional counselor?

This discussion question is informed by the following CACREP Standards:

2.F.6.d. Characteristics and functions of effective group leaders.

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Managing Initial and Transition Stages of Group Development

Objectives:

4.1: Identify the main characteristics of group members' behaviors at the initial and transitional stages. [CACREP 2.F.6.b]

4.2: Analyze the basic skills required of a group counselor in addressing and responding appropriately to challenges faced in the initial and transition stages of a counseling group. [CACREP 2.F.6.b]

Topic Materials

Textbooks

Electronic Resources

Assembling the Group: Screening, Placing, and Preparing Group Members

Read "Assembling the Group: Screening, Placing, and Preparing Group Members," by Marmarosh, Markin, and Spiegel, from *Attachment in Group Psychotherapy* (2013).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-01876-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-01876-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Creativity in Teaching Case Conceptualization Skills: Role-Play to Show the Interconnectedness of Domains

Read "Creativity in Teaching Case Conceptualization Skills: Role-Play to Show the Interconnectedness of Domains," by Hinkle and Dean, from *Journal of Creativity in Mental Health* (2017).

https://doi-org.lopes.idm.oclc.org/10.1080/15401383.2016.1249813 (https://doi-org.lopes.idm.oclc.org/10.1080/15401383.2016.1249813)

Ethnic Minority Cultural Adaptations of Cognitive Behavioral Therapy

Read “Ethnic Minority Cultural Adaptations of Cognitive Behavioral Therapy,” by Iwamasa, from *Handbook of Cognitive Behavioral Therapy: Applications* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-23706-027&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2021-23706-027&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Forecasting Success: Patients' Expectations for Improvement and Their Relations to Baseline, Process and Outcome Variables in Group Cognitive-Behavioural Therapy for Depression

Read “Forecasting Success: Patients' Expectations for Improvement and Their Relations to Baseline, Process and Outcome Variables in Group Cognitive-Behavioural Therapy for Depression" by Tsai et al., from *Clinical Psychology & Psychotherapy* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95322642&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95322642&site=ehost-live&scope=site)

Groups: Process and Practice

Read Chapter 8 and review Chapter 4 of *Groups: Process and Practice.*

Optional - Counseling Special Populations in Schools

For additional information, the following is recommended:

Counseling Special Populations in Schools, by Fisher and Kennedy (2016).

https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/detail.action?docID=5763503 (https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/detail.action?docID=5763503)

Optional - Online Counseling Fast

For additional information, the following is recommended:

"Online Counseling Fast" website is an example of an online counseling service.

http://www.onlinecounselingfast.com/ (http://www.onlinecounselingfast.com/)

Optional - Stress Group

For additional information, the following is recommended:

"Stress Group" website.

http://www.stressgroup.com/home.html (http://www.stressgroup.com/home.html)

Pre-Group Preparation

Read "Pre-Group Preparation," by Tasca, Mikail, and Hewitt, from *Group Psychodynamic-Interpersonal Psychotherapy* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2020-73377-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Sinking Slowly: Diversity in Propensity to Trust Predicts Downward Trust Spirals in Small Groups

Read "Sinking Slowly: Diversity in Propensity to Trust Predicts Downward Trust Spirals in Small Groups," by Ferguson and Peterson, from *Journal of Applied Psychology* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-01016-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-01016-001&site=ehost-live&scope=site)

Stages of Group Counseling

Watch "Stages of Group Counseling," by Grande, on YouTube (2015). *Please only watch up to 8:17.*

https://www.youtube.com/watch?v=dwdIblMSSFI (https://www.youtube.com/watch?v=dwdIblMSSFI)

Assignments:

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

This is a Collaborative Learning Community (CLC) assignment.

After your group has conducted its weekly session, the group leader will submit the CLC Group Session Submission Form document, located in the class resources, to the instructor. Please review the feedback form, in particular any feedback and suggested changes from the instructor prior to conducting the next week's group session. The Zoom session must be recorded and uploaded in the correct grading portal to receive credit for this assignment.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in a minimum of 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.1)

Review the "Stages of Group Counseling" video located in the Topic 4 Resources and identify potential forms of conflict you can expect at each of the various stages. What are your own reactions to conflict? How will this influence your ability to help members recognize and work through conflicts?

This discussion question is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Topic 4 DQ 2 (Obj. 4.2)

Refer to Chapter 8 of *Groups: Process and Practice* and share how the use of role-plays among group members could affect the stages of group development. (Share an example using at least one stage of group development.) What purpose could role-play serve for individual members and for the group as a whole?

This discussion question is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Managing the Working and Final Stages of Group Development

Objectives:

5.1: Discuss the ethical responsibilities of the group leader to the group as it proceeds through the termination stage to the end, including relapse prevention for members with substance use disorders.

5.2:

Demonstrate knowledge of characteristics and functions of an effective group leader in the final stages of the group process. [CACREP 2.F.6.d]

Topic Materials

Textbooks

Electronic Resources

Groups: Process and Practice

Read Chapter 9 and review Chapter 8 of *Groups: Process and Practice.*

Making Group Psychotherapy Work for Men

Read “Making Group Psychotherapy Work for Men,” by Rabinowitz, from *Deepening Group Psychotherapy With Men: Stories and Insights for the Journey* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-11200-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-11200-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Stages of Group Counseling

Watch "Stages of Group Counseling," by Grande, on YouTube (2015). *Please only watch from 8:17 to 15:24.*

https://youtu.be/dwdIblMSSFI?t=497 (https://youtu.be/dwdIblMSSFI?t=497)

The Perils of Addiction

Read “The Perils of Addiction,” by Rabinowitz, from *Deepening Group Psychotherapy With Men: Stories and Insights for the Journey* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-11200-008&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-11200-008&site=ehost-live&scope=site)

What Was That Session Like? An Empirically-Derived Typology of Group Therapy Sessions

Read “What Was That Session Like? An Empirically-Derived Typology of Group Therapy Sessions,” by Li et al., from G*roup Dynamics: Theory, Research, and Practice* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-64983-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2020-64983-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in a minimum of 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

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APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Discussion Questions:

Topic 5 DQ 2 (Obj. 5.2)

You are now leading a group for 8 weeks with adolescents referred for school, behavior, and/or substance use issues. What are some counselor skills you could display to approach presenting issues such as building rapport, verbalizing challenging feelings, or addressing resistance?

This discussion question is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

Topic 5 DQ 1 (Obj. 5.1)

Identify and discuss three ethical guidelines that are important to consider when designing an 8-week group for adolescents who are referred for school, behavior, and/or substance use issues.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Managing Problem Situations in Group Counseling

Objectives:

6.1: Analyze common challenges faced by group leaders in addressing problem situations. [CACREP 2.F.6.f]

6.2:

Explain the structure needed to maximize the therapeutic outcomes of the group when common problems or difficult group member situations arise. [CACREP 2.F.6.c]

Topic Materials

Textbooks

Electronic Resources

Association for Specialists in Group Work

Explore the "Association for Specialists in Group Work" website.

https://www.asgw.org/ (https://www.asgw.org/)

Groups: Process and Practice

Review Chapters 6, 7, and 9 of *Groups: Process and Practice.*

Involuntary Members in a Group

Read "Involuntary Members in a Group," by Schimmel, Jacobs, and Adams, from *The Professional Counselor's Desk Reference* (2nd ed.) (2015).

https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/sppcd/involuntary_members_in_a_group/0?institutionId=5865 (https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/sppcd/involuntary_members_in_a_group/0?institutionId=5865)

Principles of Cooperation: Implications for Group Psychotherapy

Read "Principles of Cooperation: Implications for Group Psychotherapy," by Parks, from *The Psychology of Groups: The Intersection of Social Psychology and Psychotherapy Research* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-56134-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-56134-005&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

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APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in a minimum of 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1)

How might a group member demonstrate resistive or difficult behavior within a group setting? How might you work in a therapeutic way with such a member's behavior? Provide examples.

This discussion question is informed by the following CACREP Standard:

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

Topic 6 DQ 2 (Obj. 6.2)

What are some therapeutic factors to consider when conducting a group that deals with process or substance use addiction? Explain how you would address your selected factors in the group setting.

This discussion question is informed by the following CACREP Standard:

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Group Work with Children and Adolescents

Objectives:

7.1: Explain the legal, ethical, and cultural issues involved in designing and facilitating group work with children and adolescents. [CACREP 2.F.6.g]

7.2: Analyze the unique facilitation issues and strategies used when working with children and adolescents. [CACREP 2.F.6.f]

Topic Materials

Textbooks

Electronic Resources

A Customized Social Network Platform (Kids Helpline Circles) for Delivering Group Counseling to Young People Experiencing Family Discord That Impacts Their Well-Being: Exploratory Study

Read "A Customized Social Network Platform (Kids Helpline Circles) for Delivering Group Counseling to Young People Experiencing Family Discord That Impacts Their Well-Being: Exploratory Study," by Campbell et al., from *Journal of Medical Internet Research* (2019).

https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC6942185/ (https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC6942185/)

Bowen Family Systems Therapy With Transgender Minors: A Case Study

Read "Bowen Family Systems Therapy With Transgender Minors: A Case Study," by Healy and Allen, from *Clinical Social Work Journal* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-23940-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-23940-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Can the Group Harm the Individual? Reviewing Potential Iatrogenic Effects of Group Treatment for Adolescent Substance Use

Read "Can the Group Harm the Individual? Reviewing Potential Iatrogenic Effects of Group Treatment for Adolescent Substance Use," by Hogue et al., from *Clinical Psychology: Science and Practice* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-45656-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-45656-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Counselor Preparation in Working With African American Adolescents in Group Counseling

Read "Counselor Preparation in Working With African American Adolescents in Group Counseling," by Cheng at al., from *Journal for Specialists in Group Work* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=141935833&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=141935833&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Groups: Process and Practice

Review Chapter 11 of *Groups: Process and Practice.*

Let's All Play Together Nicely: Facilitating Collaboration in Children's Groups

Read "Let's All Play Together Nicely: Facilitating Collaboration in Children's Groups," by Van Velsor, from *Journal for Specialists in Group Work* (2017).

https://doi-org.lopes.idm.oclc.org/10.1080/01933922.2017.1338809 (https://doi-org.lopes.idm.oclc.org/10.1080/01933922.2017.1338809)

Teens of Incarcerated Parents: A Group Counseling Intervention for High School Counselors

Read "Teens of Incarcerated Parents: A Group Counseling Intervention for High School Counselors," by Gerlach, from *Journal of School Counseling* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=143427615&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=143427615&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Assignment #2: Group Facilitator Peer Review and Reflection (Obj. 2.1, 3.1, and 3.2)

During Topic 2, your group should meet virtually for 2 hours in Zoom for online students and in person for cohort students. The group should be led by a different facilitator each week, based on the schedule outlined during Topic 1, and cover the preselected topic. Students will participate in a minimum of 12 hours of group work throughout the course.

To receive full credit for this assignment, complete the following:

1. The Zoom session must be recorded using the **GCU provided account** to receive credit for this assignment. Refer to the Class Resources document, "GCU Zoom Resources: Counseling and Social Work," for assistance. This week's **facilitator** submits the link.
2. Each student needs to complete the "Peer Review/Self Review and Reflection" form located in the Class Resources.
3. Submit the form to your instructor for review.

APA style is not required, but solid academic writing is expected.

This assignment uses a scoring guide which is located in the Class Resources. Please review the guide prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.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.

CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)

This is a Collaborative Learning Community (CLC) assignment.

After your group has conducted its weekly session, the group leader will submit the CLC Group Session Submission Form document, located in the class resources, to the instructor. Please review the feedback form, in particular any feedback and suggested changes from the instructor prior to conducting the next week’s group session. The Zoom session must be recorded and uploaded in the correct grading portal to receive credit for this assignment.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:

2.F.6.b. Dynamics associated with group process and development.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1)

When leading a group with children and their parents present, explain three special issues that may arise in such a group. How would you manage those issues as the group leader?

This discussion question is informed by the following CACREP Standard:

2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.

Topic 7 DQ 2 (Obj. 7.2)

Identify and explain an evidence-based adolescent intervention that you would implement in your future practice as a group leader.

This discussion question is informed by the following CACREP Standard:

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Group Work with Adults and Older Adults

Objectives:

8.1: Compare the benefits of topic or themed-centered groups versus specific or focused-centered groups. [CACREP 2.F.6.a]

8.2: Analyze issues and group approaches for working with involuntary adult clients. [CACREP 2.F.6.f]

8.3: Identify common theories and topics around which adult and older adult groups may be structured. [CACREP 2.F.6.a, 2.F.6.f]

8.4: Describe the unique issues and strategies used when working with a diverse population of adults. [CACREP 2.F.6.f]

8.5: Formulate approaches to group formation, including recruiting, screening, and selecting members. [CACREP 2.F.6.e]

Topic Materials

Textbooks

Electronic Resources

Counseling Older Adults: Practical Implications

Read "Counseling Older Adults: Practical Implications," by Miller and Reid, from *The Professional Counselor's Desk Reference* (2nd ed.) (2015).

https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/sppcd/counseling_older_adults_practical_implications/0?institutionId=586 (https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/sppcd/counseling_older_adults_practical_implications/0?institutionId=586)

Group Cohesion and Climate in Cognitive Behavioral Therapy for Individuals With a First-Time DUI

Read "Group Cohesion and Climate in Cognitive Behavioral Therapy for Individuals With a First-Time DUI," by Cruz, Osilla, and Paddock, from *Alcoholism Treatment Quarterly* (2020).

https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC7500184/ (https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC7500184/)

Groups: Process and Practice

Review Chapter 11 of *Groups: Process and Practice.*

Horticultural Therapy Support Group for Older Adult Caregivers

Read "Horticultural Therapy Support Group for Older Adult Caregivers," by Ascencio, Wojtaszek, and Davalos, from *Journal of Therapeutic Horticulture* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=142366620&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=142366620&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Assignment: Group Design, Selection, and Screening* (Obj. 8.1, 8.2, and 8.5)

You have been tasked to design a counseling group from start to finish. To start this task, select one of the following group types.

- Children of divorce
- Children of addicts

- Adult Survivors of abuse (could be sexual or physical)
- Treatment for adults who are addicts
- Grief recovery
- Teens struggling with gender dysphoria (sexual identity)
- Teen support group (parents who are addicts)
- Relationship building (homosexual and heterosexual – there does not have to be a division because a group is a group)
- Domestic violence group for nonoffenders
- Parenting group

Now that you have selected a group type, you need to consider the other details of your group as well to include how new members will be selected. When determining which new members to add, it is suggested you follow a screening process to ensure they are a good fit for the group.

Create a 12-15-slide presentation about your group that includes the following:

- Group type
- Why you chose this type of group
- Population serving including cultural considerations
- Number of sessions
- Number of participants
- Goals of the counseling group
- Theoretical approach(es) to be used in the group and ethical considerations
- A set of screening questions that you, as the group leader, will use to choose the members of the group. Begin with demographic questions (name, age, address, presenting issue, etc.) There should be a minimum of 10 screening questions, not including the demographics questions.
- Speaker notes on each slide that would represent what you would say if giving this presentation in person.
- Use a minimum of three scholarly references in addition to the course textbook to support the findings.

Title slide and reference slide are not included in the slide count. Please ensure the speaker notes are thorough and include 50-75 words for each content-related slide.

Refer to the resource, "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Group Counseling & Group Work.

This assignment is informed by the following CACREP Standards:

2.F.6.a. Theoretical foundations of group counseling and group work.

2.F.6.b. Dynamics associated with group process and development.

2.F.6.c. Therapeutic factors and how they contribute to group effectiveness.

2.F.6.d. Characteristics and functions of effective group leaders.

2.F.6.e. Approaches to group formation, including recruiting, screening, and selecting members.

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.2 and 8.4)

When leading a group of involuntary participants such as adult clients (21 to 65), what are three unique behaviors that may hinder the progress in this type of group setting? As a group leader, how would you approach and respond to these behaviors?

This discussion question is informed by the following CACREP Standards:

2.F.6.a. Theoretical foundations of group counseling and group work.

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings

Topic 8 DQ 2 (Obj. 8.3 and 8.4)

As a future group counselor, choose a theoretical approach that would be most suitable when working with the older population (65 and above). Describe three challenges you may have when working in a setting with this population.

This discussion question is informed by the following CACREP Standard:

2.F.6.f. Types of groups and other considerations that affect conducting groups in varied settings.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Assignment #2: Group Requirements Signature Form	Topic 1	10
CLC - Assignment #1: Group Scheduling Worksheet (Obj. 1.2)	Topic 1	20
CNL-520 Hour Count Requirement Acknowledgement	Topic 1	30
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 2	90
Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 2	15
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 3	90
Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 3	15
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 4	90
Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 4	15
Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 5	15
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 5	90
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 6	90

Assignment	Topic Due	Non Trad Points
Assignment #2: Peer Review/Self Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 6	15
Assignment #2: Group Facilitator Peer Review and Reflection (Obj. 2.1, 3.1, and 3.2)	Topic 7	15
CLC - Assignment #1: Group Session Submission Form (Obj. 4.1 and 4.2)	Topic 7	90
Assignment: Group Design, Selection, and Screening* (Obj. 8.1, 8.2, and 8.5)	Topic 8	60
CNL-520 Topic 8 Quiz (Obj. Course)	Topic 8	10
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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