

**PRACTICUM IN COUNSELING V: GROUP
PSYCHOLOGY 593.E
Winter 2005**

Instructor: John Silva, Ph.D.

Time: Wednesday, 9:00-12:00

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Class Meeting Room: PSY 220

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Office Hours: Wednesday, 2:00 – 3:00 and by appointment

OBJECTIVES

Group counseling is a widely-accepted method of assisting individuals with a variety of personal concerns. It is a competency required of school counselors, mental health workers, and other professionals in the social service field. Accordingly, the major objective of this practicum is to assist students to acquire and use the basic skills and knowledge associated with counseling in groups and to become familiar with the role of the professional. It should be understood that completion of this course is merely one step in the process of the development of appropriate group counseling skills.

A second objective of this practicum is to prepare students to participate in groups in a manner that demonstrates an understanding of the reasons underlying their professional behavior. As part of this objective, students should use counseling skills consistent with a given body of knowledge. Another allied objective is to provide supervised practice in this area. This course may also be used to provide supporting evidence of the knowledge, experience, and skills required under Washington Administrative Code (WAC), and the Program Objectives and Curriculum established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the common core areas. Descriptions of these requirements can be found on pages 5-7 of this syllabus and will be reviewed and integrated in one or more class discussions. The Specific Learning Objectives and Assessment Strategies for the WAC's are listed on page 9. The specific CACREP Learning Objectives and Assessment Strategies are listed on pages 10 and 11 and will be addressed in class.

PREREQUISITES

1. Psychology 561--Group Counseling
2. Successful completion of Psychology 593.B and preferably 593.C.
3. Permission of department chair or designee.

REQUIREMENTS

1. Co-lead a counseling group(s) with a professional for a total of at least 20 client (group) contact hours. The Co-leading should include appropriate pre-group planning and debriefing. The instructor will assist you in locating a group appropriate to your professional goals.

2. Participate in the weekly group counseling practicum meetings. During these meetings, you are expected to analyze and identify the progress of the group(s) you are co-leading and to complete the course assignments listed in the next section.
3. Present evidence of appropriate liability insurance coverage and a completed criminal background check by the Washington State Patrol and/or the FBI.

COURSE ASSIGNMENTS

1. Review current literature on group counseling and discuss the implications with the class during each practicum meeting. Submit a written report for each of readings to the instructor. This report should include
 - (a) bibliographic reference in APA style;
 - (b) summary of the article/book chapter;
 - (c) your critique.

A minimum of one reading is required for each class meeting. The review material need not be directly related to the group with which you are working. For example, you may be working with sexually-abused children and in addition to reporting on this area, you may alternately report on the group treatment of alcoholics, behavior-disordered children, etc. during subsequent meetings.
2. Provide a general written and verbal description of the group you are working with and state the objectives and any outcome measures that you and your co-leader have planned. This task should be completed by the third class meeting.
3. Provide a weekly log which indicates the number of contact hours you have had with the group and the supervisor. This log should also include the time spent in planning and debriefing the group with your supervisor.
4. Describe in writing on a weekly basis what you:
 - (a) have learned;
 - (b) need to unlearn;
 - (c) need yet to learn regarding the group(s) you are co-leading; and
 - (d) include as many of the skill objectives listed on pages 4-5 that apply to the group(s) that you are co-leading.
5. Be prepared to take leadership in discussing designated ASGW Core Training Standards for Group Counselors related to: Knowledge Objectives and Skill Objectives (see pages 3-5). Management of these designations will be established in class.
6. During class meetings, serve as a consultant to other members.

7. During the last class meeting of the quarter, provide a list of references you have found to be most helpful to all class participants. Your references must be annotated.
8. Complete and submit your preliminary resume by the sixth class meeting. Specific information regarding the resume will be provided early in the term.
9. Review and consult both the ACA Code of Ethics and Standards of Practice. Use every opportunity to illustrate the application of ethical principles in your group work.
<http://www.counseling.org/resources/ethics.htm#ce>
10. Review and consult the ASGW* Best Practice Guidelines.
<http://asgw.educ.kent.edu/> (ASGW Website) <http://asgw.educ.kent.edu/best.htm> (Best Practice Guidelines)
*Note: ASGW is in the process of transitioning to its own server and domain. You may find that the listed websites may be subsumed under the new website www.asgw.org
<http://asgw.educ.kent.edu/resource.htm> (Helpful resources)
11. Review and consult the ASGW Professional Standards for the Training of Group Workers.
http://asgw.educ.kent.edu/training_standards.htm
12. Review and consult the ASGW Principles for Diversity-Competent Group Workers
<http://asgw.educ.kent.edu/diversity.htm>
13. At the end of the quarter, complete the Department Evaluation Form. In addition, School Counseling students must complete the School Counseling Evaluation Form .
14. Review and present in class a description and evaluation of the knowledge competencies for group work. Further details will be provided about this project.
15. Monitor in your group(s) and discuss in class your demonstration and application of the skill competencies for group work.

Core Training Standards for Group Counselors:

A. Knowledge Objectives*

All counselors can identify and describe:

- a. the nature of group work and the various specializations within group work
- b. theories of group work including commonalities and distinguishing characteristics among the various specializations within group work
- c. research literature pertinent to group work and its specializations

- d. principles of assessment of group functioning in group work
- e. use of personal contextual factors (e.g., family-of-origin, neighborhood-of-residence, organizational membership, cultural membership) in interpreting behavior of members in a group
- f. environmental contexts, which affect planning for, group interventions
- g. the impact of group member diversity (e.g., gender, culture, learning style, group climate preference) on group member behavior and group process and dynamics in group work
- h. principles of planning for group work
- i. principles of group formation including recruiting, screening, and selecting group members
- j. principles for effective performance of group leadership functions
- k. therapeutic factors within group work and when group work approaches are indicated and contraindicated
- l. principles of group dynamics including group process components, developmental stage theories, group member roles, group member behaviors
- m. group leadership styles and approaches
- n. group work methods including group worker orientations and specialized group leadership behaviors
- o. principles of collaborative group processing
- p. methods for evaluating group process in group work
- q. methods for evaluating outcomes in group work
- r. ethical considerations unique to group work
- s. best practices in group work
- t. diversity competent group work

B. Skill Objectives*

All counselors demonstrate skills in:

- a. preparing a professional disclosure statement for practice in a chosen area of specialization
- b. applying theoretical concepts and scientific findings to the design of a group and the interpretation of personal experiences in a group

- c. observing and identifying group process
- d. observing the personal characteristics of individual members in a group
- e. developing hypotheses about the behavior of group members
- f. employing contextual factors (e.g., family of origin, neighborhood of residence, organizational membership, cultural membership) in interpretation of individual and group data
- g. collaborative consultation with targeted populations to enhance ecological validity of planned group interventions
- h. planning for a group work activity including such aspects as developing overarching purpose, establishing goals and objectives, detailing methods to be used in achieving goals and objectives, determining methods for outcome assessment, and verifying ecological validity of plan
- i. encouraging participation of group members
- j. attending to, describing, acknowledging, confronting, understanding, and responding empathically to group member behavior
- k. attending to, acknowledging, clarifying, summarizing, confronting, and responding empathically to group member statements
- l. attending to, acknowledging, clarifying, summarizing, confronting, and responding empathically to group themes
- m. eliciting information from and imparting information to group members
- n. providing appropriate self-disclosure
- o. maintaining group focus; keeping a group on task
- p. giving and receiving feedback in a group setting
- q. engaging in reflective evaluation of one's personal leadership style and approach
- r. working cooperatively with a co-leader and/or group members
- s. engaging in collaborative group processing.
- t. contributing to evaluation activities during group participation
- u. engaging in self-evaluation of personally selected performance goals
- v. evidencing ethical practice in planning, observing, and participating in group activities
- w. evidencing best practice in planning, observing, and participating in group activities

- x. evidencing diversity-competent practice in planning, observing, and participating in group activities

*** Reprinted from Professional Standards for the Training of Group Workers, adopted by the Executive Board of the Association for Specialists in Group Work, January 22, 2000.**

IMPORTANT INFORMATION RELEVANT TO SCHOOL COUNSELING CERTIFICATION

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04].

PSY 593E, Group Counseling Practicum (3 credits)

STANDARD 4: Counseling Theories and Techniques. Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

Standard 04-1. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner;

Standard 04-2. Uses counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time;

Standard 04-3. Applies career development theory in educational planning;

Standard 04-5. Demonstrates a knowledge of mental health disorders, including substance abuse, and knows how and when to make referrals;

Standard 04-6. Uses counseling strategies that maximizes students' success and instructional time.

STANDARD 6: School Climate. Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

Standard 06-6. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;

Standard 06-8. Models caring, acceptance, communication, and human relations skills to students, staff, parents, and community;

STANDARD 7: Collaboration with School Staff, Family, and Community. Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

Standard 07-10. Adheres to laws and regulations governing limits of information sharing.

Standard 07-6. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures;

Standard 07-7. Works with teachers and administrators to promote and support behavior management strategies;

Standard 07-8. Regularly attends counseling staff meetings and other counseling related meetings;

STANDARD 9: Student Assessment and Program Evaluation. Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

Standard 09-2. Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, academics, and careers);

STANDARD 10: Leadership and Advocacy. Certified counselors support practices and policies that promote academic rigor—skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

Standard 10-3. Works with colleagues to provide an effective learning climate within classrooms and the school;

Standard 10-5. Practices effective listening, conflict resolution, and group facilitation skills as a team member;

STANDARD 11: Professionalism, Ethics, and Legal Mandates. Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications;

Standard 11-6. Provides for a safe, confidential setting in which students can present their needs and concerns;

STANDARD 12: Reflective Practice. Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

Standard 12-1. Reflects on and provides thoughtful rationales for his/her school counseling decisions;

Standard 12-2. Actively solicits and uses feedback for continuous improvement on his/her school counseling practice;

IMPORTANT INFORMATION RELEVANT TO MENTAL HEALTH PROGRAM OBJECTIVES AND CURRICULUM DEVELOPED BY CACREP IN THE COMMON CORE AREAS.

K-1 Professional Identity – studies that provide an understanding of all of the following aspects of professional functioning:

K-1b professional roles, functions, and relationships with other human service providers;

K-5 Helping Relationships – studies that provide an understanding of counseling and consultation processes, including all of the following:

K-5a counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

K-5b an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

K-5g ethical and legal considerations.

K-6 Group Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

K-6b group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

K-6d group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

K-6e approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

K-6f professional preparation standards for group leaders; and

K-6g ethical and legal considerations.

K-8 Research and program evaluation – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

K-8e use of research to improve counseling effectiveness

Standards for Mental Health Counseling Programs

In addition to the common core curricular experiences outlined in Section I I.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

B Contextual dimensions of mental health counseling

B-1 assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;

TENTATIVE OUTLINE OF WEEKLY TOPICS

Although it is difficult to specify an exact timetable for an external practicum, it is appropriate to consider an expected sequence of topics which usually arise throughout the process of recruiting, preparing, running, and terminating a counseling group. I would like to propose that we consider this preliminary topic listing as we meet during the quarter. It is unlikely that we will restrict our individual meetings to these topics.

Week	Topic
1	Orientation to group foci & goals; professional settings Utilization of theory and research in group practice
2	Screening and preparation of group members Preparing for process and outcome evaluation
3	Orientation of members to the group Coordination between individual and group goals The first meeting
4	Leadership style and skills Emergence of secondary foci Working with co-leaders
5	Difficult group members Using process measures
6	Subgrouping and intra-group conflict Member and leader self-disclosure
7	Benefits of group cohesion Cooperative behavior among group members
8	Self-help and leaderless groups
9	Preparing members for termination
10	The termination session Outcome evaluation
11	<p>Finals week meeting time TBA. The following should be handed in at this time:</p> <ul style="list-style-type: none"> a. completed annotated reference list of your <u>most</u> helpful readings b. completed Field Supervisor's Evaluation Form (General)

- c. completed Field Supervisor's Evaluation Form (School Counseling WAC's – for school counseling certification students only)
- d. completed Self Evaluation Form
- e. completed Field Supervision Log Hours Form
- f. completed Practicum Hours Form

Learning Objectives Standards (WAC's 180-78A-270 4(d), 4(k) ii A-G)	Assessment Strategies
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Students will understand materials that provide information related to group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

Students will review and report on current literature related to group work in class and/or with the field supervisor. The students will also have class discussions related to the standards provided by ASGW materials. See pages 3-5 in this syllabus. 4(d)

Students will understand the implication of the following: individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents; group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks; approaches to peer helper programs; issues which may affect the development and function of children and adolescents (e.g. abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout); developmental approaches to assist students and parents at points of educational transition (e.g. postsecondary education, career and technical education, and career options); crisis intervention and referral; and system dynamics, including family, school, community.

Students will review, discuss current literature related to developmental issues, peer helper programs, crisis intervention, educational transitions, and the impact of general personal stressors such as substance abuse and system dynamics including family, school and community that have impact on group work. These discussions will be carried on in class and/or with the field supervisor. A Supervision and Faculty Evaluation Form will also be used. 4(k)
ii,
A-G

Learning Objectives (CACREP) Standards	Assessment Strategies
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Students will understand their professional roles, functions, and relationships with other human service providers.

Students will engage in class discussion of pertinent professional issues arising within their respective practicum settings.

K-1b

Students will understand counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

Students will participate in class discussion and report on relevant research.

K-5a

Students will develop an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.

Students will work with their on-site supervisors to plan and debrief group meetings. They will also write about and discuss these processes in class.

K-5b

Students will understand ethical and legal considerations.

Students will engage in class discussion of ethical and legal issues arising within their respective practicum settings. They will review and discuss the ACA Code of Ethics and Standards of Practice.

K-5g

Students will recognize group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles. They will also understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

Students will utilize a variety of leadership skills and group methods in their on-site practicum settings and discuss additional methods in class.

K-6b, K-6d

<p>Students will develop knowledge of approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;</p>	<p>Students will discuss in class alternative approaches to group work including task groups, psychoeducational groups, and counseling and psychotherapy groups.</p>	<p>K-6e</p>
<p>Students will understand professional preparation standards for group leaders and ethical and legal considerations.</p>	<p>Students will review and discuss the ASGW <u>Best Practice Guidelines</u>, the ASGW <u>Professional Standards for the Training of Group Workers</u>, the ASGW <u>Principles for Diversity-Competent Group Workers</u>, and the ASGW <u>Core Training Standards for Group Counselors</u>.</p>	<p>K-6f K-6g</p>
<p>Students will understand the use of research to improve counseling effectiveness.</p>	<p>Students will review current literature on group counseling and discuss the implications in class. They will submit a written report for each of the readings to the instructor.</p>	<p>K-8e</p>
<p>Students will recognize assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems.</p>	<p>Students will engage in class discussion regarding their experiences in their respective on-site practicum settings related to interdisciplinary treatment teams and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems.</p>	<p>B-I</p>