

Program Objective 6: The students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups. 1

Group counseling learning objective and associated CACREP Standard	Below Expectations	Meets Expectations	Above Expectations
To learn basic issues and key concepts of group process (CAREP 2016, 6, a-h).	Student knowledge toward group development, norms, dynamics, behaviors, therapeutic factors, leadership, and resistance, was not clearly established via his/her final reflection paper on participating in a process group, viewing a group paper, and or making a passing grade on textbook quizzes or test that covers these concepts	Students demonstrates an awareness and understanding of the stages, of group development, norms, dynamics, and behaviors, therapeutic factors, leadership, and resistance. This knowledge is evident in documented form through: students final reflection paper on participating in a process group, viewing a group paper, making a passing grade on textbook quizzes or test that covers these concepts	Student demonstrated advanced understanding and knowledge toward the stages, of group development, norms, dynamics, and behaviors, therapeutic factors, leadership, and resistance. Advanced knowledge is displayed through written work (e.g. student's final reflection paper on participating in a process group, viewing a group paper) that demonstrates an understanding of the interrelatedness of key concepts and can apply concepts with a high level of precision and synthesis to diverse group contexts.
To practice and receive feedback on basic skills in group leadership (CACREP 2016, 6, b, d, & h). <i>1.</i>	Student's basic ability to articulate appropriate group leadership skills were not established, and or student struggled to give and receive feedback as a group member. Evidence that the student did not meet expectations is demonstrated in educational group presentation, test and or quiz grade covering associated material, and final reflection paper. Scoring this domain can also encompass non-participation in process groups, and instructor report based on live observation	Student demonstrates basic ability to articulate appropriate group leader responses (e.g. summarizing, reflecting, linking) and giving and receiving feedback. These skills are evidenced in student's psycho-educational group presentation, test and or quiz grade covering associated material, and final reflection paper on participating in a process group.	Student demonstrates advanced group leadership skills that is evident in both his/her writing and live demonstration. Student's knowledge of specific leadership skills (evident in written work) is complemented by their ability to apply these skills in live context. Students are agreeable to giving and receiving feedback, and are able to articulate the importance of member feedback for client growth. Advanced skills in this domain is evident in both written (encompassing but not limited to their student's psycho-educational group presentation and paper, final reflection paper on participating in a process group, and viewing a community group) and instructor observation.
To learn about and come to understand stages in the evolution of groups (CAREP 2016, 6, a).	Student show no evidence of knowledge pertaining to stages of group development. Student's work products (observation of community group & final reflection paper on participating in a process group) do not clearly articulate characteristics associated with each stage of group development.	Student can clearly articulate stages of group development and describe group members and group leader characteristics at each stages of development. These skills are evidenced in student's paper discussing their experiences observing a community counseling group, test and or quiz grade covering associated material, and final reflection paper on participating in a process group.	Student had advanced knowledge of the group counseling milieu and how it is impacted by stages of group development. Students are aware of the ebbs and flows in group evolution, and can account for these changes by reference to specific group forms and structures and common group dynamics that can facilitate or hinder group development across the stages. Advanced skills in this domain is evident in both written (encompassing but not limited to their student's psycho-educational group presentation and paper, final reflection paper on participating in a process group, and viewing a community group) and instructor observation.

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<p>To increase awareness of ethical, legal, professional, and multicultural factors in groups, group processes, and group leadership (CACREP 2016, 6, g).</p>	<p>Student does not demonstrate an understanding of ethical and multicultural factors associated with group counseling. Student's papers might not acknowledge ethical and multicultural issues or the instructor notes a consistent oversight in this domain based on instructors' observation of student's live demonstrations.</p>	<p>Student acknowledges appropriate ethical codes related to informed consent, and group members' rights. Student demonstrates basic understanding of how multicultural factors inform group structure and dynamics. Student evidences this skill through passing class quizzes, and or tests covering ethics and multicultural group counseling. Students work products also demonstrate an understanding of ethics and multiculturalism</p>	<p>Student is able to articulate a strong knowledge of the ACA and ASGW code of ethics and how they apply to real and hypothetical group contexts. Students' written work goes above expectations in attending to and evaluating issues relevant to multiculturalism and ethics in group counseling</p>
<p>To learn how to facilitate group so as to address specific challenges that typically occur at different stages of group (CACREP 2016, 6, a, b, c, d, g, &amp; h).</p>	<p>Student does not demonstrate any growth in his/her knowledge and skills relevant to group facilitation. Student may do poorly on tests, quizzes, assignments that assess this skill, or the instructor notes a persistent absence of growth in student's facilitation skills despite feedback given in person and on relevant assignments.</p>	<p>Student demonstrates basic group facilitation skills, through acknowledging and exhibiting appropriate leader responses attuned to the stage of group development and or prevailing group dynamics. Student also shows an understanding of how to appropriately handle situations involving difficult clients. This skill should be demonstrated through passing class quizzes, and or tests on leadership skills, student's psycho-educational group presentation, and on their final reflection paper on participating in a process group.</p>	<p>Student has advanced group facilitation skills that surpass expected entry level. Student is skilled at initiating, developing groups, facilitating group transitions, and handling difficult clients. These skills are evident in written and observational form</p>
<p>To gain experience leading various types of groups, including process groups, psycho-educational groups and brief group (CACREP 2016, 6, f &amp; h).</p>	<p>Student demonstrates limited understanding of the different types of group formats and how group format and structure informs leadership style, theory, and techniques. Student may do poorly on tests, quizzes, assignments that assess this skill or the instructor notes a persistent absence of growth in student's knowledge despite feedback given in person and on relevant assignments</p>	<p>Student exhibits knowledge of different counseling groups, and an understanding of how group format impacts leader style and interventions. Student knowledge is documented through making passing scores on quizzes and or tests that assess knowledge of different group formats, and student work encompassing but not limited to their student's psycho-educational group presentation and paper, final reflection paper on participating in a process group, and viewing a community group</p>	<p>Student has advanced knowledge of different types of groups, demonstrated through his/her ability to formulate plans for group interventions and leadership approach. Student can also articulate an appropriate group format as they correspond to setting (e.g. community agency, school, residential clinic). Student's advanced knowledge is evident in both written (encompassing but not limited to their student's psycho-educational group presentation and paper, final reflection paper on participating in a process group, and viewing a community group) and observational form</p>

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<p>To sample current research in the area of group counseling (CAREP 2016, 6, a)</p>	<p>Student did not show evidence of his/ her ability evaluate scholarly works related to group counseling.</p>	<p>Students shows knowledge of how to access, interpret, and report upon current group counseling literature. Knowledge is evidence through an article review of recent research related to group counseling</p>	<p>Student is a discerning consumer of current research in group counseling evident in an array of work products in addition to his/ her article review</p>
<p>To increase group-relevant self-awareness by learning about one's own thoughts, feelings, and behaviors in groups (CAREP 2016, 6, b, c, &amp; h).</p>	<p>Student lacks awareness of his/ her potential biases and their possible influences upon group dynamics. Student is unable to respond to or apply relevant practices in culturally dynamic group situations as evidenced through instructor observation of student interactions and lack of acknowledgement of one's biases in relevant assignments.</p>	<p>Student is clearly aware of how their perceptions, dispositions, biases, and level of participation within a group influences the group dynamic and therapeutic factors. Self awareness is demonstrated through students final reflection paper on participating in a process group.</p>	<p>Student evidences an advanced understanding of how his/her social, cultural, racial, gender, political, historical positionality impacts the group dynamic. This high level of self awareness is infused through students written and oral work.</p>
<p>To explore varied theories of group counseling (CAREP 2016, 6, a)</p>	<p>Student demonstrates limited knowledge of group counseling theories. Basic knowledge is not evident through passing quizzes and or tests assessing material relevant to group counseling theory</p>	<p>Student demonstrates knowledge of group counseling theories. Basic knowledge is evident through passing quizzes and or tests assessing material relevant to group counseling theory</p>	<p>Student can synthesize different theories of group counseling evident through his her ability to evaluate their applicability across different setting with diverse clientele, categorize theories by their broad characteristics, and articulate trends in group counseling theory, Students advanced knowledge is evident in both written (encompassing but not limited to their student's psycho-educational group presentation and paper, final reflection paper on participating in a process group, and viewing a community group) and observational form.</p>

**Portfolio/ Live Text Documents to Include:**

Psycho-educational Group Presentation; Paper on participating in a process group; Article Review; Viewing a community group paper; Evidence of passing grades on test/quizzes