

Welcome to Group!

Course Number and Section(s) COU 650-001 (MEP 204)

Course Name Theories and Practice of Group Counseling

Semester and Year Spring 2020

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Course Description: Theoretical and experiential introduction to the nature of group counseling, group dynamics, and group leadership; focus on principles of group dynamics include group process components, developmental stage theories, and group members' roles and behaviors.

Prerequisites: COU 600 or COU 602, COU 640, COU 641 and Admission to program.



Mission

The College of Health and Human Services provides innovative, evidence-based education and scholarship that empowers students to advocate for the wellbeing of regional, national, and global communities.

Vision

The College of Health and Human Services is a globally inclusive leader for student-centered learning that improves the quality of life of populations we serve.

Core Values

We stand to advocate for people, professions, and communities through our core values of:

Excellence: We strive for a caring environment, modeling of professionalism, exemplary service to others, and excellence in teaching and scholarship.

Integrity: We foster integrity through relationships and actions that are ethical, honest, fair, and trustworthy.

Belonging: We cultivate a community of respect and belonging by embracing equity, diversity, inclusiveness, advocacy, and learner-centeredness.

Innovation: We employ a service innovative approach to foster health, wellness, and student outcomes through excellence in education, engagement, leadership and experiential learning.

Collegiality: We embrace a culture of collegiality built on respect, transparency, teamwork, and collaboration.

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Required Materials

Corey, M. S., Corey, G., & Corey, C. (2018). *Group, Process and Practice – 10th Ed.* Belmont, CA: Brooks/Cole. Additional readings/videos may be posted on the Canvas course site.

Suggested: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Additional required materials: Additional readings/videos may be posted on the Canvas course site.

Course Grading

Points	Assignments
45pts	Class Attendance, Professionalism, & Participation
45pts	Journal
100pts	Midterm Exam
100pts	Final Exam
10pts	Group Plan Meeting
250pts	Group Plan Total
25pts	Group Leadership Experience
25pts	Group Plan Activity Presentation
660pts	Total Points

Course Assignments

Class Attendance, Participation, and Professionalism (45pts):

Attendance required and missing more than one class will result in additional assignments to compensate for missed content. Additional assignments are chosen at the discretion of the instructor. Participation in all activities is expected. Effective class participation includes: respectful and non-dominating involvement in class discussions, equal participation in group work, and initiative and investment in all course activities. You will be asked to participate in large and small group membership as both a member and a leader. Your performance within these group experiences will not be graded by the instructor; however, your attendance is expected and will be graded. Review Professional Behavior and Classroom Etiquette for professionalism standards.

Journal (45pts):

During the first seven class periods following the first class, students will participate in a structured group experience and a didactic class period both lasting approximately one hour. An online lecture will be recorded and students will review prior to class. Each journal will contain a prompt related to the textbook material. Students will make an entry in an ongoing journal after every class meeting. All entries should record your thoughts and feelings regarding large and small group work and integration of didactic materials.

- Each entry will focus on four areas:
 1. *Your personal experiences*, concentrating on the feelings, thoughts and reactions to people and events experienced in the group,
 2. *Your learning and observation of group leadership*, integrating your growing knowledge of group leadership, and
 3. *Your learning and observations of group dynamics*, integrating your knowledge of theoretical concepts group development.
 4. *Application of the readings and response to prompt for each journal*

- Use proper nouns to refer to specific group members. Only the instructor will read your journals. This journal is to be typed in Microsoft Word and uploaded to Canvas prior to the due date.

Midterm Exam (100pts):

Students will complete a midterm exam on Canvas to assess their understanding and application of the readings and classroom discussion.

Final Exam (100pts):

Students will complete a final essay exam that will address application of concepts from the course.

Group Plan (250pts; APA 6th ed. format expected):

Students will write a detailed group plan for a psychotherapy or counseling group, including use of pertinent references and citations from the counseling professional literature. Topics must be approved by the instructor. Please refer to the *APA Publication Manual* (6th edition) and adhere to these guidelines. A rubric and more detailed instructions will be posted on Canvas. This group plan will be developed in stages. This paper can be completed individually or with a partner.

Group Plan Meeting (10pts):

During weeks 5-6, individuals or pairs will meet with the instructor for 15-30 minutes in order to review assignment and individual plans for the group plan assignment.

Group Leadership Experience (25pts)

Prior to leading your group, you and your co-leader will create a detailed handout describing your group agenda for your group and copies of all handouts or descriptions of activities. This plan will be emailed to the instructor and copies will be distributed to the class. Following your group leadership experience, leaders will review the evaluation feedback from peers and instructors, review the video of your group leadership, and complete assessment of your own strengths and weaknesses using the Leadership Self-Assessment. A reflection of leadership experience will be due within two weeks.

Group Plan Activity Presentation (25pts):

During the last class, students will choose a self-created creative activity from their group plan to present to the class. Several of the activities will be completed in class. These activities will be due on the Sunday night (11:59pm) prior to the last class.

Grading-Specific Policies

Submission of Assignments

All assignments are due by the deadline indicated in the syllabus and should be uploaded to Canvas unless otherwise specified.

Late Policy

Assignments are due by the date indicated on the syllabus. Late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances, without credit lost. If assignments are late, 10% credit is lost per day. For example, assignments received 1 minute-24 hours late will be worth a maximum of 90% of their original value. After 5 days, no credit will be given. Please communicate with the instructor if you believe an assignment will be late. As reaction papers are worth at most 3 points, late papers will lose one point per day for two days and papers turned in after that will receive no credit.

Attendance Policy

This course is composed of 15 class periods. Attendance is required in this course and missing more than one class period will result in additional assignments to compensate for missed content and can

negatively impact your final grade. Additional assignments are chosen at the discretion of the instructor. Students missing more than two class periods will negatively impact their overall grade by 10%. Hence, if a student misses three class meetings, the highest possible grade the student could achieve would be 90%. If a student misses four class meetings, the highest possible grade the student could achieve would be 80%. If a student misses five classes, the highest possible grade the student could achieve would be 70% and so on.

**If class must be cancelled due to weather-induced, potentially dangerous driving conditions, announcements will be posted in Canvas and will include an e-mail announcement sent to all students. Please check Canvas and/or your e-mail prior to attending class.*

**If you are a parent and a child-care issue arises, please contact me ahead of our class meeting time to arrange accommodations.*

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication

Students should expect responses to emails within 24-48 hours. If you have not received a response within this time frame, please email again as I may have not received the prior response.

Grading Feedback

Students should expect feedback on assignments within one week of due date except when faculty provides notification via announcement of a different timeline.

Grade Appeal.

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

Graduate Plus – Minus scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
F	0-72.99	0
NOTE: There are no C-s or Ds in Graduate School.		

Course Policies

1. Be prepared to take notes, as well as engage in classroom discussion. Laptops / tablets are welcome in class; however, non-class related Internet or computer usage is not. This behavior may result in laptop / tablet not being permitted in classroom for particular students or for the entire class. Non-class-related internet use will result in deductions in professionalism/participation grade for each class.

2. Attend class each week; arrive on time for class. Assignments are to be uploaded to Canvas. Due dates are indicated in the syllabus. Any changes to the syllabus will be announced during class and/or posted on Canvas. Please contact me immediately if you are experiencing an issue that is preventing you from completing your assignments in a timely manner.

3. All students are expected complete the readings before class and to be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

4. Please silence all electronic devices such as cell phones. No texting during class time. Given the experiential nature of this course, laptops and tablets may present a barrier to the open environment in the classroom. Use of cell phone during class will result in deductions in professionalism/participation grade for each class.

5. Students are to act ethically. As members of the counseling profession, we are all bound by the Code of Ethics of the American Counseling Association. As you will be completing a group experience, information learned within the group component of the class is to be kept confidential. Failure to maintain confidentiality is considered a serious ethical violation, which could result in dismissal from the class and/or the program.

6. All papers are to be submitted using APA format (7th edition) unless otherwise announced. Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. Do not refer to this syllabus, other papers, or online resources exclusively for APA format. Please purchase or borrow the APA Manual for use with your papers. Pay particular attention to the early chapters in the manual for content, organization, and appropriate level headings, as well as margins, title page, page numbering, running head, headers, abstract, citations, direct quotations, references, spacing and all other aspects of the paper.

10. You will also be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional, well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

11. Participate in classroom activities. Unlike other courses at NKU, students in this course may disclose personal information in the context of in-class activities. Because of the intimate nature of these exercises, certain safeguards will be put in place to protect the privacy and dignity of each student. First,

one's grade in this course will not be affected by the information revealed through these activities. Second, each student has the right to decide how much and what kinds of information to disclose during these exercises. We will review in class the expectation that students will not disclose any personal information obtained from other classmates with anyone outside the classroom. Students who violate this agreement will be subject to dismissal from the course. However, as with any group, confidentiality cannot be guaranteed.

Evaluation Criteria. *The Counselor Education program approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation. These will be evaluated throughout the group class using the professional performance evaluation criteria (see Counselor Education Student Handbook for details).*

** The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. I expect that you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.*

NKU Supports Students: *Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in Albright Health Center (AH) Suite 104, and may be reached at fuel@nku.edu. Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support. Our Dean of Students is Arnie Slaughter, and he may be reached at slaughtera@nku.edu. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.*

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses,

laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Hours	Description
42.25 Hours	Class time (1 Day X 2.75 Hours x 15 Weeks)
30.0 Hours	Journals (15 Journals x 120 minutes)
5.0 Hours	Online Lectures (10 Lectures x 30 minutes)
32.0 Hours	Readings (11 chapters x 2 Hours + 6 Canvas readings x 60 Minutes)
6.0 Hours	Midterm Exam & Final Exam (3 Hours)
48.0 Hours	Group Plan (3 Hours x 16 Weeks)
6.0 Hours	Group Leadership Experience (6 Hours of preparation)
1.0 Hours	Group Plan Activity Presentation preparation
169.25 Hours	Total Hours for Course

NKU Policies

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual Misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Student Honor Code

This Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>

Accommodations due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Title IX

All faculty at Northern Kentucky University are considered “Responsible Employees” under the federal guidelines of Title IX. As such, faculty are mandated reporters for issues relating to sexual assault. If a faculty member learns of an attempted or completed sexual assault, we are legally mandated to inform one of the Title IX coordinators in the Office of Student Conduct, Rights, and Advocacy. This reporting responsibility in no way obligates you to take any additional action; however, resources for help are available on campus.

Tentative Course Schedule

Course Outline:	Topics	Tasks due
Thursday	Review of syllabus and assignments Introduction to the course	

Course Outline:	Topics	Tasks due
1/16/20 Week 1		
Thursday 1/23/20 Week 2	Introduction to Group <i>Group 1</i>	Corey Chapter 1-2, Canvas reading: Leadership Styles Group Plan Topic due by 11:59pm
Thursday 1/30/20 Week 3	Theories and Starting a Group Group Paper Prep <i>Group 2</i>	Corey Chapter 4-5, Canvas reading: Initiating a Counseling Group
Thursday 2/6/20 Week 4	Group Initial Stage <i>Group 3</i>	Corey Chapter 6, Group Plan Part 1 due by 11:59pm
Thursday 2/13/20 Week 5	Transition Stage <i>Group 4</i>	Corey Chapter 7, Canvas readings: Silence, Failures in Group Work, and Toughest Kind of Groups <i>Set up meeting with instructor regarding group plan paper</i>
Thursday 2/20/20 Week 6	Group Ethics <i>Group 5</i>	Corey Chapter 3 <i>Set up meeting with instructor regarding group plan paper</i> Group Plan Part 2 due by 11:59pm
Thursday 2/27/20 Week 7	Working Stage <i>Group 6</i>	Corey Chapter 8
Thursday 3/5/20 Week 8	Final Stage <i>Group 7</i>	Corey Chapter 9
Week 9	Spring Break - Spring Break - Spring Break - Spring Break - Spring Break - Spring Break - Spring Break	
Week 10	Spring Break Part Duex - Spring Break Part Duex - Spring Break Part Duex - Spring Break Part Duex	
Thursday Week 11	NO SYNCHRONOUS MEETING School and Agency Groups Working with Children – Recording Group Paper Prep	Corey Chapters 10-11 Erford Chapter 19 and Erford Chapter 15 Group Plan Part 3 due by 11:59pm
Thursday 4/2/20 Week 12	Student-Led Groups	"Midterm" due by 11:59pm
Thursday 4/9/20 Week 13	Student-Led Groups	None
Sunday 4/12/20		Group Plan Part 4 due by 11:59pm
Thursday 4/16/20 Week 14	Student-Led Groups	None
Thursday 4/23/20 Week 15	Student-Led Groups	None

Course Outline:	Topics	Tasks due
Sunday 4/26/20		Group Plan Activity before 11:59pm
Week 16	NO SYNCHRONOUS MEETING Group Plan Activity Presentations via VoiceThread	Group Plan Final due by 11:59pm Thursday, April 30th
Finals Week Week 17		Group Final Exam due by 11:59pm Thursday, May 7th
*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Every effort will be made to provide these changes to the class in writing. Notification through any of the established means of communication such as email, Canvas, or update of online syllabus will constitute sufficient notice.		

Bibliography

- Brown, N.W. (2013). *Creative activities for group therapy*. New York, NY: Taylor & Francis.
- Conyne, R. K. (1999). *Failures in group work: How we can learn from our mistakes*. Thousand Oaks, CA: SAGE Publications.
- DeLucia-Waack, J.L., Bridbord, K.H., Kleiner, J.S., & Nitza, A.G. (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.
- Dossick, J., & Shea, E. (1988). *Creative therapy: 52 exercises for groups*. Sarasota, FL: Professional Resource Exchange, Inc.
- Ragsdale, S., & Saylor, A. (2007). *Great group games: Boredom-busting, zero-prep team builders for all ages*. Minneapolis, MN: Search Institute Press.
- Shakoor, M. (2010). *On becoming a group member: Personal growth and effectiveness in group counseling*. New York, NY: Taylor & Francis.

Student Evaluation of Instructor and Course

NKU takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments. Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed. Students who complete an evaluation or select “opt out” for all of their courses on the online instrument will be granted two-week advanced access to their course grades. (*Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.*) Students who do not complete all of their course evaluations or do not select “opt out” on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university’s standard date for grade availability. Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e	Readings; journals; exams	COU 601; COU 610; COU 650; COU 675; COU 602; COU 621; COU 673
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Readings; exams	COU 601; COU 640; COU 650; COU 675; COU 600; COU 674; COU 602; COU 621; COU 642
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Journals; Group plan; readings; exams	COU 601; COU 640; COU 650; COU 675; COU 674; COU 622; COU 642
self-care strategies appropriate to the counselor role	2.F.1.l	Journals	COU 601; COU 575; COU 622; COU 602; COU 674; COU 675; COU 650; COU 640
the role of counseling supervision in the profession	2.F.1.m	Readings; exams	
systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Readings; exams; Group Plan	COU 620; COU 650; COU 660; COU 670; COU 675; COU 674; COU 622; COU 642; COU 673
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	Readings; exams	COU 640; COU 601; COU 641; COU 650; COU 674; COU 675; COU 600; COU 621; COU 642; COU 673
counselor characteristics and behaviors that influence the counseling process	2.F.5.f	Readings; exams; journals	COU 640; COU 641; COU 650; COU 675; COU 600; COU 674; COU 622; COU 621; COU 642; COU 673
essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Readings; exams; Group Plan	COU 640; COU 641; COU 650; COU 660; COU 675; COU 674; COU 642
theoretical foundations of group counseling and group work	2.F.6.a	Readings; exams; Group plan; Group Leadership	COU 650; COU 641; COU 600
dynamics associated with group process and development	2.F.6.b	Readings; exams; Group Plan; Group Leadership	COU 650; COU 641; COU 675; COU 642
therapeutic factors and how they contribute to group effectiveness	2.F.6.c	Readings; exams; Group Plan; Group Leadership	COU 650; COU 690/3; COU 691/2

characteristics and functions of effective group leaders	2.F.6.d	Readings; exams; Group Plan; Group Leadership	COU 650; COU 691/2; COU 690/3
approaches to group formation, including recruiting, screening, and selecting members	2.F.6.e	Readings; exams; Group Plan; Group Leadership	COU 650; COU 675; COU 690/3; COU 691/2
types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f	Readings; exams; Group Plan; Group Leadership	COU 650; COU 675; COU 621
ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g	Readings; exams; Group Plan; Group Leadership	COU 650; COU 690/3; COU 691/2
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	2.F.6.h	Readings; exams; Group Plan; Group Leadership	COU 650; COU 690/3; COU 691/2
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Readings; exams	COU 660; COU 601; COU 650; COU 671; COU 674; COU 622; COU 621; COU 642
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Readings; exams	COU 660; COU 642; COU 621; COU 622; COU 674; COU 671; COU 650; COU 601
theories and models related to clinical mental health counseling	5.C.1.b	Readings; exams	COU 641; COU 650; COU 600; COU 674; COU 642
roles and settings of clinical mental health counselors	5.C.2.a	Readings; exams; Group Plan	COU 600; COU 630; COU 640; COU 650
legal and ethical considerations specific to clinical mental health counseling	5.C.2.1	Readings; exams; Group Plan; Group Leadership	COU 601; COU 640; COU 650; COU 675; COU 600; COU 674; COU 690; COU 691
techniques of personal/social counseling in school settings	5.G.3.f	Readings; exams; Group Plan; Group Leadership	COU 640; COU 650; COU 602; COU 621

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards