

Spring 2023

CE 615 Syllabus: Group Therapy and Practice

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Winona State University
Counselor Education Department
CE 615: Group Theory and Practice
Semester Hours: 3



Course Location	Helble 343 Zoom Room: https://minnstate.zoom.us/my/cigrandwsuced Passcode: WSUCED!
Instructor	Dawnette Cigrand, PhD
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Instructor Office Location	Helble Hall 350, Winona Campus
Instructor Office Hours:	Mondays 12PM-4PM and Thursdays 10AM-4PM, and by appointment

I. COURSE DESCRIPTION

In this course students are introduced to the theory and practice of group counseling. The course will provide students with an academic/theoretical overview of groups and group work as well as the opportunity to develop group leadership skills through experiential learning activities.

II. COURSE PREREQUISITES

Prerequisites: Prerequisites: [CE 601 - Foundations of Counseling](#) and [CE 658 - Microskills](#). Grade only. Offered annually.

III. COURSE OBJECTIVES

1. Name and explain the key therapeutic factors of group work.
2. Identify the theoretical stages of the group process.
3. Recognize the types of groups, group structure, group dynamics, and use of theory in group counseling.
4. Experience and reflect on being a member of a group counseling experience for 10-hour minimum.

5. Lead a psycho-educational group on a current topic in counseling.
6. Plan and implement groups utilizing criteria for member selection, member assessment, goal setting, evaluation, and termination of the group.
7. Develop and demonstrate leadership interventions that emphasize leader responsibility for the group process.
8. Develop counseling skills to promote constructive behaviors and intervention skills to modify inhibiting factors operating in groups.
9. Discuss ethical issues and acquire ethical behaviors relevant to the practice of group counseling.
10. Develop multicultural counseling competencies with individuals from a variety of backgrounds in the group process (race, ethnicity, gender identification, sexual orientation, disability, age, socioeconomic background, etc.).
11. Present a comprehensive group plan including group member selection, session planning with research-based interventions/exercises, and program outcome assessment, advertisement, etc.
12. Articulate interventions for addressing problem behaviors in groups.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

REQUIRED TEXTBOOK:

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice, 10th edition*. Boston, MA: Cengage Learning.

SUPPLEMENTAL READINGS AND RESOURCES (located on D2L):

Gorski, P. (2017). *Beyond Celebrating Diversity: 20 Things I Will Do to Be an Equitable Educator*. EdChange and the Equity Literacy Institute.

Guth, L. J., Pollard, B. L., Nitza, A., Puig, A., Chan, C. D., Singh, A. A., & Bailey, H. (2019). Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building. *The Journal for Specialists in Group Work, 44*(1), 3–24. <https://doi.org/10.1080/01933922.2018.1561778>

McCarthy, C., Bauman, S., Coker, A., Justice, C., Kraus, K.L., Luke, M., Rubel, D., & Shaw, L. (2021). ASGW Guiding Principles for Group Work. Retrieved from <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf>

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147–152). The Guilford Press. (Reprinted from "Peace and Freedom," July/August 1989, pp. 10–12. Also reprinted in modified form from "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies," Center Working Paper 189, 1989).

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). *Multicultural and Social Justice Counseling Competencies*:

Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48.
<https://doi.org/10.1002/jmcd.12035>

Singh, A.A. Merchant, N., Skudrzyk, B. & Ingene, D. (2012) Association for Specialists in Group Work: Multicultural and social justice competence principles for group workers, *The Journal for Specialists in Group Work*, 37(4), 312- 325. <https://doi.org/10.1080/01933922.2012.721482>

Thomas, R.V. & Pender, D.A., (2008). ASGW Best Practice Guidelines 2007 Revisions. *The Journal for Specialists in Group Work*, 33(2), 111–117.
<https://doi.org/10.1080/01933920801971184>

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 615 are included.

2016 CACREP STANDARDS CORE	Location of Evaluation					
	Multicultural Action Project	Group Process Reflection Paper	Group Experience Req	PLC Facilitation	PLC Team Project	Final Exam
2. SOCIAL AND CULTURAL DIVERSITY						
2c. Multicultural counseling competencies.	X			X		
6. GROUP COUNSELING AND GROUP WORK						
6a. Theoretical foundations of group counseling and group work.		X				X
6b. Dynamics associated with group process and development.		X				X
6c. Therapeutic factors and how they contribute to group effectiveness.		X				X
6d. Characteristics and functions of effective group leaders.	X			X	X	
6e. Approaches to group formation, including recruiting, screening, and selecting members.					X	X
6f. Types of groups and other considerations that affect conducting groups in varied settings.					X	X
6g. Ethical and culturally relevant strategies for designing and facilitating groups.					X	X
6h. 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.		X	X			

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	Location of Evaluation					
	Multicultural Action Project	Group Process Reflection Paper	Group Experience Req	PLC Facilitation	PLC Team Project	Final Exam
1. FOUNDATIONS						
1b. Theories and models related to clinical mental health counseling.					X	
2. CONTEXTUAL DIMENSIONS						
2f. Impact of crisis and trauma on individuals with mental health diagnoses.					X	
2016 CACREP STANDARDS SCHOOL COUNSELING	Location of Evaluation					
	Multicultural Action Project	Group Process Reflection Paper	Group Experience Requirement	PLC Facilitation	PLC Team Paper and Facilitation	Final Exam
2. CONTEXTUAL DIMENSIONS						
2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.						X
2j. Qualities and styles of effective leadership in schools.	X			X	X	
3. PRACTICE						
3f. Techniques of personal/social counseling in school settings.					X	X
3l. Techniques to foster collaboration and teamwork within schools.					X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture/discussion
- Group process
- Use of technology and media including videos, Powerpoints

- Professional Learning Communities (Cooperative and self-directed learning; authentic practice)
- Self-assessments, self-exploration, and reflections
- Experiential: Modeling, Role plays, Simulations, Repeated practice, Demonstrations
- Case studies

VII. COURSE EVALUATION METHODS

Course Objective	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Weighted Course Grading
7, 10	Multicultural Action Project	2c	10% of Grade
1-4	Group Experience Participation and Group Process Reflection Paper	6a-6d, 6h	10% of Grade
5-8	White paper, PLC Recording, and Reflection Paper	6a-6f	25% of Grade
5-9, 11	Team Group Facilitation and PLC Team Proposal	6a-6g/1b/2e, 2j, 3f, 3l	25% of Grade
1-3, 9, 12	Final Exam	6a-6f	30% of Grade

A. Course Expectations, Requirements and Assignments

Attendance and Class Participation

In person attendance is expected on days that are not indicated as “Virtual” on the course schedule. Otherwise, virtual attendance is expected via Zoom. All students are expected to be present and engaged in all class sessions, whether virtual or in person. Presence includes active listening of the instructor and classmates; meaningful participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings. These are dispositions required of counselors in all sessions; thus, they are requirements of all students

in all class meetings. Finally, professional conduct is a requirement in the counseling field, and therefore, it is expected in this course, whether attending virtually or in person. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible to make arrangements to make up the class. **NOTE:** Missing more than one class session in this course may necessitate the student to retake the course at another time.

Emergencies and Other Life Events - Being prepared for class by reading the assigned material is part of your professional preparation. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field and strengthens your stamina for the workload required of effective counselors. Assignments are expected on time. *Three percentage points will be deducted for late assignments for each day they are late past the due date with the exception of emergency situations, illness, or other unexpected life events.* If for some reason, a student has difficulty meeting the course expectations, students are responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. *This is for emergency situations only and should be agreed upon before the assignment due date when possible.*

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe for you to travel. (For example, if you were expected to be at work, would you go? If so, you should also come to class.) Please contact the instructor via email if you are not attending class due to weather issues. If the instructor cancels class, the instructor will notify students of cancellation by 1pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

Assignments – See Course Schedule for due dates

1. Multicultural Action Project

To run groups effectively, counselors must work toward becoming multiculturally, socially just, and competent, impactful leaders. This assignment is designed to raise your awareness about 1) your own multicultural development and 2) the leadership skills necessary to be a strong group leader. For this assignment, you will (a) take 2 self-assessments, and then (b) read the articles listed below. Finally, you will synthesize the main ideas you learned from the readings and the assessments into a paper that reflects on this learning experience. This paper should include 4-5 action-oriented goals and a plan to meet those goals that you developed because of what you learned in this process. The paper should be around 5-6 pages, typed, double-spaced pages of body, with a title page and a reference page.

1) Take the following assessments:

- ✓ Multicultural Competency Self-Assessment (on D2L>Materials)
- ✓ Self-Assessment of Leadership Skills (p. 45-47 in CCC Text)

2) Then, read the following articles (under Content on D2L):

- ✓ Gorski, P. (2017). Beyond Celebrating Diversity: 20 Things I Will Do to Be an Equitable Educator. EdChange and the Equity Literacy Institute.
- ✓ Guth, L. J., Pollard, B. L., Nitz, A., Puig, A., Chan, C. D., Singh, A. A., & Bailey, H. (2019). Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building. *The Journal for Specialists in Group Work*, 44(1), 3–24. <https://doi.org/10.1080/01933922.2018.1561778>
- ✓ McCarthy, C., Bauman, S., Coker, A., Justice, C., Kraus, K.L., Luke, M., Rubel, D., & Shaw, L. (2021). ASGW Guiding Principles for Group Work. Retrieved from <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf>
- ✓ McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147–152). The Guilford Press. (Reprinted from "Peace and Freedom," July/August 1989, pp. 10–12. Also reprinted in modified form from "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies," Center Working Paper 189, 1989).
- ✓ Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <https://doi.org/10.1002/jmcd.12035>
- ✓ Singh, A.A. Merchant, N., Skudrzyk, B. & Ingene, D. (2012) Association for Specialists in Group Work: Multicultural and social justice competence principles for group workers, *The Journal for Specialists in Group Work*, 37(4), 312- 325. <https://doi.org/10.1080/01933922.2012.721482>
- ~~✓ Thomas, R.V. & Pender, D.A., (2008). ASGW Best Practice Guidelines 2007 Revisions. *The Journal for Specialists in Group Work*, 33(2), 111–117. <https://doi.org/10.1080/01933920801971184>~~

Using these resources, you will write a paper about YOU. This paper should include two parts:

1) Self-Reflection – (recommended – around 2-3 pages long) - a description of what you learned about yourself in regard to (a) multicultural social justice counseling competence and (b) skill for group leadership through completing these readings and taking these assessments. This

reflection should include areas of strength and areas you recognize you need to develop to become a more multiculturally competent group leader.

2) Growth Plan – (recommended – around 2-3 pages long) - a plan for your development to more competently lead groups with diverse members while mitigating social injustice. Include a rationale for each of the 4-5 goals and an action plan to progress toward those goals, including short-term and long-term steps to achieve them. (*Gentle Nudge: Real change requires you to step out of your comfort zone.*) Your multicultural development will be a part of on-going discussion in small group practice so this assignment will be revisited several times during the course. You will also be expected to report out on your goal progress at the end of the semester informally in class.

You will be graded on the concreteness and depth of your goals and plan. See rubric below for more information.

2. Professional Learning Communities Group Leadership Practice Assignment

You will be a part of one [professional learning community \(PLC\)](#) that will focus on intensive learning about group work with a particular population of your group's choice (e.g., children with anxiety, adolescents and dating violence, adults with PTSD, grieving elderly adults).

In your PLC, you and your group members will be responsible for taking turns facilitating this small group to collaboratively generate knowledge and advance your learning about the population you intend to work with while practicing your group leadership skills. On the first day of class, the groups will form and will be assigned a practice session time.

Each member of your PLC group, as Presenter/Facilitator will:

- 1) Research an article for your PLC group discussion from peer-reviewed journals about working in groups with the population your PLC decided to focus on.
- 2) Upload a copy (pdf) or a persistent link to the journal article to D2L>Communication>Discussion under your PLC team group name. The leader should have this completed one week before presenting to allow all group members to read your article before facilitating the group.
- 3) Write and share a white paper and upload copies to group members on the discussion board (1-2 pages long; see https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/index.html). Your white paper should be uploaded to the D2L Discussion board two days before presenting to your PLC.
- 4) Lead a discussion about the research and possible applications to group work with this population in your PLC.

*Note 1: Leaders and members should not read the article during presentation/discussion. The leaders and members are expected to have read the article(s) **before** the presentation.*

Note 2: When you are not acting as a leader, your responsibility is to be a responsive and involved group member.

- 5) You will need to record your PLC group facilitation, then upload it to Teams. You will be graded on your use of counseling skill work (see CCS-R and your textbook for counseling and leadership skill examples).
- 6) Transcribe 7-8 minutes of your recorded video. In a 2-3-page reflection, identify personal characteristics, leadership skills, and microskills you used in your session, and discuss (a) what you did well, (b) what you need to improve on, and (c) goals for your next session. This discussion should be applied to group work and be more than a discussion of basic microskills work.

3. PLC Team Group Session Facilitation Project

Using information from the PLC activities, students will work in their PLC's to create one Psycho-educational or Counseling Group Proposal. The proposal will be no longer than 10 pages (references can be additional pages). ONE PROPOSAL PER PLC TEAM ONLY. In addition, the group will co-facilitate one group session from the plan (*NOTE: authentic practice or class practice will be determined before spring break based on COVID mandates*). ONE 2-page reflection from the PLC Team on their session delivery (see below for details).

The paper includes 5 parts:

- a. Purpose and Population Considerations - Describe the group purpose with literature review about group considerations and needs of group* (e.g., population, setting, member selection, inclusion/exclusion criteria, age group, gender/multicultural considerations, risks and how to minimize them, and benefits, screening process, etc.). Be sure to discuss how considerations for this group are unique to other psycho-educational groups.
- b. Theoretical Application - Discuss how you will use one or more theories while facilitating this group, including associated techniques and evidence-based interventions.
- c. Group Session Plans - a outline of the plan for the group, including activities your group will facilitate, and who will lead them. Remember to avoid random acts of effort. Consider what participants will gain from attending, and how you will know they have gotten something from the group experience (outcomes). You can develop these activities yourself, or glean them from other sources, including texts for this class. [Make sure to cite sources of anything you glean and/or adapt!]

- d. Group Reflection – after facilitating the group experience; co-write a 2-page reflection, which discusses co-leader processing of 1) what went well in the session, 2) what would you do differently next time it is delivered, 3) how the co-leaders functioned as facilitators, and 4) key takeaways from the experience.
- e. Due Date - All groups, regardless of when they are assigned to present, are required to submit all materials for this assignment on the same assigned date in the course schedule after they have facilitated their group.

4. Group Experience Requirement – Students are required to attend a Group Counseling or Psychotherapy experience for 10 hours over the course of the semester. This can be done by taking an additional 1 SH workshop CE 616: Counseling Specialties, or by attending another group in the community. This requirement is non-negotiable, so if you signed up for the one semester hour workshop, you need to attend all of it. If you miss any of the group counseling sessions, please contact the instructor immediately as you may need to take the course at a different time or come up with an alternate plan for the 10-hour experience. Documentation of attendance of the alternative group experience is required to complete this course if you do take attend CE 616.

5. Group Experience Application and Reflection Paper - You will reflect upon your experiences as a group member. These experiences should be drawn from your experiential group requirement. Each paper should be an application of your didactic learning (i.e., readings, lectures, activities) from class; thus, you should discuss **group dynamics, group stages, group leadership, problem behaviors in groups, and the key therapeutic factors** as they relate to your group experience. *Be sure to share your experience without disclosing confidential information shared by other group members.* The paper should be 5-6 typed, double-spaced pages. This paper is meant to be a personal narrative, not an academic research paper; however, APA citations should be included when the text or other readings are referenced. Graduate-level writing, spelling and grammar are also expected. Papers must be submitted via the Dropbox on D2L.

Recommendation - Keep Journal or notes about Group Process for Group Process Reflection Paper.

6. Final Exam - The final exam will include multiple choice, true/false, and short answer questions. The final exam will cover assigned readings and course curriculum delivered in class for the entire course, including learning in the PLC's, although you will only be responsible for your PLC content.

B. Grading for Course

Multicultural Action Project Rubric

Category/Criteria	Exemplary (A)	Acceptable (B)	Unacceptable (C or below)	Points
Grammar, Spelling, Usage	0-5 errors per paper	6-10 errors per paper	More than 10 errors per paper	10
APA formatting, Citations, Reference Page	0-5 errors per paper	2-3 errors per page	More than 3 errors per page	10
Self-Reflection with integration of readings/assessments	Insightful and in-depth discussion of self. Notes Doing, Feeling, Action based on assessments and readings of MC competencies.	Can discuss self Doing, Feeling, Action OR can discuss assessments and readings of MC competencies, discusses at least one in depth, or discusses both but not at deep level.	Unwilling to be open about discussing self in relation to MC competency development; or provides a fragmented or a surface level discussion of self or does not discuss MC competencies or assessments.	25
Growth Plan/Action Steps	Identifies 3-5 challenging, yet achievable goals for the semester that align to self-assessment findings. Clear, detailed steps to achieve goals are delineated.	Identifies 3 achievable goals for the semester that align to self-assessment findings. Steps to achieve goals are delineated.	Identifies fewer than 3 goals, or does not establish goals that are challenging or related to assessment findings. Steps to achieve goals are not delineated.	25
Expression of Multicultural Development	Articulates importance of MSJCC as related to group counseling work and can align development to MSJCC competencies.	Discusses importance of MC development.	Does not communicate importance of MC competency development or avoids recognition of the need for it in self or in group work.	25
Writing Style/Quality: Professional	Follows APA conventions for style; strong organization within paper, paragraph and sentence.	Mostly APA compliant, although, uses colloquial language, figures of speech and/or contractions in writing or has difficulty with paper or paragraph organization.	Mostly writing uses colloquial vs. professional language, and APA restrictions are prevalent (e.g., figures of speech, informal writing practices, use of contractions).	5
<i>Total points</i>				100

Professional Learning Communities (PLC) Group Leadership Practice Assignment Grading

PLC White Paper Grading Criteria

White Paper Category/Criteria	Points possible	Points Rec'd
Relevance of article to counseling; Quality	2	
Grammar, Spelling	3	
Article Summary (Key Parts)	7	
Applications and Questions	7	
Use of APA style	3	
Professional Writing Style	3	
Total points	25	

PLC Reflection Grading Criteria

Reflection Category/Criteria	Points possible	Points Rec'd/Comments
Grammar, Spelling, Usage	2	
Recognizes Strengths	5	
Recognizes Growth Areas	5	
Identifies Strategies to Improve	10	
Writing Style/Quality: Professional	3	
<i>Total points</i>	25	

PLC Leadership Assignment Scoring

	Points Possible
PLC White Paper	25
Reflection	25
CCS-R Part 1	60
CCS-R Part 2	55
Total Score	/165

Group Experience Application and Reflection Paper Rubric

Category	Grading Criteria			Points Possible
	Exemplary (A)	Acceptable (B)	Unacceptable (C or below)	
Grammar, Spelling, Usage	0-5 errors per paper	6-10 errors per paper	More than 10 errors per paper	10
Citations, APA formatting, Reference Page	0-5 errors per paper	6-10 errors per paper	More than 10 errors per paper	5
Discusses Stages of Group Process	Names stages; associates group behaviors with aspects of stages correctly.	Names stages; associates group behaviors with aspects of stages correctly in most examples.	Does not name stages or recognize aspects of them correctly.	25
Identifies Therapeutic Factors	Identifies at least 5 therapeutic factors in their use correctly.	Identifies at 3-4 therapeutic factors in their use correctly.	Identifies at 2 or fewer therapeutic factors in their use correctly.	25
Examines Leadership Qualities and Skills	Identifies at least 5 leadership qualities or skills in their use correctly.	Identifies at 3-4 therapeutic factors in their use correctly.	Identifies at 2 or fewer therapeutic factors in their use correctly.	25
Writing Style/Quality: Professional	Follows APA conventions for style; strong organization within paper, paragraph and sentence.	Mostly APA compliant, although, uses colloquial language, figures of speech and/or contractions in writing or has difficulty with paper or paragraph organization.	Mostly writing uses colloquial rather than professional language, and APA restrictions are prevalent (e.g., figures of speech, informal writing practices, contractions).	10
<i>Total points</i>				100

PLC Team Group Project

Component	Criteria	Feedback	Score
In Class Presentation of Group Work	Able to identify 1) leadership skills, 2) leadership qualities, 3) strengths, and 4) areas of growth.		/20
Introduction of Population	Brief review of the literature related to the population and problem you have chosen.		/5
Description of population specific considerations for Group work	Information provided as experts on subject: considers population, setting, member selection, age group, gender/multicultural issues, risks (how to minimize them) and benefits, screening, etc. Based on literature, research and other information gathering.		/15
Theoretical perspective applied	Uses research to inform use and application of theory and technique to apply to population.		/10
Outline of group intervention plan	Includes a purposeful plan for session, using research, theory and techniques that is both developmentally appropriate and engaging for the participants.		/15
Reflection of Team Group Facilitation	Discusses 1) group process, 2) group leadership and membership, 3) stage of development, and 4) effects of online changes using counseling terminology taught in this course and others.		/25
APA Usage (Writing, Citation, Reference Page) and Resources	Follows APA style and formatting in citations, resource choices, and referencing.		/10
			/100

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the "score" column on the left.

CACREP (2016) Common Core Standards

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students'

interactions with clients.

- c) Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.
- d) Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- e) Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- f) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- g) Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard c.*).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skills(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations /Demonstrates Competencies (5)	Meets Expectations /Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)	
1.A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.	
			Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)						
			Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about..."	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
			"Hmm"						
			Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
			Reflecting a Paraphrasing	Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients' multiple perspectives)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
			Reflecting b Reflection of Feelings	Reflection of Feelings (With couples and families, reflection of each clients' feelings)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1.F		Reflecting c Summarizing	Summarizing content, feelings, behaviors, & future plans (With couples and	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors,	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests	Demonstrates poor ability to summarize, such as being judgmental &/or	

			families, summarizing relational patterns of interaction)	(85%).	and future plans (majority of counseling sessions; 70%).		counselor did <i>not</i> understand clients or is overly focused on content rather than process).	dismissive.
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Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations /Demonstrates Competencies (5)	Meets Expectations /Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
2.A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2.B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior such as repeatedly being disrespectful others &/or impeding the professional atmosphere of the counseling setting course.
2.C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2.D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere policies after discussing with supervisor /

								instructor.
2.E		Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations /Demonstrates Competencies (5)	Meets Expectations /Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
2.F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2.G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
2.H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2.I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with	Demonstrates consistent and strong openness to supervisory &/or instructor	Demonstrates consistent openness to supervisory &/or instructor feedback	Demonstrates openness to supervisory &/or instructor	Demonstrates a lack of openness to supervisory &/or instructor feedback	Demonstrates <i>no</i> openness to supervisory &/or

			supervisory &/or instructor feedback	feedback & implements suggested changes.	& implements suggested changes.	feedback; however, does <i>not</i> implement suggested changes.	& does <i>not</i> implement suggested changes.	instructor feedback & is defensive &/or dismissive when given feedback.
2.J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & "reads- &-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads- &- flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
2.K			Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS-R was reviewed with Counselor or Trainee

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich

array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at

<http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100.

The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595.

Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE

Date	Topic and Assigned Readings (in purple)	Theme/Content	CACREP Standards <i>Core/CMHC/School</i>	Class Activities and Assignments Due (in bold)
Week 1 - Jan. 9	Syllabus Review, Introduction to Group Work & Multicultural Perspectives <i>CCC CH1</i>	Instillation of Hope and Universality	6b, 6c	<i>Group norms; PLC Group Formation</i>
Week 2 - Jan. 16 (NO CLASS MEETING -MLK HOLIDAY)	Work on Multicultural Action Project <ul style="list-style-type: none"> • <i>Gorski, P. (2017).*</i> • <i>Guth, et al. (2018).*</i> • <i>McCarthy, et al, (2021)</i> • <i>McIntosh, P. (1998).*^</i> • <i>Ratts (2015)*</i> • <i>Singh, et al. (2012)*</i> 		2c	<i>Take Multicultural Competency Self-Assessment*</i>
Week 3 - Jan. 23	The Group Counselor Therapeutic Factors <i>CCC CH2</i> <i>Therapeutic Factors*</i> <i>PLC Reading* (linked in syllabus)</i>	Active Listening, Reflecting, Summarizing Facilitating, Questioning Altruism	6b, 6c, 6d/-12j	<i>Take Self-Assessment of Group Leadership Skills in CCC</i>
Week 4 – Jan 30	Ethical and Legal Issues in Groups; Forming a Group <i>CCC CH3, CCC CH 5</i>	Linking, Empathizing Cohesiveness	6e, 6g	Multicultural Action Plan due
Week 5 - Feb. 6	Initial Stage <i>CCC CH 6</i>	Interpreting, Clarifying, Modeling Imitative Behavior Socialization Techniques PLC Group Skill Practice	6b, 6c, 6e	
Week 6 - Feb. 13	Transition Stage <i>CCC CH 7</i>	Supporting, Suggesting, Initiating Imparting Information PLC Group Skill Practice	6b, 6c	
Week 7 - Feb. 20	Working Stage <i>CCC CH 8</i>	Confronting, Blocking, Assessing Catharsis	6b, 6c	
Week 8 – Feb. 27	Final Stage <i>CCC CH 9</i>	Evaluating, Terminating		<i>PLC Leadership Practice Recording</i>

Week 9 - March 6	NO Class – Spring Break			
Week 10- Mar. 13	<i>Theories and Techniques in Groups</i> <i>CCC 4, p. 100-116</i>	Corrective Recapitulation of the Primary Family Group <i>Psychodynamic Approaches</i>	6a, 6c	
Week 11 – Mar. 20	<i>Theories and Techniques in Groups</i> <i>CCC 4, p. 116-125</i>	Existential Factors Interpersonal Learning <i>Experiential and Relationship Oriented Approaches</i>	6a	PLC Group Leadership Practice Assignment Due
Week 12 – Mar. 27	<i>Theories and Techniques in Groups</i> <i>CCC 4, p. 126-148</i>	Homework, Journaling <i>Cognitive Behavioral and Post-Modern Approaches</i>	6a	
Week 13 - April 3	<i>Putting it all Together: Leadership Qualities & Skills, Therapeutic Factors, MCC Development and Research Managing Conflict*</i>		6d	Group Process Reflection Paper Due
Week 14 - April 10	<i>Group Counseling in School Settings</i> <i>CCC 10</i>	<i>Live Group Processing and Presentation 1 and 2</i>	6f/-/2e, , 3f, 3l	<i>PLC Team Group Session Facilitation</i>
Week 15 - April 17	<i>Group Counseling in Community/Clinical Settings</i> <i>CCC 11</i>	<i>Live Group Processing and Presentation 3 and 4</i>	6f/1b, 2f/	<i>PLC Team Group Session Facilitation</i>
Week 16 - April 24	<i>Processing Group Development, Assessment and Evaluation of Groups</i>	<i>Review for Test</i>	6h/1b, 2f/	All PLC Team Projects Due
4.30.2023 -5.2.2023 Virtual	<i>Final Exam Open</i>			FINAL EXAM
*Located on D2L. CCC = Corey, Corey and Corey textbook ^If you are familiar with Unpack the Knapsack, read “Racial Paradigm Shifts” (Gorski, n.d.)				

