

ANTIOCH UNIVERSITY

SEATTLE

Group Counseling

Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

Basic Course Information

COUN 507

Group Counseling

3 credits (quarter)

(Term, 2019)

Required prerequisites: COUN 5060 Communication and Counseling Skills

(First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information

(Instructor's name)

2400 3rd Avenue, Suite 200, Seattle, WA 98121

(Individual campus phone number or leave blank for adjunct)

(Antioch email address (only - Do not include personal or other email address.))

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**
Katherine Fort, PhD, LMHC: kfort@antioch.edu
- **Secondary Course Owner/Liaison:**
Leah Batty-Hibbs, MA: lbattyhibbs@antioch.edu
- **Course Consultant:**
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Course Description

This class introduces students to the theory and practice of group counseling, emphasizing the integration of theoretical approaches to group counseling and learning of basic skills needed to prepare for leading a variety of client groups. *Prerequisite: Communication and Counseling Skills.*

Expanded Course Description

This is a didactic/experiential class designed to acquaint participants with group dynamics, characteristics, and processes of group interaction. Students will experience co-leading groups.

Program Competencies & Outcomes

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, participants will be able to:

1. Understand a helping relationship approach to group counseling and the specific intentions of different helping relationship skills
2. Apply a helping relationship approach in counseling individuals using therapeutic skills effectively.
3. Incorporate a developmentally appropriate, culturally sensitive lens to the initiation, maintenance and termination of individuals within the counseling group
4. Understand and evaluate the therapeutic factors of group process; demonstrate the ability to adapt group facilitation and leadership style according to group dynamics

Student Learning Objectives (SLOs):

By the end of the course, students are expected to:

1. Identify and recognize characteristics and dynamics of groups. (2.F.6.b)
2. Experience the leadership role in a group. (2.F.6.d)
3. Learn and demonstrate leadership skills/competencies. (2.F.6.c; d; e; f; g)
4. Learn principles of group organization. (2.F.6.b; c; d; e; f)
5. Become aware of special problems in groups and ways to confront them. (2.F.6. b; d; f; g; h)
6. Identify different types of groups. (2.F.6.f)
7. Have an elementary comprehension of several group theories. (2.F.6.a)
8. Understand the significance of multicultural aspects in groups. (2.F.6.g)
9. Understand the models, methods, and principles of program development and service delivery (2.F.6. a; b; c; d; e; f; g)

Related 2016 CACREP Standards:

2.F.6. GROUP COUNSELING AND GROUP WORK
2.F.6.a. theoretical foundations of group counseling and group work
2.F.6.b. dynamics associated with group process and development
2.F.6.c. therapeutic factors and how they contribute to group effectiveness
2.F.6.d. characteristics and functions of effective group leaders
2.F.6.e. approaches to group formation, including recruiting, screening, and selecting group members
2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings
2.F.6.g. ethically and culturally relevant strategies for designing and facilitating groups

Learning Objectives (CACREP 2016)	Key Performance Indications (KPIs)
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Demonstrate understanding of theoretical foundations of group counseling and group work (2.F.6.a)	<i>Completed course readings (k); active in-class participation (d); group lab experiences (member)(d); application of theory in group lab experiences (leader)(k); integration of theory in all reflection papers (k); summation and integration of theory in final paper (k)</i>
Recognize and apply leadership skills in working with dynamics associated with group process and development (2.F.6.b) ; as well as therapeutic factors and how they contribute to group effectiveness (2.F.6.c)	<i>Completed course readings (k); active in-class participation (d); group lab experiences (member)(d); ability to recognize and speak to group dynamics (s), therapeutic factors and processes during in group lab experiences (leader) (s); in all reflection papers (k); and in final paper (k).</i>
Learn and demonstrate effective group leadership skills/competencies (2.F.6.d)	<i>Successful application of leadership skills during group lab experiences including clear and organized preparation of group leadership (evidenced in leadership proposal papers) (s).</i>
Demonstrate ability to form groups, including recruiting, screening, and selecting group members (2.F.6.e)	<i>Course readings (k); active in-class participation in discourse regarding group formation (d); Final integration paper and group proposal (k)</i>
Direct experience participating as a group member for at least 10 clock hours during the quarter (2.F.6.h)	<i>Group lab experiences (attendance and active participation in groups) (d).</i>
Demonstrate understanding of different types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f)	<i>Course readings (k); active in-class participation (d); reflection on case studies (k); skill performance and observation (s); integration and demonstration of understanding and awareness of varied group dynamics in final paper (k)</i>
Apply ethically and culturally relevant strategies for designing and facilitating groups (2.F.6.g)	<i>Course readings (k); active in-class participation (d); reflection on case studies (k); skill performance and observation (s); integration and demonstration of understanding and awareness of multicultural issues and ethical and culturally relevant strategies in facilitating groups (in class) and in final paper (k).</i>

Learning Experiences

Pedagogical Design: This course is a mix of didactic and experiential learning. Students will learn via lecture, reading, discussion, demonstration and practice. This course focuses on understanding the intention of utilizing counseling skills and, then, effectively utilizing these skills in practice.

Students in group counseling will be in a laboratory environment which means the class will be a fully interactive class. Much of the class time will be involved with experiential and self-reflective activities.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants.

Learning Resources

Required Textbooks & Readings	
Book Titles & Authors	ISBN

Corey, M. S., Corey, G. & Corey, C. (2018). <i>Groups: Process and practice</i> (9 th ed.). Belmont, CA: Thomson Brooks/Cole.	ISBN-10: 1305865707 ISBN-13: 978-1305865709
Yalom, I., & Leszcz, M. (2005). <i>The theory and practice of group psychotherapy</i> (5 th ed.). New York, NY: Basic Books.	ISBN-10: 1133945465 ISBN-13: 978-1133945468
*Other required readings (articles, chapters, etc.) will be posted on Sakai.	

Additional Recommended Reading

- Bauman, S., & Falco, L. (2004). The use of process notes in the experiential component of training group workers. *Journal for Specialists in Group Work*, 29, 185-192.
- Colman, A. D. (1995). *Up from scapegoating: Awakening consciousness in group*. Asheville N.C: Chiron Publications.
- Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Belmont, CA: Thomson Brooks/Cole.
- Delucia-Waack, J., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Belmont, CA: Thomson Brooks/Cole.
- Lee, C. (ed.) (2006). *Multicultural issues in counseling: New approaches to diversity*. Alexandria, VA: American Counseling Association.
- Jacobs, E. E., Masson, R. L., Harvill, R. L. (2016) *Group Counseling: Strategies and Skills* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

MA Programs Multicultural References

- Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3rd ed.). Alexandria, VA: American Counseling Association.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: Guilford Press.

Course Requirements

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog:
<http://www.antiochseattle.edu/registrar/aus-catalog/>
2. Submitting ALL course assignments on time—**late work is not accepted** unless emergency documentation is provided
3. Course Evaluations: Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.

Additionally, to earn credit for this course, all students must meet minimum attendance (students should not miss any classes unless emergency documentation is provided; missing more than one class will result in a failing grade for this course), scholarship, and competence standards. These requirements are as follows:

Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to

attend more than 90% of class sessions (see above). (Antioch Seattle University Catalog). Each participant is expected to be on time for all classes and to attend a minimum of 90% of the classes. Arrival to class more than 15 minutes late will result in a “missed class.”

Active participation in class exercises and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to group membership and leadership experiences, seeking out and being open to feedback, and showing respect for the entire class as a community of learners).

Complete assigned readings (see CLASS SCHEDULE below).

Complete all assignments by due date (see CLASS SCHEDULE below).

Written work should be typed and turned in *hard copy*, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; **Papers should reflect APA format** where applicable (all citations, even in reflection papers, must follow APA).

Students are expected to **demonstrate graduate level** analytical thinking as well as self-reflection and self-critique.

Assignments are expected to be **on time**. Assessments that do not follow APA writing guidelines will be considered below graduate level work and will place the student in jeopardy of not receiving credit for the course. Instructor may ask students to re-write papers when necessary and students will likely receive an average of the two posted marks.

Course Assignments and Schedule

The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week Eleven to accommodate any required changes in schedule (e.g., in response to emergency situations).

Reading: Read all assigned material *before* the class meeting each week.

Reflection Papers (see specific descriptions below). Retain all turned-back Reflection Papers and refer to and integrate the main themes of these Reflection Papers in the Final Synthesis Paper.

1. First and Second Group Process Papers (2 pages): Due Week 2 and Week 3

Weeks 1-2, instructor leads the 50 min process group with students in each group—this may be two groups or one large group depending on the roster size of the class. During the third week, this group will be co-led between the instructor and another student (see schedule of student group facilitation following week 1 posted to Sakai). Using readings to-date, write a brief 2-page reflection paper about your observations and experiences of the instructor's group leadership and the group process. Include (listed below) your goals for future participation.

2. Identification Participant Goals: Due Week 2

Include *in your first Reflection Paper* (tack on the end of the assignment under a subhead "My Goals"): select two personal and two group experience related learning goals for this course:

(1) Identify two personal group member goal

Goal examples:

1. I will express my feelings and share meaningful personal material
2. I will share personal information, expanding my safety level

3. I will increase learning derived from the group
 4. I will confront members in a constructive manner that is respectful of my beliefs
 5. I will increase my active participation
 6. I will increase my openness in the group and in the class
 7. I will increase my receptivity to feedback
 8. I will increase my sense of being one in a community
 9. I will use "I" statements that include feeling words during each group.
- (F. Ostro. (2014, Spring Quarter). Group Counseling Syllabus. Antioch University Seattle.)

(2) Identify two group facilitation goals as a future group leader in this course

Goal examples:

1. Beginning and ending group on time.
 2. Setting the atmosphere
 3. Setting the norms
 4. Responding empathically to group members in a timely fashion
 5. Changing from one topic to another
 6. Changing from one person to another
 7. Making connections between one or more members
 8. Being able to respond to silence
 9. Being able to respond to a somewhat difficult member
- (F. Ostro. (2014, Spring Quarter). Group Counseling Syllabus. Antioch University Seattle.)

REMEMBER: Reflect on these goals as you write your weekly reflection summaries for the remainder of the quarter.

3. Group Facilitation Proposal Papers (2 pages per group): Due 5pm of your group facilitation day

Starting Week 3 (possibly week 2 if a student co-leads with the instructor), students will co-facilitate a 40 - 50 min group composed of class members.

To prepare for this facilitation, student counselors submit a proposal via email to the instructor ***the week of*** their group practice (day of facilitation is fine – Monday, before 5pm). This can be written as a group or individually, but ***one copy should be turned in as a group, compiled together.***

The proposal is composed of the following elements.

1. Process topics/ideas for group discussion (review loose topic listed in schedule), including theoretical support—give specific ideas for how you plan to work with the group at this stage of group development.
2. Identify ways you will use your theoretical lens to inform your interactions as a facilitator—discuss how your theoretical approach will be implemented as a group leader.
3. Provide a brief outline each counselor's intervention strategies for this group session.
4. The combined goals of your group leadership

4. Reflection Papers (a. + b. or c.): *Due Weeks 3-10*

Beginning **Class 3**, class members will write a process paper weekly based on their roles and reflective stance of those particular group sessions.

a. Group Member Reflection (1 – 2 pages):

A more personal reflection of your own experience *as a group member* using the following elements:

- 1) Describe your reactions to the group process.
- 2) Name and describe the role you played in the group process.
- 3) Discuss how your cultural identity (ADDRESSING model) came into play in this process.
- 4) Note ways in which the experience contributed to your learning in the course that week.
- 5) Reflect about ways in which group leader style affected your participation in-group.
- 6) Discuss ways in which the group experience contributed to your personal growth toward meeting your identified group goals.

b. Observation Reflection (1 – 2 pages):

Weekly case note style and reflection of larger/other group write a reflection of the group itself. Consider following weekly a SOAP format:

S: Subjective reactions to sessions: use this prompt as an opportunity to explore your own reactions to interactions/themes that occurred in the group.

O: Objective content of sessions: describe your observations about events/interactions that happened in the group.

A: Analysis of group process: Based on what you have learned to the point that you are writing this note, analyze the group process. List the norms that are beginning to be established. What is the group's stage of development? How do your observations fit that stage?

P: Plan for future sessions. If you were the next leader of this group, how would you intervene, and what do you see as the next important steps that need to occur for the group to progress.

c. Co-Facilitation Reflection (2-3 pages):

In the weeks following **each group leadership experience**, students should select **one critical moment** in your counseling leadership approach.

- 1) Brief description of the critical moment.
- 2) Describe your thinking and feelings at that moment and ways in which these experiences directed your active response in the group.
- 3) Assess what occurred and the impact of your response.
- 4) Discuss the impact of your cultural identity (ADDRESSING Model) on your leadership experience.
- 5) Note specific changes you would make in your leadership in a similar situation next time. What did you learn about group leadership as a result of this experience?

5. Group Proposal Presentation (Informal): 10 minutes per student (Due Week 10)

When you lead groups in your internship and beyond--at an agency, or in private practice--you will first clearly identify several important features of the group. Identify a "dream group" that you would like to facilitate at some point in your career. Using the outline provided, create a proposal for the group and briefly present the proposed group to the last class.

- 1) Instead of using a powerpoint, create a flyer or handout to advertise your group to the class as if you were handing it out to other therapists and clients in your agency and/or in your community.
- 2) Please use the following outline in your proposal presentation for the group you intend to facilitate:
 - a) The focus topic of your group
 - b) Select a demographic describing clients in your group
 - c) Describe participation requirements: Inclusion/Exclusion considerations
 - d) Discuss how you will recruit/invite members to this group
 - e) List criterion for frequency, length, and duration of group
 - f) Select an open or closed group format
 - g) Number of participants
 - h) Provide an outline of topics for 10 sessions (On your hand out / brochure)
 - i) Discuss multicultural considerations for this group:
 - What issues might arise that are culturally or systemically driven?
 - How will you grapple with these issues?

You may refer to Corey et al., (2018) chapter 5.

**6. Final Synthesis Paper : Due Week 10– Submit on Sakai “Assignment” folder
(6-8 pages: not counting cover page or references list)**

Discuss the following three main components (a & b); use the component titles and the detailed assignment criteria as headings in your paper.

a. Group Proposal - Theoretical Orientation:

Based on your Group Proposal (Assignment 5):-

- 1) Identify a theoretical orientation(s) that you plan to use in future group leadership;
- 2) Explain your understanding of its utility (cite reading) and describe why this theory has resonated with you.
- 3) Minimum of three citations from separate sources required. Your course texts should add as resources for this component.)

(A theoretical orientation is essential for conducting any form of therapy. The orientation you use might vary between settings. Choose a theory you believe would be valuable for use in the group you proposed; from this theoretical framework, identify ways you will use your theoretical lens to inform your interactions as a facilitator.)

b. Group Experience:

Write a reflection about your experiences during the quarter, including classroom learning experiences, assignments, and assigned reading. Please respond to the following questions:

- 1) Within your own group, what was your role?
- 2) Do you often assume this role in group settings or your family of origin?
- 3) Does this role serve you, or do you wish you played a different part in a group setting?

- 4) How did your cultural identity (ADDRESSING Model) come into play as a group member? Leader?
- 5) What did you learn about yourself by participating in the group counseling contexts?
- 6) What are your strengths as a group facilitator?
- 7) What are your learning edges as a facilitator?
- 8) Explore your experiences as a leader during the quarter. What were your main challenges and successes? Identify moments in which you experienced confidence in your leadership as well as times when you wished you had handled a situation differently. How did you do on your member goals?
- 9) When thinking of actually facilitating your own group, describe your main concerns and/or challenges and describe some ways you might be able to work through these concerns/challenges. How did you do on your leadership goals?

10) COURSE SCHEDULE

- 11) The schedule assignments and course content are subject to change at the discretion of the faculty member(s).

12)

Week No. and Date	Topics & Activities	Reading (Before the Class)	Assignment
Week 1	Introduction to course; Course overview; Sign ups; Goals; Group norms, confidentiality, and boundaries; Types of groups; Multicultural perspectives; Providing and receiving feedback.	Corey: Chapters 1 & 2 Yalom: Chapters 1, 2, & 5	Please read syllabus
Week 2	Rationale for group counseling: Benefits/advantages/limitations of groups for members; Forming a group; Group leader's tasks; Ethical guidelines for group counseling.	Corey: Chapters 3 & 4 Yalom: Chapters 8, 9	Group member's reflection and Goals
Week 3	Forming a group; Group leader's tasks; Ethical guidelines for group counseling.	Corey: Chapter 5 Yalom: Chapter 10	Group member's reflection and Goals
Week 4	Initial stage of the group; Goals; Group cohesion; Co-leader issues. Facilitation and Feedback (<i>Goal setting, Active Listening, Empathizing, Reflecting; Summarizing</i>)	Corey: Chapter 6 Yalom: chapters 3 & 11	Group member's reflection
Week 5 <i>Mid-Term Evaluation</i>	Therapeutic interventions; Theory presentations; In the here and now; Leadership skills; personal characteristics of leaders in groups: Facilitation and feedback (<i>+ Clarifying; Modeling; Linking</i>)	Corey: Chapter 4 Yalom: Chapter 4 & 6	Weekly assigned reflection papers
Week 6	Transition stage of the group; Member confrontation; Transference and countertransference; Conflicts. Problem behaviors and difficult group members. Facilitation and feedback (<i>+ Interpreting; Blocking</i>)	Corey: Chapter 7 Yalom: Chapters 7 & 13	Weekly assigned reflection papers
Week 7	Exploring transition stage of the group; Working stage of the group; Self-disclosure Facilitation and feedback (<i>+ Confronting; Assessing</i>)	Corey: Chapter 8 Yalom: Chapter 12 (only to the p. 388)	Weekly assigned reflection papers
Week 8		Corey: Chapter 9	Weekly assigned

Week No. and Date	Topics & Activities	Reading (Before the Class)	Assignment
	Exploring working stage of the group Facilitation and feedback (+ <i>Suggesting, Initiating</i>)	Yalom: p. 389 - 390	reflection papers
Week 9	Final stage of the group/ Termination Facilitation and feedback (<i>Evaluating, Terminating</i>) Presentation preparation	None	Weekly assigned reflection papers
Week 10 Final Evaluation	Group Proposal Presentation Closing		Proposal Brochure Final Paper
Week 11	(Reserve)		

Attendance and Participation

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University's attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

Scholarship

Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai ("Assignments"). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

Competency

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of

counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the quarter.

Assessment Criteria for CMHC Students

CMHC students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency**. In order to successfully move into the internship year, students must demonstrate an overall 50% **competency level** in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

Definitions of Competency Areas (CMHC)

To achieve a particular level of competence for the course, students must complete the following:

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge and skills. Demonstrates willingness to increase self-awareness and effective use of feedback.

Verbal Communication – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of individual interactions and group dynamics, as well as awareness of own impact on the other individual and the group. Demonstrates the use of culturally sensitive verbal communications and provision of supportive feedback to peers.

Oral Presentation – able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews. Demonstrates culturally sensitive basic counseling skill

Social Responsibility – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations. Be aware of counseling dynamic, including counselor's privilege, role as a helping profession, and role as a member of the learning group.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change. Ability to provide non-judgmental supportive feedback. Positive attitude to learn basic skills.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing

and able to tolerate ambiguity; maintains appropriate boundaries.

Definitions of Competency Levels

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“Required Competency” indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

“Intermediate Competency” denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

“Advanced Competency” is reserved for practicum/internship coursework.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- Reading assignments with due dates
- Assignments (papers, projects, exams, presentations) with due dates

Audio- or Video-recording of Classes

- **Audio- or Video-recording of Classes**
Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within

the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

- Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, Jharmonjacobs@antioch.edu or 206.268.4714.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

Writing Lab (room 323 Library/CTL): The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Appendix A
GUIDELINES FOR FEEDBACK
(Modified with Wood, 2017)

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of conflict and pain).
3. Validated the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

Giving Feedback

Effective Feedback	Ineffective Feedback
Comes as soon as possible after the behavior.	Is delayed, saved up or dumped.
Refers to behavior the receiver can do something about.	Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”
Direct, objective, from sender to receiver.	Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?”)
Describes the behavior specifically: “I observed your voice is louder when you were telling the client...”	Uses judgmental statements: “You were being rude to the client.”
Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions. “I think,” “I observed...”	“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”
Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.	No recognition of the need to process the feedback.
Be sensitive with cultural dynamic between sender and receiver and be curious in addressing your cultural awareness. “I wonder if that was influenced by cultural difference...,” “I am curious how your culture perceive ...”	Ignore cultural dynamic between sender/receiver or counselor/client.

Receiving Feedback

Effectively Receiving Feedback	Ineffectively Receiving Feedback
Open: listens without frequent interruption or objections.	Defensive: defends personal action, frequently objects to feedback given.
Responsive: willing to hear what's being said without turning the table.	Attacking: verbally attacks the feedback giver and turns the table.
Accepting: accepts the feedback, without denial.	Denies: refutes the accuracy or fairness of the feedback.
Respectful: recognized the value of what is being said and the speaker's right to say it.	Disrespectful: devalue the speaker, what the speaker is saying, or the speaker's right to give feedback.
Engaged: interacts appropriately with the speaker, asking for clarification when needed.	Closed: ignores the feedback, listening blankly without interest.
Active listening: listens carefully and tries to understand the meaning of the feedback.	Inactive listening: makes no attempt to "hear" or understand the meaning of the feedback.
Thoughtful: tries to understand the personal behavior that has led to the feedback.	Rationalization: finds explanations for the feedback that dissolve any personal responsibility.
Interested: is genuinely interested in getting feedback.	Patronizing: listens but shows no real interest.
Sincere: genuinely wants to make personal changes if appropriate.	Superficial: listens and agrees. But gives the impression that the feedback will have little actual effect.
Appreciate: willing to consider multiple perspectives.	Dismiss: ignore or unwilling to consider multiple perspective.

Appendix B
Antioch University Seattle
COUN 5070: Group Counseling

INFORMED CONSENT

I agree to participate in the counseling experience as explained by the professor and outlined in the current course syllabus for COUN 5070: Group Counseling. I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the ACA Code of Ethics and Standards of Practice. I understand that the purpose of the group counseling activity is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply skills and techniques in my counseling work. I understand that my participation in the group counseling is to provide prerequisite experience to enrolling in the Counseling Practicum.

I understand that I will be asked to serve as a counselor, a participant, and an observer in group counseling sessions. I understand the purpose of this counseling lab experience is not to provide or receive psychotherapy. I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor/participant/observer, and this may lead to new awareness and insight which may at times cause discomfort. I understand that I am never obligated to share anything with the counselor or class that I do not wish to share. I am aware that I have access to the professor to discuss any issues that concern more or may interfere with my full participation in the group counseling.

I agree to do the utmost to maintain the confidentiality of the counseling dyads/triads. This means I will not discuss outside the counseling session/class what transpires within the counseling dyads/triads without the permission of the other participant(s). I understand that while confidentiality of the group counseling will be strongly encouraged, it cannot be guaranteed. I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another.

I understand that there may be times that the instructor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. This consultation may include viewing my recorded sessions when I am in the counselor role. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form and freely give my consent to participate.

Student's Signature _____ Date _____

Appendix C

COUN5070-1: Group Counseling Assignment: 2nd Week Reflection

Student name _____ Date _____

Week 1 Reflection:	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Reflected on own experience in group				
Reflected on leadership of group				
Demonstrated openness to feedback				
Multicultural considerations				
Connected observations to reading				
Appropriate length and APA style				
Identification and Discussion of goals				
Timely Submission				
Overall Quality				

COUN5070-1: Group Counseling
Assignment: 2nd Week Reflection

Student name _____ Date _____

Weeks 2 Reflections:	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Reflected on own experience in group/observations of group/own leadership experience				
Gave clear examples from the group process				
Demonstrated openness to feedback				
Connected to personal growth and plans for future				
Multicultural considerations				
Connected observations to reading and integrated theory				
Continued discussion of goals				
Length & APA				
Timely Submission				
Overall Quality				

COUN5070-1: Group Counseling
Assignment: 3rd - 8th Reflection

Student name _____ Date _____

Class 3 - 8 Reflections:	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Reflected on own experience in group				
Reflected on observations of group /own leadership experience				
Gave clear examples from the group process				
Demonstrated openness to feedback				
Connected to personal growth and plans for future				
Multicultural Considerations				
Connected observations to reading and integrated theory				
Continued discussion of goals				
Length & APA				
Timely Submission				
Overall Quality				

COUN5070-1: Group Counseling
Assignment: Group Co-Leader Proposal

Student name _____ Date _____

Group Leadership Proposal:	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Identified loose topic/focus of group				
Identify stage of group development				
Discussed integration of theory				
Discussed own leadership style & intervention outline				
Multicultural Considerations				
Connected to reading				
Connected to Goals				
Appropriate length and APA style				
Timely Submission				
Overall Quality				

COUN5070-1: Group Counseling
Assignment: Group Proposal Presentation

Student name _____ Date _____

Proposal Presentation	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Identified clear focus of group				
Demographic description				
Participation requirements				
Recruitment				
Criterion for frequency, lengths, duration				
Group forma				
Number of participants				
Outline of 10 session topics				
Multicultural considerations				
Handout/ Brochure				
Overall Quality				

COUN5070-1: Group Counseling
Assignment: Final Synthesis Paper

Student name _____ Date _____

Final synthesis paper	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Integration of theory to proposed group				
Reflection on in-class group process, including personal growth and development in group				
Demonstration of openness to feedback				
Multicultural Considerations				
Connection to personal and professional growth and plans for future				
Appropriate length, APA style, Minimum 3 references				
Timely submission				
Overall Quality				