

VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION
Department of Human and Organizational Development
Human Development Counseling Program

HDC 6160.02 GROUP COUNSELING

Meeting Times and Location: Section 01: Mondays 8:10 am – 11:00 am; Sony 1040
Section 02: Mondays 4:10 pm – 7:00 pm; Sony B3084
Professor: Heather L. Smith
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COURSE PURPOSE

Course Description:

This course provides an understanding of group counseling through an examination of the foundations of group work, legal and ethical issues, group member concerns and behavior, group planning and development, leadership styles, research on groups, theoretically based group models, and group skills and techniques. The course requires: a) knowing textbook and other provided material on group counseling; b) developing task, psychoeducational, and counseling group skills – as a group member and as a group facilitator; c) preparing to lead a group, with all best practice component parts; and d) continuing to build self-awareness within the context of a group (McAuliffe & Eriksen, 2011, p. 138¹).

Method of Instruction:

While this is a foundational course, it is also the only course in the curriculum that will focus on group counseling and intervention to prepare students for leading groups, with supervision, during their practicum and internship experiences. Therefore this course requires learning objectives that span all four of Anderson and Krathwohl's² (2001) revision of Bloom's taxonomy. Students will be asked to remember, understand and apply foundational information as well as stretch their cognitive processes to include higher-order thinking skills. These higher-order thinking skills include analyzing and evaluating resources to create a psychoeducational group planning portfolio. Additionally, students will engage in an immersion group counseling experience as members. Together, all components of the course will include factual, conceptual, procedural, and metacognitive knowledge dimensions.

Prerequisites:

This course is for entry-level graduate students admitted to HDC CMHC and school counseling tracks of whom may be encountering and studying group work for the first time, but have previously taken coursework in counseling theories, developmental psychology, and counseling techniques/pre-practicum.

¹ McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental and experiential approaches*. Thousand Oaks, CA: Sage: Association for Counselor Education & Supervision.

² Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.

Objectives, Student Learning Outcomes and Methods of Evaluation:

Objective	Student Learning Outcome	Method of Evaluation
1. Students will be introduced to the history of group work in the counseling profession (contributes to CACREP, 2016, Section 2:F1a)	Students will be able to identify major contributors and contributions to the development of group work in the counseling profession.	Student reflection and discussion in class will explore this. Also, quizzes will require students to identify major contributors and contributions to the development of group work in the counseling profession.
2. Students will be introduced to group dynamics including group process components, developmental stages of a group, and individual and group goal setting. (CACREP, 2016, Section 2: F6a-b)	Students will be able to identify group process components, apply group developmental stage theory, and devise individual and group goals.	Students' journals, quizzes, process observer experiences, and group planning portfolio will evaluate these student learning outcomes.
3. Students will examine group members' roles and behaviors, and how therapeutic factors contribute to group effectiveness (CACREP, 2016, Section 2:F6c)	Students will be able to identify group member roles and behaviors and hypothesize how therapeutic factors contribute to group effectiveness.	In-class activities will introduce students to various member roles and behaviors, and allow them to practice hypothesizing how therapeutic factors contribute to group effectiveness. Students' journals and process observer experiences also serve to evaluate this objective.
4. Students will gain an appreciation of the characteristics and functions of effective group leaders. (CACREP, 2009, G6d)	Students will identify various leadership styles, summarize how various style behaviors impact group functioning, and try out various styles in class and group leadership roles.	Quizzes require students to identify various leadership styles, behaviors, and how those impact group functioning. Students will each have at least 1 opportunity to lead a portion of a group session. Students' journals and process observer experiences also serve to evaluate this objective.
5. Students will apply knowledge of theoretical foundations of group counseling and group work. (CACREP, 2016, Section 2: F6a)	Students will recognize when group counseling theory can help inform their work and create hypotheses for facilitating groups and working with clients.	In-class discussion and activities will require students to recognize when group counseling theory can inform their work, creating hypotheses for their work with clients; each student creates an 8-session group planning portfolio based upon best practices in group work and group counseling theory.
6. Students will compare and contrast approaches to group formation, recruiting, screening and selection criteria, as well as methods for evaluation of group growth and effectiveness and development of measurable outcomes for clients. (CACREP, 2016, Section 2: F5i & F6e)	Students will recognize and use best practices in planning and preparing for facilitating group counseling.	Each student will create an 8-session group planning portfolio based upon best practices in group work and group counseling theory.
7. Students will compare and determine when to use different types of groups including task groups, psychoeducational groups, counseling groups, and psychotherapy groups, (CACREP, 2016, Section 2: F6f)	Students will compare and recall definitions of the types of groups, and practice considering myriad factors when planning appropriate types of groups.	Students will each have at least 1 opportunity to lead a portion of a group session. In-class activities will require students to recall, compare, and choose the best type of group while considering a myriad of important factors.

8. Students will review and apply ASGW's Best Practices and ASGW's Multicultural and Social Justice Competence Principles for Group Workers (CACREP, 2016, Section 2:F6g).	Students will recognize, interpret and use ASGW's Multicultural and Social Justice Competence Principles for Group Workers.	Each student will create an 8-session group planning portfolio based upon best practices in group work and group counseling theory, citing Best Practices and Multicultural and Social Justice Competence Principles throughout.
9. Students will experience being a member a group, as approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP, 2016,Section 2: F6h).	Students will experience "being in a group" while concurrently being challenged to "become aware of what is happening in the group."	Students will meet in a process group in which they experience being a group member. Each student will have at least 1 opportunity to be a process observer.
10. Students will be introduced to group facilitation designed to support students in overcoming barriers and impediments to learning (CACREP, 2016, School Counseling, Section C5).	School counseling students will learn about the various types of groups, including facilitation to help students overcome barriers to learning.	In-class discussion and activities will require students to recognize when group counseling theory can inform their work. Also, school counseling students will design an 8-session psychoeducational group to support students in overcoming barriers and impediments to learning.
11. School track students will review and apply ASCA Ethical Standards for School Counselors (CACREP, 2016, Section 5: G2n)	School track students will review and apply ASCA Ethical Standards for School Counselors (CACREP, 2016, Section 5: G2n)	School track students will review and apply ASCA Ethical Standards for School Counselors (CACREP, 2016, Section 5: G2n)
12. School track students will practice and plan techniques for personal/social counseling in school settings (CACREP, 2016, Section 5: G3f)	School track students will practice and plan techniques for personal/social counseling in school settings (CACREP, 2016, Section 5: G3f)	School track students will practice and plan techniques for personal/social counseling in school settings (CACREP, 2016, Section 5: G3f)

COURSE DESIGN

The group counseling course provides graduate counseling students with the entry-level knowledge and skills needed to lead groups, with supervision, during their practicum and internship experiences. The course is grounded in the core group work competencies specified by the Association for Specialists in Group Work (ASGW), a division of the American Counseling Association (ACA). For a more complete discussion of the educational theory upon which this course is based, see McAuliffe & Eriksen, 2011, as previously mentioned.

First Part of the Semester (Characteristics of Psychoeducational and Task Groups)

Students meet with the instructor for the group counseling class, although the class is not always conducted like a traditional lecture-and-discussion. Instead, for most topics, at least part of the class is conducted as a psychoeducational group, with the topic for the group being "how to lead a group," "how to handle difficult group situations," "identifying and encouraging group development," and other topics from the text or readings (see *Course Calendar* for topics). Activities during class require students to practice leading the group and to work in task groups.

Second Part of the Semester (Process Group: Characteristics of Counseling and Psychotherapy Groups)

Students meet in a process group in which they experience being a member of a group and observe the group. Each student will identify personal development goals to work on during the group experience. The process group serves as a safe space for students to invest in their own personal communication effectiveness and personal growth, in addition to having a group with which to deepen student

understanding of course content. Membership in a process group contributes to students' metacognitive knowledge—knowledge about cognition in general as well as awareness and knowledge of one's own cognition (self-knowledge).

Although ASGW distinguishes between counseling and psychotherapy groups, student process groups in counselor training programs often have characteristics of both counseling and psychotherapy groups. The group leader will monitor and coach students on appropriate boundaries of the process group. It is common for the leader to help students make decisions about what to share and to help them find other campus resources that could assist the student. Experience has shown that when group members begin to feel safe, they may mention longstanding relationship difficulties, various experiences with trauma, substance abuse, and diagnoses. While resolving any of these is not the role of the group, deeper sessions are not unusual when students confront their changing schemas, mental models, internal working models, and/or cultural assumptions.

It is generally known in the counseling profession that in order to become a competent group facilitator, counselors-in-training must gain lived experiences through the dynamic, challenging, and rewarding experience of being a group member. A core skill of group leaders is the ability to monitor one's own communication effectiveness while observing and considering the constantly changing nature of dynamics in groups. **Note:** Although personal sharing and risk-taking is encouraged in process groups, what and how much a student chooses to share and risk within the group is up to each individual and will not impact one's final grade. It is the responsibility, and best likelihood of optimal growth, for the group facilitator and group members to encourage some risk-taking and to foster a challenging and supportive environment. If a student chooses not to participate in the process group offered, the student can elect to arrange another group experience approved by the instructor. At times this option may result in an incomplete for the course, followed by a grade submitted when the alternative group experience is completed.

REQUIRED TEXTBOOKS AND MATERIALS

1. **CMHC track:** Erford, B. T. (2018). *Group work processes and applications*. 2nd Ed. NY: Taylor & Francis. ISBN: 9780815363033

OR

2. **School track:** Erford, B. T. (2016). *Group work in schools*. 2nd Ed. NY: Taylor & Francis. SBN-13: 978-1138853836; ISBN-10: 1138853836.

AND

3. *Groups in Action: Evolution and Challenges*. Students will need to obtain streaming access to this video. The steps to do so are:
 - a. Go to *CengageBrain.com*
 - b. Click on *Students*
 - c. In the upper right, click on "*Login*" and create an account
 - d. If the coursekey CM-9781285095110-0000162 does not prompt you to open Groups in Action, you can search for ISBN 9781285095141 to complete the login/purchase process.
4. Materials in HDC 6160: Group Counseling Brightspace
5. Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th ed.). NY: Pearson. ISBN-13: 978-0134165783; ISBN-10: 0134165780.
6. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

METHODS OF EVALUATION

1. **Attendance and Participation (15%).**

First part of semester = characteristics of psychoeducational and task group

Participation will be evaluated by evidence of having read and being prepared for class, attendance and tardiness behaviors, submitting assignments that may be assigned on a week-by-week basis, verbal participation in class discussions, and participating in and leading small group activities. Each student will practice planning for and leading an activity with the theme assigned (see additional instructions at the end of this syllabus). The professor will observe and may offer feedback on the student's use of basic listening and group facilitation skills with the group.

Any absences or tardiness due to illness/medication need a physician's note to be considered excused related to attendance and participation points. Absence or tardiness due to family or other emergency need documentation from Peabody Associate Dean for Students, Monique Robinson-Nichols to be considered excused related to attendance and participation points. Due to the nature of the course, students will not earn full participation points if laptops, tablets, smartphones/mobile phones are used while class is in session.

2. **Quizzes (20%).**

Open notes, but *timed* quizzes via Brightspace will evaluate your knowledge of the readings prior to, and in preparation for, the class meeting. You will not have time to find the answers to each question during the quiz, rather they are intended to evaluate your ability to integrate the readings as you learn the information over the course of the semester.

3. **Socialization Awareness Assignment (5%).**

After reading DiAngelo (2012) chapter 3, reflect upon and answer the *Socialization: Reflection Questions* at the end of this syllabus; no larger than 12-point font; APA format not needed. Credit for the assignment is earned by addressing all of the questions, not based upon the reflective content or length per se.

4. **Observer for Group Activity with Worksheet and Journal (5%).**

Students take turns sitting outside of the group activity to carefully observe the way in which the group and leader are functioning. To the best of the student observer's ability, the goal is to move from being *subject* to what's happening, to *object*. What might an outside expert observer of the group notice? To complete the role of observer, the student is expected to consult the text and other course content and take notes while observing using the worksheet. Think about this ahead of time and bring your notes and textbook with you. Due to the disruptive nature of the sound of typing on a laptop, please take handwritten notes during the activity and refrain from talking to others who may be in the observer role. Please submit your worksheet and journal to Brightspace.

Group Observation Journal Format

Single-spaced page 1: Type your responses to the following:

1. What was it like for you to be outside of the group activity this week? Describe your thoughts and feelings.
2. Describe your ability to move from being subject to what is happening to object? (There are no right or wrong answers here except for dishonesty. ☺ This is all about your awareness to help you develop, not about evaluation.)

3. What important expressions, dynamics, voice inflections, nonverbal behavior, emotions, or other group phenomena did you pick up on in your role as observer that you may have missed in the member role?

Single-space page 2: Type up your notes from the worksheet.

5. *Psychoeducational Group Planning (35% total).*

Please see additional instructions at the end of this syllabus for each of the components listed below. For those completing a portfolio intended for children and/or adolescents, please read chapters 15 from school text AND 19 from CMHC text (regardless of track); for those completing a portfolio intended for adults, please read chapter 20 from the CMHC text (regardless of track).

Group Purpose and Rationale Draft (5%)

Evaluation Plan Draft (3%)

Group Session Goals and SMART Objectives Draft (5%)

Psychoeducational Group Planning Presentation (2%)

Psychoeducational Group Planning Portfolio (20%)

You will submit the first three components listed above for professor brief feedback in time to incorporate the feedback for your final portfolio submission; see schedule for due dates.

6. *Process Group Participation Journal (20%).*

Second part of semester = process group: characteristics of counseling and psychotherapy groups

Each student will keep a journal intended to help apply formal learnings to each process group. Since human memory significantly diminishes over short periods of time, journals are to be submitted within 48 hours after each meeting start time. Again, no part of the student's grade will be based on the depth or content of personal sharing in the process groups. Rather, students will earn points based upon attendance, efforts to participate, thoughtful journal completion, and efforts to write about knowledge of group counseling (e.g., application of concepts; use of group counseling terminology; using format example provided).

Process Group Participation Journal Format

For every process group, each student is to submit to HDC 6160: Group Counseling Brightspace a 1-page single-spaced journal within 48 hours after each meeting start time.

A late journal (even 10 minutes late) will receive ½ the credit. Journals will be worth no credit if submitted after Wednesdays at 8:10 am for Section 01 and 4:10 pm for Section 02.

Journals should respond to all of the below:

1. What work did you do on a personal goal(s)? Describe.
2. How did you participate and not participate in the process group today?
3. What ideas gleaned from anywhere in your text (use text terms and concepts) help you understand today's process group (minimum ¼ page)? Feel free to read ahead and apply.
4. As you think about future process group sessions, what fears, concerns, and hopes do you have?
5. General reflections (thoughts, feelings, questions)

EVALUATION SUMMARY

<i>Attendance, Participation, Leading Group Activity</i>	15 %
<i>Quizzes</i>	20 %
<i>Socialization Awareness Assignment</i>	5 %
<i>Observer Journal and Worksheet</i>	3 %
<i>Psychoeducational Group Planning:</i>	
<i>Group Purpose and Rationale Draft</i>	5 %
<i>Evaluation Plan Draft</i>	5 %
<i>Group Session Goals and SMART Objectives Draft</i>	5 %
<i>Psychoeducational Group Planning Presentation</i>	2 %
<i>Psychoeducational Group Planning Portfolio</i>	20 %
<u><i>Process Group Participation Journals</i></u>	<u>20 %</u>
Overall Total	100 %

Grading Scale:

Grade	Total Percentage Earned	Grade	Total Percentage Earned
A	94 – 100 %	B-	80 – 82 %
A-	90 – 93 %	C+	78 – 79 %
B+	88 – 89 %	C	73 – 77 %
B	83 – 87 %	C-	70 – 72 %

Late Policy:

During each 24-hour period that an assignment is late, 5% of the grade for that assignment will be lost. See Process Group Participation Journal section for (different) late journal policy. Quizzes cannot be made up after the due date.

ADDITIONAL POLICIES AND INFORMATION

Classroom Accommodations

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact Student Access Services at (615) 322-4705 (V/TDD) to discuss and determine any accommodations. Faculty are happy to work with you to honor any accommodations for which you have been officially approved. However, for us to do so, you will need to share with us the official notification of the accommodations you have received through Student Access Services.

Mandatory Reporter Obligations

All University faculty and administrators are mandatory reporters. What this means is that all Faculty, including HDC Faculty, must report allegations of sexual misconduct and intimate partner violence of Vanderbilt students to the Title IX Coordinator.

We are very willing to discuss with you such incidents should you so desire, but we can only do so in the context of us both understanding our reporting obligations. If you want to talk to someone in confidence, officials in the Student Health Center, the University Counseling Center, and officials in the Office of the Chaplain and Religious Life (when acting as clergy) can all maintain confidentiality. In addition, officials in the Project Safe Center (Crisis Hotline 615-322-7233) have limited confidentiality, in that they have to report the incidents they are told of, but can do so without providing identifying information about the survivor(s)/victim(s).

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity including gender, sexual orientation, sexual identity, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other areas of human difference. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Note

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

Mental Health & Wellness

If you are experiencing undue personal and/or academic stress during the semester that may be interfering with your ability to perform academically, Vanderbilt's Student Care Network offers a range of services to assist and support you. I am available to speak with you about stresses related to your work in my course, and I can assist you in connecting with the Student Care Network. The Office of Student Care Coordination (OSCC) is the central and first point of contact to help students navigate and connect to appropriate resources on and off-campus, develop a plan of action, and provide ongoing support. You can schedule an appointment with the OSCC at <https://www.vanderbilt.edu/carecoordination/> or call 615-343-WELL.

The Student Care Network also offers drop-in services on campus on a regular basis. You can find a calendar of services at <https://www.vanderbilt.edu/studentcarenetwork/satellite-services/>.

If you or someone you know needs to speak with a professional counselor immediately, the University Counseling Center offers Crisis Care Counseling during the summer and academic year. Students may come directly to the UCC and be seen by the clinician on call, or may call the UCC at (615) 322-2571 to speak with a clinician. You can find additional information at <https://www.vanderbilt.edu/ucc/>.

Vanderbilt Honor Code

Vanderbilt's Honor Code (https://www.vanderbilt.edu/student_handbook/the-honor-system/) and Peabody's Honor Code for Professional Students (https://peabody.vanderbilt.edu/docs/pdf/grad_resources/Peabody_Honor_Council_Constitution.pdf) govern all work in this course. It is encouraged that you discuss the material covered with peers, however, any written work that you submit is expected to be your own. Additionally, each intern's allocation of time spent must be accurately reflected in each submitted time log for field experiences.

*** This syllabus is subject to revisions at the professor's discretion. Revisions will only be made on a critical need basis and will be communicated to each student. ***

COURSE CALENDAR

- Class 1 Introduction to the Course; Introduction to Group Work; Foundational Information for Group Counselors; Reviewing Prepracticum Skills
Readings:
- **TEXT**
School: Chapter 1, The value of group work: Functional group models and historical perspectives
CMHC: Chapter 1, Introduction to group work: Historical perspectives and functional group models
 - **BRIGHTSPACE** Donald E. Ward, Classification of groups
 - **BRIGHTSPACE: (additional for school track only):** ASCA position statement: The school counselor and group counseling
- Class 2 Planning for Group Work; Group Work: Part of the Comprehensive Counseling Program; Mind Mapping for Your Group Portfolio; Overall Purpose and Plan for Evaluation; Rationale for Your Group; SMART Objectives
Readings:
- **TEXT**
School: Chapter 6, Planning for group work in the schools; Chapter 12, Psychoeducational groups in schools; Chapter 16, Accountability in group work and school counseling
CMHC: Chapter 7, Planning for group work; Chapter 15, Leading psychoeducational groups; Chapter 8, Accountability in group work
 - **BRIGHTSPACE** (school track only) ASCA ethical standards for school counselors
 - **BRIGHTSPACE** ASGW best practice guidelines
- DUE: Quiz 1**
GROUP ACTIVITY (Anxiety Reduction): Emily and Katherine; Observers: Lane and Terah
- Class 3 No class in honor of Rev. Dr. Martin Luther King, Jr. Day
- There are many excellent ways to make this a Day of Service, including Vanderbilt University's own programming
<https://www.vanderbilt.edu/oacs/local-oacs/weekends-of-service/mlk-weekend-of-service/>
 - Additionally, reflecting upon your socialization is an additional idea (Hint: see socialization paper questions)
- Class 4 Use of Social Power in Groups; Elements of Social Power; Group Leadership; History of Group Work in the Profession of Counseling
Readings:
- **TEXT**
School: Chapter 2, Ethical and legal foundations of group work in the schools
CMHC: Chapter 2, Ethical and legal foundations of group work
 - **BRIGHTSPACE** Robin DiAngelo, What does it mean to be White? Developing White racial literacy (rev. ed.), Chapter 3, Socialization
 - **BRIGHTSPACE** ASGW multicultural and social justice competence principles for group workers
- DUE: Socialization Assignment**
DUE: Quiz 2 **continued** ↓

GROUP ACTIVITY (Anxiety Reduction): Alexandra and Jessie; Observers: Joe and Elizabeth

- Class 5 Understanding and Working With Human Differences; How Do You Identify?; All Group Work is Multicultural; K–12 Student Identities; Population Identities; Ladder of Inference; Ladder of Inference Self-Awareness; Johari Window
Readings:
- **TEXT**
School: Chapter 3, Multicultural issues in group work; Chapter 4, Distinguishing group member roles
CMHC: Chapter 3, Multicultural issues in group work; Chapter 6, Distinguishing group member roles
 - **BRIGHTSPACE** Teri C. Tompkins & Kent Rhodes, Groupthink and the Ladder of Inference: Increasing effective decision making
- DUE: Quiz 3**
GROUP ACTIVITY (Equity, Diversity, and Inclusion): Maggie and Leah; Observers: Emily and Jessie
- Class 6 Group Development: Forming and Orienting Stage; Begin With the End in Mind;
Readings:
- **VIDEO:** Segment 1 Forming a Group; Segment 2 Initial Stage
 - **TEXT**
School: Chapter 7, Forming and orienting groups; Chapter 5, Leading groups in Schools
CMHC: Chapter 9, Forming and orienting groups; Chapter 5, Leading groups; Chapter 14
- DUE: Your Group Purpose and Rationale—Draft Due**
DUE: Quiz 4
GROUP ACTIVITY (Equity, Diversity, and Inclusion): Joe and Elizabeth; Observer: Sarah and Maggie
- Class 7 Group Development: Transition Stage; Conflict
Readings:
- **VIDEO:** Segment 3 Transition Stage
 - **TEXT**
School: Chapter 8, The transition stage in group work; Chapter 11, Leading task groups in schools
CMHC: Chapter 10, The transition stage in group work; Chapter 14, Leading task groups
 - **BRIGHTSPACE:** Jane Atieno Okech et al., *Intercultural conflict in groups*
- DUE: Quiz 5**
GROUP ACTIVITY (Anxiety Reduction): Alyson; Observer: Katherine
- Class 8 Group Development: Working Stage; Video: Third Program: Theories and Techniques of Group Counseling
Readings:
- **VIDEO:** Segment 4 Working Stage
 - **TEXT**
School: Chapter 9, The working stage; Chapter 13, Theoretically based group models using in counseling and psychotherapy groups
CMHC: Chapter 11, The working stage; Chapter 16, Person-centered and continued ↓

existential approaches to counseling and psychotherapy: Theory, techniques, and applications

DUE: Evaluation Plan for Your Group—Draft Due

DUE: Quiz 6

GROUP ACTIVITY (Anxiety Reduction): Terah; Observer: Alyson.

No class – Spring Break

- Class 9 Group Development: Ending Stage
Readings:
- **VIDEO:** Segment 5 The Ending Stage
 - **TEXT**
School: Chapter 10, Termination in the school setting; Chapter 17, Outcome research in group work
CMHC: Chapter 12, Termination; Chapter 4, Outcome research in group work
- DUE: Group Session Goals and SMART Objectives—Draft Due**
DUE: Quiz 7
GROUP ACTIVITY (Equity, Diversity, and Inclusion): Sarah; Observer: Alexandra
- Class 10 The Creative and Expressive Arts in Counseling
Readings:
- **TEXT**
School: Chapter 15, Using activities and expressive arts in group work; Chapter 14, Special issues in group work in schools
CMHC: Chapter 19, Adlerian, Gestalt, and Psychodrama approaches to counseling and psychotherapy groups: Theory, techniques, and applications; Chapter 13, Group work across the lifespan
- GROUP ACTIVITY (Creative and Expressive Arts):** Lane; Observer: Leah
- Class 11 Group Planning Portfolio Presentations; Preparing for Immersion into the Process Group; Video: Third Program: Theories and Techniques of Group Counseling
DUE: Group Planning Portfolio Presentation
DUE: Signed Informed Consent for Group
- Class 12 Process Group 1: Wyatt Center Group Room
DUE: Process Group Participation Journal (see earlier in syllabus for 48-hour due date)
- Class 13 Process Group 2: Wyatt Center Group Room
DUE: Process Group Participation Journal (see earlier in syllabus for 48-hour due date)
- Class 14 Process Group 3: Wyatt Center Group Room
DUE: Process Group Participation Journal (see earlier in syllabus for 48-hour due date)
- Class 15 Process Group 4 and Wrap-Up: Wyatt Center Group Room
DUE: Process Group Participation Journal (see earlier in syllabus for 48-hour due date)

No class **DUE** uploaded by 5:00 pm: Psychoeducational Group Planning Portfolio

Leading a Group Activity

Instructions: You will practice leading a group activity (for a total of 25-30 minutes) during the course of the class. It will typically occur during the middle of class, but it may occur at the beginning depending upon the professor's plan for the day. If you are paired with a peer, you will want to plan together. The following is an outline to help you prepare:

1. Think about your assigned topic (anxiety reduction; equity, diversity, and inclusion; creative and expressive arts).
2. Use what you know of your group members to write a purpose statement that supports members' development, knowledge, or experience in some way.
3. Use resources listed at the end of the syllabus or conduct internet searches for potential group activities that will serve your purpose.
4. Think about how to modify your activity to be feasible and well-suited to your members.
5. Create an outline of what you plan to do, including, but not limited to:
 - a. Statement of purpose
 - b. Instructions for members
 - c. Materials needed
 - d. Processing questions for members (if appropriate)
 - e. Debriefing activity questions
 - f. Reviewing what happened and the purpose
6. Bring an extra copy of your outline the day you lead in order to submit to the professor.

Group Socialization PreK-12: Reflection Questions

Instructions: Reflecting on your life from PreK-12, write a reflection paper responding to the following questions. Please respond to **each question** in narrative writing. It will be helpful to read the last prompt, "Reflections since preK-12," before you begin, and take notes as you respond to the questions along the way. Questions were adapted from the book from which you read Chapter 3: Socialization. This assignment is submitted through the course Brightspace, naming your file, "Name_Assignment", for example "Heather Smith_Socialization"

Place: How did the country(s), region, and neighborhood in which you lived growing up influence how you see the world? Was it urban, suburban, or rural? Did you move a lot or seldom? Was your neighborhood racially segregated or racially diverse? Was it considered a "good" neighborhood or a "bad" neighborhood and why? Was your neighborhood(s) growing up diverse in other ways? What messages did your neighborhood(s) give you about your value? What language(s) did you speak and how did your first language influence how others perceived you? Did you have a friend growing up who lived in another region of the U.S. or another country for more than 5 years and if so, did you notice it having any influence?

Class: How did the socioeconomic class background of your parents/caregivers shape your expectations about your future? Where you believed you could go? What resources you had access to? What kind of employment you had or believe you would have? How did it influence your view of those in different class groups? How you viewed yourself? How you talked, dressed, ate, and played?

Religion: Were you raised with a certain religious tradition? How did it shape you? What kind of framework did it provide for you? What was the relationship between your religion and the dominant religion of the culture you were in? What privileges did you have or did not have due to that relationship?

Race and Ethnicity: Did you grow up with a sense of yourself as a member of a racial group(s)? Did other people respond to you that way? How did it shape your sense of place in the world? If you did not have a sense of yourself as member of a racial group, how did that shape your identity? Who did you learn had these identities if you didn't? How did you learn this? Respond to the same questions thinking about yourself as a member of an ethnic group. What's the difference for you?

Body shape, size, ability, attractiveness, etc: How did aspects of your body influence your orientation to the world? How others treated you? How did definitions of normalcy shape your identity in relation to your body? How about your skin color? Ability? Age? Health? Size? Definitions of attractiveness?

Gender: What messages did you get from caregivers about what it meant to be your assigned gender? What roles and expectations do you recall them having for you based on gender? Where there messages that were limiting? How did your gender identity shape your daily experience and routine?

Sexuality: What was the dominant message about sexuality in your family growing up? Did you have a friend growing up that identified as nonheterosexual? Have any of your childhood friends come out as nonheterosexual since? How do you identify (this is optional to honor the sensitive nature of human sexuality/orientation/affectional development)?

Family: How did your family role shape you: what was your birth order, how did you define family growing up, what was the size of your family? Were there changes in your family composition over time?

Experiences: Are there other key experiences you had that shaped how you saw the world preK-12?

Reflections since preK-12: What of the above has changed for you as an adult, and what lead to those changes? Have the changes been difficult for you? What helped you through the changes? What would you like to change as you continue developing? What was it like for you to complete this assignment?

Adapted from DiAngelo, R. (2016). *What does it mean to be white? Developing white racial literacy*, Revised Ed. New York: Peter Lang.

Group Purpose and Rationale Instructions

The WHY:

- Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies (ACA Code of Ethics Section C: Professional Responsibility, 2014).
- Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. Counselors maintain their competence in the skills they use, are open to new procedures, and remain informed regarding best practices for working with diverse populations (ACA Code of Ethics Section C.2.f).
- When providing services, counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation (ACA Code of Ethics Section C.7.a)
- School counselors facilitate groups from the framework of evidence-based or research-based practices (ASCA Ethical Standard A.7.g).
- As a school counselor you will create small group interventions based in part on your needs assessment, but additional inquiry is necessary to determine if the results of your needs assessment describes symptoms or if you have really uncovered causes to the problem. Reviewing the literature and research will help you discern symptoms and potential causes of the issues necessary to address in your comprehensive school counseling program.

The HOW:

Instructions: You will write a 5-page, typed, double-spaced paper (excludes title page, abstract and references pages) that provides evidence of reviewing and critiquing the literature that is directly related to your psychoeducational group planning portfolio. Be sure to cite *ASGW Best Practices* and any relevant *Ethical Codes* (ACA or ASCA). The paper must adhere to APA publication style including an abstract, title page, and references. The Vanderbilt Writing Studio is a helpful resource <https://www.vanderbilt.edu/writing/>

For additional assistance and templates from your subject librarian Leslie Foutch, see <http://researchguides.library.vanderbilt.edu/c.php?g=68591&p=4983570>

A rationale should have an introduction paragraph (to tell the reader the purpose of your writing), a clearly organized body of the writing, and a concluding paragraph (to succinctly summarize your purpose for writing and the major points you made). The purpose of the paper for your psychoeducational group planning portfolio is to clearly communicate the purpose and rationale for why your group should be implemented and what subtopics are important related to your overall topic (later, these become the content of your sessions). A logical rationale that draws from evidence, research, and well-regarded theory in peer-reviewed literature provides its own persuasive argument. Writing voice should be academic third-person. Topic sentences should lead every paragraph and sentences following should support the paragraph's topic sentence. Paragraphs are typically at least 3 sentences long and typically vary in length once the 3-sentence minimum has been met. Headers are helpful in organizing major components of your rationale. Direct quotes should be minimized in lieu of your own ability to reword what the author was stating. Do not summarize an article one-by-one. Instead, provide key statements from many authors' work, but in your own language. Don't forget to cite anyone else's work that you use in your writing and remember, all course readings, best practices, and ethical codes are excellent sources to use as well! This assignment is submitted through TurnItIn and the course Brightspace, naming your file, "Name_Assignment", for example "Heather Smith_Purpose and Rationale"

* See next page for sample outline

Sample Outline (for a clinical mental health psychoeducation group):

- I. Main issue named
Example: The purpose of this paper is to provide the rationale for an 8-session psychoeducational group about trauma for traditionally-aged undergraduate college students.
- II. Main issue defined
Example: Define trauma (emotional traumas, physical traumas, developmental trauma, PTSD, as a DSM diagnosis?)
- III. Why is issue of concern or problematic?
Example: Answer the question why do traditionally-aged undergraduate college students need information about (your definition of) trauma?
- IV. Prevalence (also why stakeholders should care)
Example: It is the traditional undergraduate college years when mental illness often emerges for the first time; present specific statistics and ages of interest....
- V. What are the related subtopics to be addressed within the main topic? What is known about the topic and subtopics that are important to include?
- VI. What has been done to intervene and how successful has that been?
Example: Between 2005-2015, X% of college campuses provided mental health campaigns to build awareness and encourage students to seek mental health services. XYZ has been shown to be an effective intervention in preventing _____, while interventions using ABC have shown to be somewhat less effective....
- VII. What is your solution?
Example: Stuart et al (2015) recommended a minimum of a 6 session psychoeducational group curriculum to _____. The psychoeducational group planned will include....
- VIII. Why is your solution best? Hint: combining several strands of support from the literature into one group that specifically targets your population...
- IX. Introduction and conclusion: Be careful not to promise what's unrealistic in grand statements. Instead, it is better to be specific:
 - *Example:* This group will introduce at-risk teens to types of colleges, career and job outlook data, admissions processes for three types of colleges, as well as common fears and hopes of 1st year college students to support efforts to increase college access (and your rationale shows the connections).
 - *Not-so-good example:* This group will increase college access for at-risk teens. (Really? An 8-session small group can result in increased college access? Maybe, but you would have to track them to college with your evaluation plan AND have a treatment-control group to compare if your 8-session small group intervention really increased college access compared to comparable students who were not in your group.)

Evaluation Plan Instructions

The WHY:

- Group Workers evaluate process and outcomes. Results are used for ongoing program planning, improvement and revisions of current groups and/or to contribute to professional research literature (ASGW Best Practices Section C.3).
- Group Workers have an evaluation plan consistent with regulatory, organization and insurance requirements, where appropriate (ASGW Best Practices Section A.4.e).
- Group Workers include evaluation (both formal and informal) between sessions and at the conclusion of the group (ASGW Best Practices Section B.7).
- Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary (ACA Code of Ethics Section C.2.d).
- School counselors measure the outcomes of group participation (ASCA Ethical Standard Section A.7.i).
- School counselors conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career, and social/emotional development through accountability measures, especially examining efforts to close information, opportunity, and attainment gaps (ASCA Ethical Standard Section A.13.i)

The HOW:

Instructions: Create and write up a plan for evaluating your overall group. Be sure to cite *ASGW Best Practices* and any relevant *Ethical Codes* (ACA or ASCA). Submit through course Brightspace, naming your file, "Name_Assignment", for example "Heather Smith_Evaluation Plan". Be sure to consider:

- Did the group achieve its purpose? (member opinions are not enough, you must also include outcomes and/or perception data from instrument(s) as well as gather information about group members' experiences of the group)
- How will another person know without a doubt if the purpose was reached or not reached for each individual?
- What will you use to communicate change or achievement of purpose to other stakeholders?
- Will you use a pre-test and a post-test?
- Which assessments will you use?
- Discussion of validity and reliability, cost, number of items, how to obtain the test, who can administer it?
- See Mental Measurements Yearbook (Buros) for reviews of assessment instruments (stakeholders like data from standardized instruments!)
- Do you plan to follow up with each client, student? How? When?
- Do you plan to follow up with teachers? How? When?
- How do you plan to improve the process or group experience if you implement it again?
Is your plan feasible or will members experience test fatigue? Is it too expensive?

Group Session Goals and SMART Objectives Instructions

The WHY:

- Group Workers concisely state in writing the purpose and goals of the group (ASGW Best Practices Section A.4.b).
- Group Workers apply and modify knowledge, skills and techniques appropriate to group type and stage, and to the unique needs of various cultural and ethnic groups (ASGW Best Practices Section B.2.a).
- Group Workers monitor the group's progress toward the group goals and plan (ASGW Best Practices Section B.2.b).
- Group Workers evaluate process and outcomes. Results are used for ongoing program planning, improvement and revisions of current group and/or to contribute to professional research literature (ASGW Best Practices Section C.3.a).

The HOW:

Instructions: At the top of your assignment, write out your purpose statement for your overall group, including a description of your intended population. Then, for each of your 8 sessions, you will write at least one clear goal for the psychoeducational group session. You will also write at least two objectives that will help you meet the goal for the session. The objectives must meet all components of SMART criteria. *Remember, how would a stranger observing your group session know, without a doubt, that a student met the objective criteria? Could they say "yes" or "no?" Or would they have follow-up questions such as, "how will I know if the student identified the three objects? What do you mean by "identify?"* Be sure to cite *ASGW Best Practices* and any relevant *Ethical Codes* (ACA or ASCA). Submit through course Brightspace naming your file, "Name_Assignment", for example "Heather Smith_Session Goals and Objectives"

Good Example:

- Goal: Students will learn the definition of mindfulness.
- Objective 1: At the end of the session, each student will write a definition of mindfulness on an exit slip to be collected by the group counselor.
- Objective 2: Each student will be given instructions to notice the objects around them as they walk silently down the hall. At the end of the walking activity, in a go-around, each student will verbalize three objects they noticed while walking.

Not-So-Good Example (Notice the Differences):

- Goal: Students will learn mindfulness.
- Objective 1: Students will define mindfulness on an exit slip.
- Objective 2: Students will be given instructions to notice the objects around them as they walk silently down the hall. Students will identify three objects they noticed while walking.

Psychoeducational Group Planning Presentation Instructions

The WHY:

Professional counselors are valuable members of clinical mental health and school settings. However, they haven't always been good at articulating their value and the work they are actually trained to do. This presentation will give you practice in articulating how your group could contribute to the overall mission of your setting.

The HOW:

On the last day class is held before the process group experience begins, you will provide a timed presentation to your peers about the group you designed. You are to pretend that you are making a presentation to a non-counselor decision-maker/administrator who is listening to you and will decide if your group will be implemented. Your presentation must include a one-page, one-sided handout to leave with "the decision-maker" after your presentation. You will need to decide what to put on the handout and how to make it most impactful to that person. Please have your name on the handout and bring enough copies for everyone in class; their job will be to critique and give you any feedback to help you as you pitch this to a decision-maker.

Psychoeducational Group Planning Portfolio Instructions

This assignment is submitted through TurnItIn and the course Brightspace, naming your file, "Name_Assignment", for example "Heather Smith_Group Portfolio". Be sure to cite *ASGW Best Practices* and any relevant *Ethical Codes* (ACA or ASCA).

This assignment is intended to provide you with a psychoeducational group planning portfolio that represents your ability to create a product for small group counseling as well as a product that represent best practices, standards, and guidelines in the profession. Many students use this product during practicum, internship, and job interviews. Note: students who use it for these purposes often choose to have it printed and bound after submitting it electronically for this course.

Using the principles and concepts in your text, consultation with appropriate/similar group counselors, consideration of the potential small group counseling needs at your practicum and internship sites, and professional examples and literature, each student will complete all planning elements for an 8-session psychoeducational group. Throughout the course each student will submit some elements of the portfolio for professor feedback in time to incorporate the feedback for your final and complete portfolio submission. See due dates. Each student will electronically upload their final portfolio as one single file to HDC 6160: Group Counseling Brightspace to complete this assignment.

Note: Students in higher education are often accustomed to being asked to apply their ideas to templates that are provided. However, in actual work settings, there are often no templates for solving the unique problems and tasks for a given situation and context. According to Bloom's Revised Taxonomy,³ the highest ordered cognitive processes are when students are asked to *create: putting elements together to form a coherent or functional whole* that is based in retrieving relevant knowledge, considering and constructing meaning from instructional messages, applying known procedures to a given situation, breaking down parts and determining how the parts relate to one another and the overall structure and purpose, and evaluating others' conclusions to address known problems and create new solutions. These steps form the base for how the course is intended to pace and scaffold your experiences culminating in the completion of the portfolio.

* See next page for Psychoeducational Group Planning Portfolio Required Elements

³ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York, NY: Longman.

Psychoeducational Group Planning Portfolio Required Elements	
	Group purpose and rationale
	Professional disclosure and informed consent plan
	Evaluation plan
	Attention paid to appropriate name for your group: reflects purpose if possible, attracting to members, sensitive to audience, creativity welcomed!
	Detailed methods/tools/strategies for recruiting, screening, selecting, and preliminary preparations to help members to be successful in the group
	Planned group size and specified closed/open format, policy on attendance
	Plans for meeting length, duration, and frequency
	Expected group stages and when?
	What group norms might you anticipate?
	Two potential ethical dilemmas and two problematic situations
	Session plans:
	How will you establish ground rules?
	One goal statement (minimum) for each session
	Two SMART objectives (minimum) aligned with session goal for each session
	Planned, detailed, and well-informed structure/topics/activities/techniques for each psychoeducational group session. Is the connection clear between the SMART objectives for the session and these activities? Could another person pick up your session plans and run the group?
	Opening and closing activities planned. Members will look to you to introduce each session and to lead a closing for each session.
	Application of ASGW Best Practices (cited throughout portfolio; cite them wherever you can make connection in your portfolio)
	Application of ASCA Ethical Standards (cited throughout portfolio; cite them wherever you can make connection in your portfolio)
	Professionalism:
	Portfolio well-organized, table of contents, easy to find required components, user-friendly
	Sources clearly cited, no evidence of plagiarism
	Portfolio uploaded as one cohesive electronic file through TurnItIn and Brightspace

Process Observer Worksheet

What did you observe from the group facilitator and members related to the following?

Invitational Skills

Nonverbal skills

- Eye contact
- Body position
- Attentive silence
- Voice tone
- Gestures and facial expressions

Opening Skills

- Door openers / Initiating
- Minimal encouragers
- Open questions
- Closed questions

Reflecting Skills

- Paraphrasing
- Reflecting feelings
- Reflecting meaning
- Summarizing

Additional Skills from Leading Groups Chapter

- Clarifying
- Providing Feedback
- Empathizing
- Blocking
- Linking
- Confronting
- Instructing
- Modeling
- Evaluating

Evidence of application of ASGW's *Best Practices*?

Evidence of ASGW's *Multicultural and Social Justice Competence Principles for Group Workers*?

Yalom's *Therapeutic Factors in Group Work*: instillation of hope, universality, imparting of information, altruism, family reenactment, development of socialization technique, imitative behavior, interpersonal learning, group cohesiveness, catharsis, existential factors.

Resources for Creative and Expressive Arts Activities

- Internet searches for
 - “group therapy resources”
 - “group therapy worksheets”
 - psychoeducational group activities

I do not endorse any of these specifically, rather I encourage you to look at the thousands of resources out there and to use your judgment about the appropriateness for your group.

- Amazon search for “creative group activities.” I do not endorse any commercial resources, rather I encourage you to look at the books out there and to use your judgment about the appropriateness for your group.

Professionally-endorsed resources:

- Degges-White, S. & Davis, N. L. (2011). *Integrating the expressive arts into counseling practice: Theory-based interventions*. NY: Springer Publishing.
- Association for Specialists in Group Work (ASGW) publications:
 - ❖ *School counselors share their favorite activities*
 - ❖ *Group work experts share their favorite multicultural activities*
 - ❖ *Group work experts share their favorite activities, vol. 1*
 - ❖ *Group work experts share their favorite activities, vol. 2*
 - ❖ *School counselors share their favorite classroom guidance activities*
- Gladding, S. T. (2011). *The creative arts in counseling* (4th ed.). Alexandria, VA: American Counseling Association.
- Vanderbilt library database search: “psychotherapy.net:” search for “group” videos

Complete Course References List

Articles

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

American School Counselor Association. (2008). *The school counselor and group counseling*. Alexandria, VA: Author.

American School Counselor Association. (2016). *The ASCA Ethical Standards for School Counselors*. Alexandria, VA: Author.

DiAngelo, R. (2012). *What does it mean to be white? Developing white racial identity* (rev. ed.), Chapter 3: Socialization, pp. 13-29.

Okech, J. E., Pimpleton-Gray, A. M., Vannatta, R., & Cham, J. (2016). Intercultural conflict in groups. *The Journal For Specialists In Group Work*, 41, 350–369 DOI: 10.1080/01933922.2016.1232769

Singh, A. A., Merchant, N., Skudrzyk, B., Ingene, D., & Hutchins, A. M., & Rubel, D. (2012). Association for Specialists in Group Work: Multicultural and social justice competence principles for group workers. *Journal for Specialists in Group Work*, 37, 312-325.

<http://dx.doi.org/10.1080/01933922.2012.721482>

Stone, C. (September 01, 2014). Informed consent: Is it attainable with students in schools? *ASCA Schoolcounselor*.

Thomas, R. V., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *Journal for Specialists in Group Work*, 33, 111-117.
<http://dx.doi.org/10.1080/01933920801971184>

Tompkins, T. C. & Rhodes, K. (2012). Groupthink and the ladder of inference: Increasing effective decision making. *The Journal of Human Resource and Adult Learning*, 8, 84-90.

Ward, D. E. (2006). Classification of groups. *The Journal for Specialists In Group Work*, 31, 93–97. DOI: 10.1080/01933920500493548

Books and Video:

Erford, B. T. (2016). *Group work in schools*. 2nd Ed. NY: Taylor & Francis. SBN-13: 978-1138853836; ISBN-10: 1138853836.

Groups in Action: Evolution and Challenges. Cengage.

Previous Course Texts Needed as References in this Course:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association. ISBN-13: 978-1433805615, ISBN-10: 1433950618.

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd edition). Alexandria, VA: American School Counseling Association.

Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th ed.). NY: Pearson. ISBN-13: 978-0134165783; ISBN-10: 0134165780.

Web Videos:

<https://www.youtube.com/watch?v=uVNtTuxEUBI>

<https://ed.ted.com/lessons/rethinking-thinking-trevor-maber#watch>

<https://www.youtube.com/watch?v=K9nFhs5W8o8>

<https://ed.ted.com/on/GssRViiC#watch>

<https://www.youtube.com/watch?v=BN2rTaFUlxs>

<https://www.youtube.com/watch?v=UJEpget-DWc>

<https://www.youtube.com/watch?v=ZtJUXiqvelQ>

Library Accessed Videos (psychotherapy.net resources):

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=190>

The video is called Group Counseling with Children: A Multicultural Approach. Students watch from 8:40-23:45.

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=259>

The video is called Group Counseling with Adolescents and students watch from 4:20-4:25.

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=190>

The video is called Group Counseling with Children: A Multicultural Approach. Students watch from 1:00:00 - 1:10:00.

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=189>

The video is called Leading Groups with Adolescents. Students watch 1:50:00 - 1:58:00.

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=189>

The video is called Leading Groups with Adolescents. Students watch 1:58:00 - 2:04:00.

<http://www.psychotherapy.net.proxy.library.vanderbilt.edu/stream/vanderbilt/video?vid=259>

Watch 5:38:30 - 5:42:40 of the video entitled Group Counseling with Adolescents: A Multicultural Approach to see the leader introduce the ending of a session.