



**MIDWESTERN  
STATE UNIVERSITY**

A Member of the Texas Tech University System

## **Course Syllabus: Group Counseling**

College of Gordon T. & Ellen West College of Education

COUN 5243 Section X20

Semester: Spring 2026 March 21st – May 8th

### **Contact Information**

Professor: Dr. Terri Howe, LPC-S

Mandatory Zoom Meetings: 3/31/26 7 pm – 8 pm (CST) & 4/21/26 7 pm – 8 pm (CST)

E-mail: [terri.howe@msutexas.edu](mailto:terri.howe@msutexas.edu)

Semester Credits: 3

Office: Bridwell Hall, Room 325

Office Hours: **Tuesdays** 11:00 am – 1:30 pm; **Wednesdays** 10:00am-11:30 am, and **Thursdays** 10:30 am – 11:30 am

Phone Number: 940-397-5141

**\*Important! This course's weeks start on Saturday and end on Friday for each week. Also, there are two mandatory Zoom meetings: 3/31/26 7 pm – 8 pm (CST) & 4/21/26 7 pm – 8 pm (CST)**

### **Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

\*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

### **Course Description**

Course content includes the theoretical and procedural aspects of effective group work, including group dynamics and the stages of group process. To gain experience in methods and practice, students participate as group members and as facilitators.

## **COURSE RATIONALE**

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations.

### **Textbook & Instructional Materials**

Berg, R. C., Landreth, G. L., & Fall, K.A. (2025). *Group Counseling Concepts and Procedures 7th Edition*. Routledge.

## **COURSE OBJECTIVES**

### Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- 3.A. 2. the multiple professional roles and functions of counselors across specialized practice areas
- 3.A. 3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
- 3.E. 20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- 3.F. 1. theoretical foundations of group counseling and group work
- 3.F. 10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
- 3.F. 2. dynamics associated with group process and development (KPI, final)
- 3.F. 3. therapeutic factors of group work and how they contribute to group effectiveness
- 3.F. 4. characteristics and functions of effective group leaders (KPI, final)
- 3.F. 5. approaches to group formation, including recruiting, screening, and selecting members
- 3.F. 6. application of technology related to group counseling and group work
- 3.F. 7. types of groups, settings, and other considerations that affect conducting groups
- 3.F. 8. sustaining and developmentally responsive strategies for designing and facilitating groups
- 3.F. 9. ethical and legal considerations relative to the delivery of group

- counseling and group work across service delivery modalities
- 5.C. 5. techniques and interventions for prevention and treatment of a broad range of mental health issues

### Learning Objectives

1. Students learn the theoretical model of different types of groups
2. Students experience the process of counseling groups (KPI)
3. Students learn therapeutic factors and how they contribute to group effectiveness
4. Students learn the characteristics and functions of effective group leaders (KPI)
5. Students learn the techniques and timing used by facilitators

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### **Grading**

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**Online Assignments and Comments: (15 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about

the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly discussions are due by \***Friday** at 11:59 pm. Follow directions to get full points each week. Late work will not be accepted. **(See Appendix A)** (3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9, 3.F.10)

## **Group Observation & Reflection Portfolio**

**Total Points: 35 points**

**CACREP Alignment: 3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9, 3.F.10**

### **Assignment Description**

Students will complete an immersive group observation experience by selecting **one ongoing counseling or support group** and observing that **same group for a total of 10 sessions (or 10 clock hours)**. The purpose of this assignment is to deepen students' understanding of **group process, leadership, member dynamics, ethics, and counselor skills** through consistent observation over time.

Students are expected to remain with **one group throughout the observation period** to allow for intentional immersion and observation of group development, progression, and change.

### **Approved Group Types**

Students may select one ongoing group from the following categories: addiction or recovery groups (e.g., AA, NA, Al-Anon), grief or loss support groups, domestic violence or abuse support groups, anger management groups, parenting or family support groups, communication or social skills groups, psychoeducational groups, or other ongoing counseling groups with instructor approval.

Groups must be **ongoing, facilitated by a trained leader**, and **may not be created or led by classmates**.

### **Assignment Components**

#### **Section I: Group Observation & Academic Analysis (20 points)**

Students will write a formal academic paper based on **one session or a cluster of sessions** from their observed group. The paper should include a clear description of the group (type, purpose, population, and setting), an inferred theoretical orientation or leadership approach, group stages observed across sessions, member roles and interactions, group norms and cohesion, ethical and multicultural considerations, counselor skills and interventions observed, and the student's professional learning and reactions.

This section must be written in **APA 7 format**, include **in-text citations**, and contain a **reference page**, including a correct citation for the group organization (e.g., AA, Al-Anon). Students must use the provided outline and template.

## **Section II: 10-Session Group Observation Log & Reflection (15 points)**

Students will document **each of the 10 observed sessions** using the provided log template. For each session, students must record the date, group name, modality (in-person or Zoom), session focus, and write a **minimum 5–6 sentence academic reflection** addressing group process or dynamics, at least one counselor skill, intervention, or ethical consideration observed, and one personal or professional takeaway.

A reference page is **not required** for this section.

All observations must be completed with the same group and confidentiality must be maintained at all times, and no identifying information may be included. Students are observing only and should not facilitate or participate as counselors.

Session Observation log

### **Student Information** (1<sup>st</sup> page of the log)

**Student Name:**  
**Course / Section:**  
**Semester:**

**Group Name / Type:**  
(e.g., Grief Group, AA, Parenting Group)

**Group Modality:**  In-Person  Zoom  
**Observation Site / Organization (if applicable):**

### **Session 1** (repeated for each session)

**Date:**

**Length of Session:**

**Session Topic / Focus:**

### **Reflection:**

Describe what you observed during this session. Identify at least one group dynamic, counselor skill, leadership behavior, or ethical consideration that stood out. Reflect on one key learning related to group counseling practice.

**Record and Conduct a Group (20 pts):** Students will record themselves conducting a 20-minute counseling group. Students may use zoom, or other

recording devices. Groups must have at least three participants (not including the leader). Once recording, students must first discuss confidentiality before beginning the group. Students will then conduct a short icebreaker to build rapport with the group. Students will then choose a topic to instruct the group about. For example: self-compassion, stress management, compassion fatigue and burn out, a certain counseling theory, a counseling technique, etc. As long as the topic is in the realm of clinical mental health it is acceptable. Participants can be fellow students, family, or friends. Students are not to make up fake personalities for these groups, they are to be authentically themselves. Remember not to choose any topics that would be too emotionally heavy as students are not qualified to counsel each other. Students must maintain a professional demeanor when leading their groups. Students will be sure to summarize their group when wrapping up. Please utilize the outline given, and the grading rubric to determine how detailed one must be. **(See Appendix D) KPI: TK 20 (3.F.4, 3.F.8, 3.F.9). I would suggest making an outline to follow while you lead, see Appendix D.**

*Final Exam (20 pts.):* There will be a final examination and it will cover each and every chapter in the textbook. Before you take the exam, please take a moment to utilize breathing exercises and mindfulness located within Appendix E to better prepare you to take the exam. **(See Appendix E)(3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9)**

**Mandatory Zooms: (10 pts.)** There are two mandatory Zoom meetings for this class. Attendance and participation will be graded. The dates for these meetings are March 31, 2026 from 7 pm to 8 pm (CST) and April 21, 2026 from 7 pm to 8 pm (CST)

Assignments	Modality	Points
Online Assignments and Comments	D2L	15
Group Observation Reflection Portfolio	D2L	35
Record and Conduct a Group	D2L and Tk20 Link	20
Final Exam	D2L	20
Mandatory Zoom Attendance	ZOOM	10
Total Points	N/A	100

*Table 2: Total points for final grade.*

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79

Grade	Points
D	60 to 69
F	Less than 60

### Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W": Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Attendance

Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***\*every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## **Instructor Class Policies**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

*Online Etiquette:* It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

*Confidentiality:* Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

*Academic Misconduct Policy & Procedures:* Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary.

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/nonprint materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university

property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Course Schedule:**

## SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p><b>1.</b> Week of Saturday, March 21, 2026 - Friday, March 27, 2026</p>	<ul style="list-style-type: none"> <li>• Review your Syllabus</li> <li>• Class Introductions</li> <li>• Read chapters one through four</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Read chapters one through four</li> </ul>
<p><b>2.</b> Week of Saturday, March 28, 2026 - Friday, April 3, 2026</p> <p>Mandatory Zoom Meeting: March 31, 2026 from 7 pm – 8 pm (CST)</p>	<ul style="list-style-type: none"> <li>• Be working on your Group Observation &amp; Reflection Portfolio</li> <li>• Read chapters five through eight</li> <li>• 3/31: mandatory Zoom to experience a Group Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Read chapters five through eight</li> </ul>
<p><b>3.</b> Week of Saturday, April 4, 2026 - Friday, April 10, 2026</p>	<ul style="list-style-type: none"> <li>• Be working on your Group Observation &amp; Reflection Portfolio</li> <li>• Read chapters nine through thirteen</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Read chapters nine through thirteen</li> <li>•</li> </ul>
<p><b>4.</b> Week of Saturday, April 11, 2026 - Friday, April 17, 2026</p> <p>(3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.7, 3.F.8, 3.F.9)</p> <p>Turn in to D2L</p>	<ul style="list-style-type: none"> <li>• Be working on your Group Observation &amp; Reflection Portfolio</li> <li>• Read Appendix A, B, C, D</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Read Appendix A, B, C, D</li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>5.</b> Week of Saturday, April 18, 2026 - Friday, April 24, 2021 Mandatory Zoom: 4/21 (7 - 8 pm CST)</p> <p>KPI: TK 20 (3.F.4, 3.F.8, 3.F.9) Turn in to tk20 and D2L</p>	<ul style="list-style-type: none"> <li>• Be working on your Group Observation &amp; Reflection Portfolio</li> <li>• Review Readings</li> <li>• Turn in Record and Conduct a Group Appendix C</li> </ul> <p>Mandatory Zoom: 4/23 (7 - 8 pm CST)</p>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Review Readings</li> <li>• Turn in Record and Conduct a Group Appendix C</li> </ul>
<p><b>6.</b> Week of Saturday, April 25, 2026 - Friday, May 1, 2026</p>	<ul style="list-style-type: none"> <li>• Review Readings</li> <li>• Turn in Group Observation &amp; Reflection Portfolio Appendix B to D2L</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Review Readings</li> <li>• Turn in Group Observation &amp; Reflection Portfolio Appendix B to D2L</li> </ul>
<p><b>7.</b> Week of Saturday, May 2, 2026 - Friday, May 8, 2026</p> <p>(3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9, 3.F.10). Complete on D2L</p>	<ul style="list-style-type: none"> <li>• Review Readings</li> <li>• Complete Final Exam Appendix D</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Review Readings</li> <li>• Study for Final</li> <li>• Complete Final Exam Appendix D</li> </ul>

Class Dates	Class Topics	Assignments/Reading
<p><b>8.</b> Week of Saturday, May 9, 2026 - Friday, May 15, 2026</p> <p>(3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9, 3.F.10) Complete on D2L</p>	<ul style="list-style-type: none"> <li>• Review Readings</li> <li>• Complete Final Exam Appendix D</li> </ul>	<ul style="list-style-type: none"> <li>• Post a discussion board, and reply.</li> <li>• Review Readings</li> <li>• Study for Final</li> <li>• Complete Final Exam Appendix D</li> </ul>

## RESOURCES

- American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.
- American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from [article](#).
- Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).
- United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

## APPENDICES

### Appendix A

*Online Assignments and Comments (15 pts.)*

*Rubric of Online Assignments and Comments (Possible 15 Pts.)*

Week	Points Earned
Week 1 (2.5 pts)	Out of 2.5 points
Week 2 (2.5 pts)	Out of 2.5 points
Week 3 (2.5 pts)	Out of 2.5 points
Week 4 (2.5 pts)	Out of 2.5 points
Week 5 (2.5 pts)	Out of 2.5 points
Week 6 (2.5 pts)	Out of 2.5 points

Week	Points Earned
Total Points Earned	Out of 15 points

## Appendix B

### Group Observation and Reflection Portfolio Rubric

This portfolio is graded using a single integrated rubric that evaluates both the academic analysis and the group observation log.

**TOTAL: 35 POINTS**

Criteria	Exceptional 5	Proficient 3	Developing 2	Inadequate 1	Points
<b>Group Description &amp; Purpose</b>	Clear, thorough, and accurate description of group type, purpose, population, setting, and structure. Demonstrates strong understanding of the group's context.	Adequate description with minor omissions or limited depth.	Basic description provided but lacks clarity or key elements.	Description is vague, inaccurate, or missing.	/5
<b>Group Process, Stages &amp; Theoretical Orientation</b>	Insightful analysis of group development over time, leadership style, and group dynamics with strong integration of course concepts.	Identifies group stages and processes with some theoretical connection.	Limited or surface-level discussion of group process or theory.	Minimal, incorrect, or absent discussion of group process.	/5
<b>Counselor Skills &amp; Interventions Observed</b>	Thoughtful, clinically sound analysis of counselor skills, interventions, and leadership	Identifies counselor skills with some analysis.	Skills mentioned but minimally explained or connected to practice.	Skills not addressed or inaccurately identified.	/5

	behaviors observed across sessions.				
<b>Ethical &amp; Multicultural Considerations</b>	Well-integrated discussion of ethical issues and multicultural considerations relevant to the group and its members.	Ethics and culture addressed with moderate depth.	Superficial mention of ethics or cultural factors.	Ethical and multicultural considerations not addressed.	/5
<b>APA 7 Format &amp; Scholarly Writing</b>	Clear, organized, professional writing with strong adherence to APA 7 standards; accurate citations and references.	Minor APA or writing issues that do not impede understanding.	Multiple APA or writing issues that distract from clarity.	Major APA errors or writing issues that impede comprehension.	/5
<b>Observation Log: Completion &amp; Consistency</b>	All 10 sessions completed with the same group; documentation is clear and consistent.	Most sessions completed with minor gaps.	Inconsistent attendance or documentation.	Fewer than required sessions or major inconsistencies.	/5
<b>Observation Log: Reflection Depth &amp; Professional Insight</b>	Reflections demonstrate thoughtful observation, clinical insight, and professional growth across sessions.	Reflections are mostly descriptive with some insight.	Reflections are minimal or repetitive.	Reflections missing or lack substance.	/5

### Appendix C

Record and Conduct a Group (20 pts) **Turn in to D2L and Tk20 link.**

CACREP Standards Addressed:  
TK 20 (3.F.4, 3.F.8, 3.F.9)

Example Outline of Group, I would suggest making an outline to follow while you lead.

- Maintain Professionalism throughout Group
- Introduce the Group Topic: Today we will be talking about...
- Go over informed confidentiality: Before we get started today, I want to talk about confidentiality...
- Go over limits of confidentiality: Even though I, the facilitator, will respect your confidentiality during this group, there is no guarantee that your fellow participants will...
- Re-address topic and begin your group
- Facilitate an icebreaker that correlates to your group topic
- Facilitate the group around your topic, encourage participation, use effective counseling skills throughout.
- Facilitate an intervention or activity related to your group topic.
- Wrap up and summarize what was covered during the group before ending

Criterion	Improvement Needed 1.5	Developing 3	Proficient 3.5	Accomplished 4	Pts
<p>Introduction</p> <ul style="list-style-type: none"> <li>• Introduced the group topic, and theory to be utilized</li> <li>• Went over group confidentiality</li> <li>• Explain limits of group confidentiality</li> </ul>	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
<p>Facilitation Skills</p> <ul style="list-style-type: none"> <li>• Able to keep group on task</li> <li>• Encourages all members to participate</li> <li>• Was able to provide active engagement with the group</li> <li>• Used group facilitation skills effectively (active listening, questioning, modeling, linking, on task, participating encouragement).</li> </ul>	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	

<b>Intervention or Activity</b> <ul style="list-style-type: none"> <li>• Provided appropriate activity</li> <li>• Stated purpose of activity</li> <li>• Executed activity well</li> </ul>	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
<b>Wrap up</b> <ul style="list-style-type: none"> <li>• Effective summarization by facilitator.</li> </ul>	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
<b>Counselor Identity</b> <ul style="list-style-type: none"> <li>• Maintained professionalism throughout mock group session.</li> </ul>	Student did not address this section.	Student partially addressed this section during group.	Student addressed this section, but did not cover all necessary information, skills, or items during group.	Student addressed this section in full and covered all necessary information, skills, or items during group.	
<b>Total Points Awarded Out of 20</b>					

## Appendix D

Final Exam (20 pts.)

CACREP Standards Addressed:

3.F.1, 3.F.2, 3.F.3, 3.F.4, 3.F.5, 3.F.7, 3.F.8, 3.F.9, 3.F.10

Students will take a 24-question final exam worth 24 points (24%) of their final grade. These Questions will cover all chapters within the textbook. Students may take the final exam twice, with their highest grade being kept. Before you take the exam, please take a moment to utilize breathing exercises and mindfulness to better prepare you to take the exam.

Breathing Exercises:

- Breath Focus: Bringing intentional attention to each breath.
- Deep Breathing: Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing: Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing: Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing: Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

\*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.