



**Midwestern State University**  
Gordon T. & Ellen West College of Education

**Course Title:** Group  
**Course Number:** COUN 5243  
**Semester Credits:** 3

**Professor:** Dr. Katye Clark (Galloway)  
**Office:** Online  
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**Office Hours:** Online

**Semester:** Mini May 2021 3 Weeks  
**Class Room:** Online  
**Class Format:** Online

**In this Syllabi you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. Please do not hesitate to contact me.

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

**I. 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.

## II. 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.

## III. REQUIRED TEXTBOOK

Berg, R. C., Landreth, G. L., & Fall, K.A. (2018). *Group Counseling Concepts and Procedures 6th Edition*. Routledge.

## IV. COURSE OBJECTIVES

### Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

- 6.a. theoretical foundations of group counseling and group work
- 6.b. dynamics associated with group process and development (KPI, final)
- 6.c. therapeutic factors and how they contribute to group effectiveness
- 6.d. characteristics and functions of effective group leaders (KPI, group facilitating exercise)
- 6.e. approaches to group formation, including recruiting, screening, and selecting members
- 6.f. types of groups and other considerations that affect conducting groups in varied settings
- 6.g. ethical and culturally relevant strategies for designing and facilitating groups
- 6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
- 9.1.e. psychological tests and assessments specific to clinical mental health counseling

### Learning Objectives

1. Student 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

## V. COURSE EXPECTATIONS

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 Code of Ethics (2014). 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 Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds 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. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**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 Dishonesty:** 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 diversity and 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/non-print 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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**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.

**Late Work:** All papers and assignments must be turned in the day they are due. No exceptions. If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered 10%. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

## V. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<b>1. Week of Monday            May 10<sup>th</sup> 2021 –            Friday May 14<sup>th</sup>            2021</b>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review your Syllabus</li> <li>• Chapters One through Eight pages 1-108.</li> </ul> <p><b>Go through syllabus and plan out the next three (3) weeks, you may work ahead and turn in assignments early.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters One through Eight pages 1-108</li> <li>• <b>Do Discussion Board Post, and reply</b></li> </ul>

<p><b>2. Week of Saturday        May 15<sup>rd</sup> 2021 –        Friday May 21st        2021</b></p>	<ul style="list-style-type: none"> <li>• Chapters nine – 13 pages 109-190.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Chapters nine – 13 pages 109-190.</li> <li>• <b>Do Discussion Board Post, and reply</b></li> </ul>
<p><b>3. Week of Saturday        May 22<sup>nd</sup> 2021 –        Friday May 28th        2021</b></p>	<ul style="list-style-type: none"> <li>• Review for Final Exam</li> <li>• <b>Complete Final Exam Appendix E</b></li> <li>• <b>Turn in Group Observation Reflection Paper Appendix B</b></li> <li>• <b>Turn in 10 Clock Hours of Direct Experience Paper Appendix C</b></li> <li>• <b>Turn in Record and Conduct a Group Appendix D</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review</b> Readings</li> <li>• <b>Study</b> for Final</li> <li>• <b>Complete Final Exam Appendix E</b></li> <li>• <b>Turn in Group Observation Reflection Paper Appendix B</b></li> <li>• <b>Turn in 10 Clock Hours of Direct Experience Paper Appendix C</b></li> <li>• <b>Turn in Record and Conduct a Group Appendix D</b></li> </ul>

**VII. EVALUATION AND ASSIGNMENTS**

**\*\* 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 comments are due by **Friday** at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted. (See Appendix A) **6a, 6b, 6c, 6d, 6e, 6f, 6g, 9.1.e.**

**Group Observation Reflection Paper: (10 pts.)** Students will have two options for this assignment. **Option One:** Students may observe an in-person or zoom group (not put on by other students). This group could be an Addition group (AA, NA, Al-ANON, etc.), Domestic Violence

or Abuse group, Grief group, Anger Management group, Parenting group, Communication group, etc. **Option Two:** Students may watch a movie that features a counseling group. For example 28 days (on Netflix), Girl Interrupted, Anger Management, Manic, One Flew Over the Cuckoo's Nest, Fight Club, etc. **Remember, this is an academic paper. Please use sources, in-text citations, and list those sources on your APA reference page. When referencing your group whether in-person/zoom, or movie you must include a correct in-text citation for the group organization for in-person/zoom or for the movie. This source must also be listed on your reference page.** There is no minimum page numbers as long as you address everything on the outline guide, and paper template. Please see grading rubric to determine how detailed you need to be within each section (See Appendix B) **6a, 6b, 6c, 6d, 6f, 6g.**

**10 Clock Hours of Direct Experience Paper: (20 pts.)** Students will need to acquire 10 hours of direct group experience. This can be done by being a participant in other student's zoom groups, sitting in on in-person/zoom groups including AA, NA, Al-ANON, Domestic Violence or Abuse, Grief, Anger Management, or Parenting groups. You must write a paper with an APA 7 Cover page for this assignment. Students will **NOT** have to utilize a reference page for this assignment. Please use the given outline, and template. **Students will write an academic paragraph (at least five sentences) for each clock hour.** Students will simply write when they observed the group (date), name of the group, what the topic of the group was, how the group took place (in-person, zoom, etc.) and at least one thing that they learned during the group. Remember to write at least five sentences. (See Appendix C). **6h**

**Record and Conduct a Group (30 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 ice-breaker to build rapport with the group. Students will then choose a topic to teach 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 to not 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) **TK 20 6d, and 6g. I would suggest making an outline to follow while you lead, see Appendix D.**

**Final Exam (25 pts.):** There will be a final examination and it will cover each and every chapter in the textbook. (See Appendix E) **TK 20 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, and 9.1.e.**

1. Online Assignments and Comments	15
2. Group Observation Reflection Paper	10
3. 10 Clock Hours of Direct Experience Paper	20
4. Record and Conduct a Group <b>TK 20</b>	30
5. Final Exam <b>TK 20</b>	25

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Total Points

**Grade Classifications:**

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

**VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** 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. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies



- 3. Address student learning
- 4. Written so they can be evaluated

**X. RESOURCES**

**READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.  
American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

**WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>  
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>  
American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

**XI. APPENDENCIES**

**Appendix A**

**Online Assignments and Comments (10 pts.)**

**CACREP Standards Addressed:**

**6a, 6b, 6c, 6d, 6e, 6f, 6g, 9.1.e.**

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

<i>Points Earned</i>	<i>Week</i>	<i>Comments</i>
_____	<b>Week 1 (5 pts)</b>	
_____	<b>Week 2 (5 pts)</b>	
_____	<b>Week 3 (5 pts)</b>	
_____		
_____		
_____		

**Total Points Earned**      \_\_\_\_\_ / 15 points

**Appendix B**

**Group Observation Reflection Paper: (10 pts.)**

**CACREP Standards Addressed:**

**6a, 6b, 6c, 6d, 6f, 6g.**

**Example Outline – See Template within D2L.**

- APA 7 Cover Page
- Introduction to the Assignment
- Group Observed
- Group Stages
- Group Skills
- Summary
- APA 7 Reference Page

**Rubric for Group Observation Reflection Paper (Possible 10 Pts.)**

<b>Criterion</b>	<b>0</b>	<b>.25</b>	<b>.5</b>	<b>1</b>	<b>Pts</b>
Identification of the group, groups purpose, and issues addressed by the group.	The name, purpose, and issues addressed within the group were not identified.	One out of three of the following name, purpose, and issues addressed were identified, but the other two were not.	Two out of three of the following name, purpose, and issues addressed were identified, but not all three.	The name, purpose, and issues addressed within the group were fully identified with proper in-text citations, and the source listed on the reference page.	
Identified the group stages observed during the group session.	Did not refer to group stages, only personal, not professional descriptors.	Cursory references to group stages colored by personal descriptors.	Description of group stages; includes implications for group process which is examined well but not fully developed.	Thoroughly considered group stages; examined impact of group developments for client and group growth.	
Identified group techniques, interventions, and facilitation skills.	Did not delineate interventions or activities in detail.	Details of activities were somewhat sketchy; few examples used to demonstrate interventions.	The relationship between activities, interventions & group process is clear; Fairly well organized though	Supporting details specific to connections between activities and facilitator interventions and group process are exceptionally well described.	

			connections are lacking.		
Summary of personal opinion of the group the student observed.	Not present	Not an academic paragraph of at least five sentences.	An academic paragraph, but vague.	Thoughtful, thought-provoking, and in-depth	
Grammar and APA Reference and Title Page	Not graduate level writing, many grammatical errors, many APA 7 errors, and many academic writing errors.	Graduate level writing, with some grammatical errors, some APA 7 errors, and some academic writing errors.	Some grammatical errors, lacking correctness of reference or title page. Correct APA 7 writing.	Grammatically correct, APA style standards, and correct formatting on references and title page.	
<b>Total Points Awarded</b>		<b>Out of</b>	<b>10</b>		

## Appendix C

### 10 Clock Hours of Direct Experience Paper: (20 pts.)

#### CACREP Standards Addressed:

6h

#### Example Outline – See Template on D2L

- **APA 7 Cover Page**
- **Introduction to the Assignment**
- **Group One** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Two** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Three** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Four** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Five** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Six** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Seven** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group Eight** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One

thing that you learned during the group.

- **Group Nine** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.
- **Group 10** (At least five sentences) Sentence One: When the group took place (date). Sentence Two: The Name of the Group. Sentence Three: What the group topic was. Sentence Four: How the group took place (in-person/zoom, etc.). Sentence Five: One thing that you learned during the group.

### 10 Clock Hours of Direct Experience Paper Grading Rubric

Assignment Component	Beginning 0	Basic 1	Proficient 2	Pts
APA 7 Cover Page	Major Errors, Unacceptable	Minor Errors	Correct	
Group 1	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 2	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 3	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 4	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 5	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 6	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	

Group 7	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 8	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 9	Did not attend no summary present.	Attended but incomplete summary (not at least five sentences).	Attended and Complete Summary Present	
Group 10	Did not attend no summary present.	Attended but incomplete Summary (not at least five sentences).	Attended and Complete Summary Present	
Out of 20 Points				

**Appendix D**

**Record and Conduct a Group (30 pts):**

**CACREP Standards Addressed:**

**TK 20 6d, and 6g.**

**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 ice-breaker 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

**Record and Conduct a Group Rubric: (30 pts.)**

Criterion	0	3	6	Pts
<b>Introduction</b> <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>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Facilitation Skills</b> <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>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Intervention or Activity</b> <ul style="list-style-type: none"> <li>• Provided appropriate</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	

activity <ul style="list-style-type: none"> <li>• Stated purpose of activity</li> <li>• Executed activity well</li> </ul>				
<b>Wrap up</b> <ul style="list-style-type: none"> <li>• Effective summarization by facilitator.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Counselor Identity</b> <ul style="list-style-type: none"> <li>• Maintained professionalism throughout mock group session.</li> </ul>	Section not addressed.	Section partially addressed.	Section addressed in full.	
<b>Total Points Awarded Out of 15</b>				

**Appendix E**

**Final Exam (25 pts.)**

**CACREP Standards Addressed:**

**TK 20 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, and 9.1.e.**

**Final Exam (25 pts.)**

Students will take a 25 question final exam worth 25 points (25%) 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.

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