**Argosy University**

**COURSE SYLLABUS**

*PC6505*

*Group Counseling*

**Faculty Information**

**Faculty Name: Jake Andreason**

**Campus: Draper, UT**

**Contact Information:**[**jandreason@argosy.edu**](mailto:jandreason@argosy.edu)**or**801-599-9976

**Office Hours:**Call for appointment

**Class Meetings:**This is a 7.5 week class. Live classes will be held on the following dates:

         Thursday 06/30/16 – 6 to 10 pm

         Thursday 07/07/16 – 6 to 10 pm

         Thursday 07/14/16 – 6 to 10 pm

         Thursday 07/21/16 – 6 to 10 pm

         Thursday 07/28/16 – 6 to 10 pm

         Thursday 08/04/16 – 6 to 10 pm

         Thursday 08/11/16 – 6 to 10 pm

**Short Faculty Bio:** I am a Licensed Clinical Mental Health Counselor with a master’s degree in Mental Health Counseling from Argosy University and a doctorate in Health Administration from the University of Phoenix. Currently, I work as a Clinical Director for Early Life Child Psychology & Education Center where I manage the clinical and administrative operations of the clinic. I am experienced working with children, adolescents, and adults treating a wide range of disorders and issues. I am very excited to be working with you all in this class.

**Course Scope:**

PC6505 is a core course that provides an introductory foundation to clinical skills and theory related to group counseling applications in various settings. It is recommended that students enroll in this course during their second year of the program. Students participate in small groups, in addition to learning how todesign, implement, and evaluate culturally sensitive and ethically appropriate counseling groups.

**Course Description:**

This course provides a broad understanding of group theory, development, and dynamics. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Students demonstrate and obtain an experiential understanding of group process components, stages, and dynamics. By the end of the course, students exemplify the practical skills necessary to be competent group leaders in a multicultural society.

**Course Pre-requisites:**N/A

**Program Requirement:**

**IMPORTANT: The Master’s in Clinical Mental Health Counseling Program requires all students to purchase two texts used across several courses in the program and for general reference:**

*Publication manual of the American   Psychological Association:*University Approved Edition.

American Psychiatric Association (2013). *Diagnostic and statistics manual of mental          disorders* (5th). Arlington, VA: American Psychiatric Publishing.

**Required Readings:**

**Required Textbook:**

**IMPORTANT: You are not required to purchase the textbook for this course.  Your textbook will be available as an electronic book within your fully online or blended course on the eCollege platform.**

Gladding, S. T. (2012). *Groups: A counseling specialty*(6th ed.). Upper Saddle River, NJ: Pearson.

**Required Articles**

Akinsulure-Smith, A.M. (2012). Using group work to rebuild family and community ties among displaced African men.*The Journal for Specialists in Group Work, 37*(2), 95-112*.*

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

Association for Specialists in Group Work. (2007). *ASGW best practice guidelines*. Alexandria, VA: Author. Retrieved:<http://www.asgw.org/PDF/Best_Practices.pdf>

Association for Specialists in Group Work. (2012). *Association for specialists in group work: Multicultural and social justice competence principles for group workers*. Alexandria, VA: Author. Retrieved: http://www.asgw.org/pdf/ASGW\_MC\_SJ\_Priniciples\_Final\_ASGW.pdf

Bemak, F., & Chung, R. (2011). Post-disaster social justice group work and group supervision. *Journal For Specialists In Group Work*, *36*(1), 3-21.

Boldt, R. W., & Paul, S. (2011). Building a creative-arts therapy group at a university counseling center. *Journal Of College Student Psychotherapy*, *25*(1), 39-52.

Burnes, T. R., & Ross, K. L. (2010). Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. *The Journal for Specialists in Group Work, 35*(2), 169-176.

Christmas, C., & Van Horn, S. M., (2012). SPARC groups: A model for incorporating spiritual psychoeducation into group work. *The Journal for Specialists in Group Work, 37*(3), 170-201.

Dickey, L. M., & Loewy, M. I. (2010). Group work with transgender clients. *The Journal for Specialists in Group Work, 35*(3), 236-245.

Haberstroh**,**S. & Moyer, M. (2012). Exploring an online self-injury support group: Perspectives from group members. *The Journal for Specialists in Group Work, 37*(2), 113-132.

Hays, D. G., Arredondo, P., Gladding, S. T., & Toporek, R. L. (2010). Integrating social justice in group work: The next decade. *The Journal for Specialists in Group Work, 35*(2), 177-206.

Lefley, H. P. (2009). Psychoeducational support group for serious mental illness. *The Journal for Specialists in Group Work, 34*(4). 369-381.

McCarthy, C. J., & Hart, S. (2011). Designing groups to meet evolving challenges in health care settings. *The Journal for Specialists in Group Work, 36*(4), 352-367.

Schimmel, C. J., & Jacobs, E. E. (2011). When leaders are challenged: Dealing with involuntary members in groups. *The Journal for Specialists in Group Work, 36*(2), 144-158.

Singh, A. A., & Salazar, C. F. (2010). Six considerations for social justice group work. *The Journal for Specialists in Group Work, 35*(3), 308-319.

Skudrzyk, B., Zera, D. A., McMahon, G., Schmidt, R., Boyne, J., & Spannaus, R. L. (2009). Learning to relate: Interweaving creative approaches in group counseling with adolescents. *Journal of Creativity In Mental Health*, *4*(3), 249-261.

Stockton, R. (2010). The art and science of group counseling. *The Journal for Specialists in Group Work, 35*(4), 324-330.

Vacha-Haase, T., Archibald, K. B., Brescian, N. E., Martin, K. L., & Fitzpatrick, K. (2009). Current events groups in long-term care: A guide to facilitating a successful group. *The Journal for Specialists in Group Work, 34*(4), 382-403.

Ware, J. N., Ohrt, J. H., & Swank, J. M. (2012). A phenomenological exploration of children’s experiences in a social skills group. *The Journal for Specialists in Group Work, 37*(2), 133-151.

**Technology Requirements:**<http://intcampus.ecollege.com/TechReq.learn>

**Course length:**7.5 Weeks

**Credit Value: 3.0**

**Instructional Contact and Credit Hours:**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments.  Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Institutional Learning Outcomes:**

**1.**      **Analytical Reasoning**

Analyze issues objectively, interpret and synthesize data and ideas, and develop feasible, flexible, and creative solutions to real world problems.

**2.**      **Effective Communication**

Identify audiences, assess information provided, interpret needs, and present relevant information using appropriate written, oral, and listening skills and media to meet the needs of the situation.

**3.**      **Information Competency**

Gather, evaluate, and ethically use information from a variety of relevant technological and library resources to make decisions and take action.

**4.**      **Interpersonal Effectiveness**

Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual and group goals.

**5.**      **Personal and Professional Integrity and Ethical Behavior**

Demonstrate a multi dimensional awareness of individual and social responsibility to act ethically and with integrity in a diverse, global society.

**6.**      **Professional Competence**

Apply skills appropriate to program objectives and employ critical reasoning to

contribute to one's field and profession.

**Program Outcomes:**

1.      **Professional Orientation and Ethical Practice:**Value all aspects of professional functioning, including history, roles, organizational structures, ethical standards, legalities, advocacy, and credentialing.

2.      **Social and Cultural Diversity:**Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession.

3.      **Human Growth and Development:**Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

4.      **Career Development:**Apply core theory and research of career development, the psychology of work, and related factors in career planning and decision making.

5.      **Helping Relationships:**Deliver ethical and effective counseling and consultation services consistent with professional research and practice across a range of settings in a multicultural society.

6.      **Group Work:** Apply methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7.      **Assessment:** Analyze principles of testing and measurement, and incorporate social, ethical, and cultural factors in both individual and group methods of assessment and evaluation.

8.      **Research and Program Evaluation:**Apply research methods, statistical analysis, needs assessment, and program evaluation to inform ethical and culturally relevant evidence-based practice and to advance the counseling profession.

**CACREP Core and CMHC Standards:**

<http://syllabi.courseassets.com/v1-cacrep.pdf>

**Course Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Objectives | Program Outcomes | Institutional Learning Outcomes | CACREP Standards |
| 1.      Examine the therapeutic factors and dynamics of group counseling, for an orientation toward wellness and prevention. | 5, 6 | 3 | II.G.6.a., II.G.5.a. |
| 2.      Review and discuss theories of group counseling, major types of groups, and the evolution of groups through multiple group stages. | 6 | 3 | II.G.6.a., II.G.6.c.,  II.G.6.e. |
| 3.      Analyze the dynamics of the decision-making processes of a group leader, group leadership styles and approaches, group leader characteristics, and power struggles within groups. | 5, 6 | 1, 4 | II.G.6.b., II.G.6.e. |
| 4.      Assess the role of group leaders in managing issues regarding group structure, using basic techniques of group counseling, and dealing with problematic clients. | 5, 6 | 2, 4 | II.G.6.b., II.G.6.e. |
| 5.      Apply ethically appropriate group intervention strategies, such as process comments, empathic responses, self-disclosure, feedback, timely interventions, confrontation, and pacing skills across the various stages of a group’s development. | 1, 6 | 1, 2, 4, 5, 6 | II.G.1.j.,  II.G.6.c - e.,  CMHC F.3. |
| 6.      Identify crisis intervention and suicide prevention models, including the use of psychological first aid strategies, as applied to the group setting. | 1, 6 | 4, 5 | II.G.6, II.G.5.g. |
| 7.      Examine and apply appropriate group and community strategies for working with and advocating for diverse populations. | 2, 3, 5, 6 | 1, 2, 5, 6 | II.G.6. a-e, II.G.2.d., CMHC E.1-5. |

**Assignment Table:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics** | **Academic Resources** | **Learning Activities and Assessments** |
| **1** | Overview:           Types of Groups/Group Work           Group Dynamics;           Effective Group Leadership | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 1: Types of Group Work           Chapter 2: Group Dynamics           Chapter 3: Effective Group Leadership    **Articles:** (for a complete citation, see reading list above)           Lefley (2009)           Schimmel & Jacobs (2011)           Stockton (2010)    **Document**           Association for Specialists in Group Work. (2007) | **06/27/16 through 07/03/16**  Assignment 1 (Autobiography)   * By **Tuesday, June 28, 2016**, post your autobiography to M1 Assignment 1 Discussion. * Read all of your classmates' posts. Through **Sunday, July 3, 2016**, respond to at least two of your classmates' posts that differ from your opinion. While responding, comment on how your personal and professional interests and backgrounds are similar to or different from your classmates'. Think about the language you use to comment constructively on other students' posts.   Assignment 2 (Discussion Post)   * By **Wednesday, June 29, 2016**, post your responses to M1 Assignment 2 Discussion. * Through **Sunday, July 3, 2016**, respond to more than two of your classmates' posts that differ from your opinion. While responding, comment on any additional information you found about effective group leadership. Think about the language you use to comment constructively on other students' posts.   Assignment 3 (Portfolio)   * By **Sunday, July 3, 2016**, save your document as M1\_A3\_Lastname\_Firstname.doc and submit to the **M1 Assignment 3 Dropbox**.   Assignment 4 (Timeline)           By **Sunday, July 3, 2016**, save your document as M1\_A4\_Lastname\_Firstname.doc and submit the document to the**M1 Assignment 4 Dropbox**.                                Looking Ahead: RA Overview |
| **2** | Group Stages:           Beginning a Group           Storming and Norming           Performing;           Closing a Group | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 4: Beginning a Group           Chapter 5: The Transition Period in a Group: Norming and Storming           Chapter 6: The Working Stage in a Group: Performing           Chapter 7: Closing a Group | **07/04/16 through 07/10/16**  Weekly Assignment 1  (60 pts)    Assignment 1 (Discussion)   * By **Wednesday, July 6, 2016**, post your responses to the **Discussion Area**. * Through **Sunday, July 10, 2016**, respond to more than two of your classmates' posts. Your responses should be of substantive meaning, and they should encourage further dialogue and discussion, encourage your classmates to think about other aspects of the topic, compare and/or contrast your responses to your classmates' responses, or ask a relevant, meaningful question to better assist you with your understanding.   Assignment 2 (Group Observation Paper)           By **Sunday, July 10, 2016**, save your paper as M2\_A2\_Lastname\_Firstname.doc and submit it to the **M2 Assignment 2 Dropbox**. |
| **3** | Counseling Theories with Groups:           Transactional Analysis           Reality           Person-Centered           Adlerian           Gestalt           Existential           REBT           Cognitive-Behavioral           Psychodrama           Crisis Management | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 15: Transactional Analysis, Reality Therapy, Adlerian, and Person-Centered Groups           Chapter 16: Existential, Gestalt, REBT, Psychodrama Groups  **Articles**:           Bemak & Chung (2011) | **07/11/16 through 07/17/16**  Weekly Assignment 2   (60 pts)    Assignment 1 (Discussion)   * By **Wednesday, July 13, 2016**, post your responses to the **Discussion Area**. * Through **Sunday, July 17, 2016**, be sure to read all of your fellow classmates' original posts and respond to more than two of your classmates' posts that selected a different theory than you. Your responses should be of substantive meaning, and they should encourage further dialogue and discussion, encourage your classmates to think about other aspects of the topic, compare and/or contrast your responses to your classmates' responses, or ask a relevant, meaningful question to better assist you with your understanding.   Assignment 2 (Group Observation Paper 2)           By **Sunday, July 17, 2016**, save your paper as M3\_A2\_Lastname\_Firstname.doc and submit it to the **M3 Assignment 2 Dropbox**. |
| **4** | Ethical and Legal issues:           Screening           Ethical-Decision Making           Boundaries           Confidentiality           Record Keeping           Training           Supervision           State/National Standards | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 10: Ethical and Legal Aspects of Group Work    **Document**:           American Counseling Association (2014) | **07/18/16 through 07/24/16**  **RA  (200 pts)**    Assignment 1 (Discussion)   * By **Wednesday, July 20, 2016**, post your responses to the **Discussion Area**. * Through **Sunday, July 24, 2016**, respond to more than two of your classmates' posts. Your responses should be substantive, meaning they should encourage further dialogue and discussion and encourage your classmates to think about other aspects of the topic. Compare your response to your classmates' responses or ask a meaningful question to better your understanding.   Assignment 2 (RA)           By **Sunday, July 24, 2016**, save your paper as M4\_A2\_Lastname\_Firstname.doc and submit it to the **M4 Assignment 2 RA Dropbox**. |
| **5** | Counseling Groups with Culturally Diverse Populations           African Americans           Hispanic/Latin Americans           Asian Americans           Native Americans           Arab Americans           European Americans           Male/Female           Gay, Lesbian, Bisexual, Transgender | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 8: Group Work with Culturally Diverse Populations    **Articles**:           Akinsulure-Smith (2012)           Burnes & Ross (2010)           Dickey & Loewy (2010)           Singh & Salazar (2010)  .  **Document**:           Association for Specialists in Group Work (2012) | **07/25/16 through 07/31/16**  Assignment 1 (Discussion)   * By **Wednesday, July 27, 2016**, post your responses to the **Discussion Area**. * Through **Sunday, July 31, 2016**, respond to more than two of your classmates' posts. Your responses should be of substantive meaning, and they should encourage further dialogue and discussion, encourage your classmates to think about other aspects of the topic, compare your responses to your classmates' responses, or ask a relevant, meaningful question to better assist you with your understanding.   Assignment 2 (Working Ahead – Group Interventions)           If you wish to receive feedback from your professor, please save your paper as M5\_A2\_Lastname\_Firstname.doc and submit it to the **M5 Assignment 2 Dropbox** by**Sunday, July 31, 2016**. |
| **6** | Counseling Specialty Groups:           Career           Military           Families           Trauma           Prevention           Chronic Illness           Stress management           Anger management           Specific goal-setting           Spirituality  Creativity in Groups:           Six Hat Approach           SCAMPER model | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 9: Specialty Groups and Creativity in Groups    **Articles**:           Boldt & Paul (2011)           Christmas & Van Horn (2012)           McCarthy & Hart (2011) | **08/01/16 through 08/07/16**  **LASA**  **(300 pts)**    Assignment 1 (Discussion)   * By **Wednesday, August 3, 2016**, post your responses to the**Discussion Area**. * Through **Sunday, August 7, 2016**, respond to more than two of your classmates' posts. Your responses should be of substantive meaning and they should encourage further dialogue and discussion, encourage your classmates to think about other aspects of the topic, compare and/or contrast your response to your classmates' responses, or to another classmate's response, or ask a relevant, meaningful question to better assist with your understanding.   Assignment 2 (LASA)           By **Sunday, August 7, 2016**, save your paper as M6\_A2\_Lastname\_Firstname.doc and submit it to the **M6 Assignment 2 LASA Dropbox**. |
| **7** | Counseling Groups for:           Children           Adolescents           Adults           Older Adults | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 11: Groups for Children           Chapter 12: Groups for Adolescents           Chapter 13: Groups for Adults           Chapter 14: Groups for Older Adults  **Articles**:           Skudrzyk, et al. (2009)           Ware, Ohrt, & Swank (2012) | **08/08/16 through 08/14/16**      Weekly Assignment 3  (60 pts)    Assignment 1 (Discussion)   * By **Wednesday, August 10, 2016**, post your responses to the**Discussion Area**. * Through **Sunday, August 14, 2016**, respond to more than two of your classmates' posts. Your responses should be of substantive meaning, and they should encourage further dialogue and discussion and encourage your classmates to think about other aspects of the topic, to compare your responses to their responses (or to another classmate's response), or to ask a relevant, meaningful question to better assist with your understanding.   Assignment 2 (Article Critique)           By **Sunday, August 14, 2016**, save your paper as M7\_A2\_Lastname\_Firstname.doc and submit it to the **M7 Assignment 2 Dropbox**. |
| **8** | Group Counseling:           History           Current Trends           Future Directions | **Required Readings**  **Textbook**  Gladding (2012)           Chapter 17: History, Present Reality, and Trends of Group Work    **Articles**:           Haberstroh & Moyer (2012)           Hays, Arredondo, Gladding, & Toporek (2010)           Vacha-Haase, et al. (2009) | **08/15/16 through 08/17/16**    Assignment 1 (Discussion)   * By **Tuesday, August 16, 2016**, post your responses to the **Discussion Area**. * Through **Wednesday, August 17, 2016**, respond to more than two of your classmates' posts. Your responses should be of substantive meaning, and they should encourage further dialogue and discussion and encourage your classmates to think about other aspects of the topic, to compare your responses to their responses (or to another classmate's response), or to ask a relevant, meaningful question to better assist with your understanding. |

**Required Assignments (RA):**

Required Assignments (RAs) are substantive assignments intended to evaluate student performance against selected course objectives and/or program outcomes within a course.  RAs are completed by all students across all Argosy University campuses and delivery formats without exception. Each RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment.  These are individual assignments and students earn individual grades.

**RA Alignment Table:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | **Course Objectives** | **Program Outcomes** | **ILOs** | **CACREP Standards** | **Assessment Type** | **Scoring Tool** |
| RA: Group Counseling Special Topic Paper | 1, 2, 4, 5, 6, 7 | 1, 2 , 3, 5, 6 | 1,2,3,  4, 5,6 | II.G.1.j, II.G.2.d., II.G.5.a., II.G.5.g., II.G.6,  CMHC E.1-5., CMHC F.3. | Written Report | Grading Criteria |

**Learning Assessment System Assignments (LASA):**

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course.  These signature assessments are completed by all students across all Argosy University campuses and delivery formats without exception.  Each assignment contributes to a significant portion of the overall course grade and is assessed by faculty using the rubric designed for that assessment.  These are individual assignments, and students earn individual grades.  Both the signature assignments and related rubrics become part of the Learning Outcome Manager database and are used in the aggregate to evaluate levels of student learning, as well as the effectiveness of the curriculum, course content, and faculty.  The combined results of the signature assessments across an entire academic program provide a comprehensive picture of the students' academic programs.  These data drive the continuous improvement cycle as part of comprehensive program reviews conducted by the colleges.

**LASA Alignment Table:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | **Course Objectives** | **Program Outcomes** | **ILOs** | **CACREP Standards** | **Assessment Type** | **Scoring Tool** |
| LASA: Group Counseling Proposal Assignment | 2, 3, 4, 5, 6, 7 | 1, 2, 3, 5, 6 | 1, 2, 3, 4, 5, 6 | II.G.2.d., II.G.5.g., II.G.6, CMHC E.1-5., CMHC F.3. | Written Report | Rubric |

**Week 2:**

**Weekly Assignment: 60 pts**

**Outside Group Observation #1:**

Each student will attend agroup session including a community-based, school-related, private practice, area support group, or other appropriate counseling groups. Do not attend a 12 step group, as this will likely be an assignment in another course. No identifying information of group participants will be included in the paper. You are responsible for making contacts and arrangements to attend the group. Have your group approved by your instructor prior to attending. Good judgment should be used in selecting which groups to attend (ex., one would need to contact the group leader and request permission to attend a meeting of a ―Suicide Survivors‖ group, yet attending an open Weight Watchers meeting might not require as much consideration). Students may find such open groups at schools, hospitals, community centers, or agencies, as well as an online group if approved by the instructor.

Report on the following:

A. Analyze the current stage of the group and what you believe would be needed in order for the group to function more effectively.

B. Characterize the type of group session led (i.e. what issue or process occurred as the focus of the session?).

C. Detail what group counseling theory was being applied in the group session.

D. List or describe techniques that were employed by the group leader during the session.

E. Identify whether the desired group outcomes occurred. Explain how the group leader’s behavior influenced these outcomes.

F. Reflect on future directions for this group (i.e., possible next sessions).

Your final product should be a 3-4 page Word document using a minimum of 2 scholarly sources. Be sure you write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; display accurate spelling, grammar, and punctuation. Use the most current APA format.

WA Grading Criteria:

**CO:**1, 2, 3, 4

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Analyze the current stage of the group and what you believe would be needed in order for the group to function more effectively. | Analysis identifies and justifies why the group is believed to be in its current stage. Analysis recommends and justifies strategies to function more effectively. | /12 pts. |
| Characterize the type of group session led. | The type of session is accurately identified. Issues or processes occurring as a result of the focus of the session are clearly described. | /8 pts. |
| Detail what group counseling theory was being applied in the group session. | The group counseling theory identified is justified with clear examples. | /8 pts. |
| List or describe techniques that were employed by the group leader during the session | Identification of group counseling theory is supported with examples of strategies/techniques used relating to the theory. | /8 pts. |
| Identify whether the desired group outcomes occurred. Explain how the group leader’s behavior influenced these outcomes. | Identification of coverage of group outcomes is accurate and justified. The effect of the group leader’s actions/behavior to the outcomes is clear. | /8 pts. |
| Reflect on future directions for this group. | Future needs of the group are recommended and justified based on the current structure and behaviors of the group. | /8pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts. |
| **Total** |  | **/60pts** |

**Week 3:**

**Weekly Assignment: 60 pts**

**Outside Group Observation #2**

Each student will attend a**second**group session including a community-based, school-related, private practice, area support group, or other appropriate counseling groups. Do not attend a 12 step group, as this will likely be an assignment in another counseling course. Students can attend the same group twice, or go to two different groups. The student should not attend two online groups; thus, if the first observed group was online, this one should be in person. No identifying information of group participants will be included in the paper. Students are responsible for making contacts and arrangements to attend groups. Good judgment should be used in selecting which groups to attend (ex., one would need to contact the group leader and request permission to attend a meeting of a ―Suicide Survivors group, yet attending an open Weight Watchers meeting might not require as much consideration).

Report on the following (note there is one extra criterion):

A. Analyze the current stage of the group and what you believe would be needed in order for the group to function more effectively.

B. Characterize the type of group session led: i.e. what issue or process occurred as the focus of the session?

C. Detail what group counseling theory was being applied in the group session.

D. List or describe techniques that were employed by the group leader during the session. E.. Identify whether the desired group outcomes occurred. Explain how the group leader’s behavior influenced these outcomes.

F. Reflect on future directions for this group (i.e. possible next sessions).

G. Describe any crisis management techniques that occurred during the session.

I. Compare and contrast the first group and the second group in terms of group leadership style. From your observation of group leaders and group dynamics, what worked, and what did not work.

Your final product should be a 3-4 page Word document using a minimum of 2 scholarly sources. Be sure you write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; display accurate spelling, grammar, and punctuation. Use the most current APA format.

WA Grading Criteria:

**CO:**1, 2, 3, 4, 6

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Analyze the current stage of the group and what you believe would be needed in order for the group to function more effectively. | Analysis identifies and justifies why the group is believed to be in its current stage. Analysis recommends and justifies strategies to function more effectively. | /8 pts. |
| Characterize the type of group session led. | The type of session is accurately identified. Issues or processes occurring as a result of the focus of the session are clearly described. | /4 pts. |
| Detail what group counseling theory was being applied in the group session. | The group counseling theory identified is justified with clear examples. | /4 pts. |
| List or describe techniques that were employed by the group leader during the session | Identification of group counseling theory is supported with examples of strategies/techniques used relating to the theory. | /8 pts. |
| Identify whether the desired group outcomes occurred. Explain how the group leader’s behavior influenced these outcomes. | Identification of coverage of group outcomes is accurate and justified. The effect of the group leader’s actions/behavior to the outcomes is clear. | /8 pts. |
| Reflect on future directions for this group. | Future needs of the group are recommended and justified based on the current structure and behaviors of the group. | /4 pts. |
| Describe any crisis management techniques that occurred during the session. | Relevant techniques used to manage and crisis are accurately explained. | /8 pts. |
| Compare and contrast the first group and the second group in terms of group leadership style. | Relevant similarities and differences between groups are described. Strategies that worked/did not work are identified and explained. | /8 pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts. |
| **Total** |  | **/60 pts** |

**Week 4:**

**Required Assignment: 200 pts**

**Group Counseling Special Topic Paper**

**Description of RA:**

The purpose of this paper is to develop appropriate research skills to ensure that effective treatment strategies are selected based on the review of the professional literature when developing a counseling group.

**Hypothetical Scenario:**

You have been hired as a clinical mental health counselor. Your agency asks you to do a needs-assessment to determine which clinical population (e.g., age, gender, clinical presenting issue, etc.) could best be served by the formation of a new counseling group. In speaking with fellow counselors and surveying clients, there is a clear need for a group that pertains to (fill in the blank). Your administrator first asks you to conduct a review of the literature to ensure that evidence-based practices include group counseling for this particular specialty population.

**Instructions:**

1.      Seek topic approval from your instructor to ensure topic is narrow enough.

2.      This paper has four content sections:

a.       Provide a brief review of the recent literature on the selected clinical issue (e.g. depression).

b.      Analyze group theory/techniques/interventions that are evidence-based for the selected clinical issue(e.g., effectiveness of group counseling with depression).

c.       Recommend cultural/developmental considerations for the specific population that the group will include (e.g., Latina adolescents in group counseling).

d.      Analyze ethical/legal considerations for group counseling with the selected specific population/clinical issue (e.g., confidentiality with groups, ethical/legal issues working with minors).

3.      The population used in this special topic paper will be the same population/clinical issue used in the group counseling proposal assignment (LASA).

Your final product should be an 8-10 page Word document (including the cover page and references), using a minimum of 5 scholarly sources. At least one of your references should be from the *Journal for Specialists in Group Work.* Be sure to write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; display accurate spelling, grammar, and punctuation. Use the most current APA format.

RA Grading Criteria

**CO:**1, 2, 4, 5, 6, 7

**PO:**1,2, 3, 5, 6

**ILO:**1, 2, 3, 4, 5, 6

**CACREP Standards:**II.G.1.j., II.G.2.d., II.G.5.a., II.G.6, CMHC E.1-5., CMHC F.3.

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
| Provide a brief review of the recent literature on the selected clinical issue (e.g. depression). | Review cites current scholarly literature of the selected clinical issue. | /20 pts. |
| Analyze group theory/techniques/interventions that are evidence-based for the selected clinical issue(e.g., effectiveness of group counseling with depression). | Analysis provides in-depth reflection of current theories/techniques/interventions for the chosen issue. The need for a variety of techniques/interventions is justified. | /52 pts. |
| Recommend cultural/developmental considerations for the specific population that the group will include (e.g., Latina adolescents in group counseling). | Advocates for utilization of group counseling for the special topic with a specific population. Research cited to support the use of this group for the specific culture (e.g., race, sexual orientation, gender, etc.) and developmental level (e.g., chronological age groups and developmental age, particularly if group members are at a different developmental age than their chronological age). | /52 pts. |
| Analyze ethical/legal considerations for group counseling with specific population/clinical issue (e.g., confidentiality with groups, ethical/legal issues working with minors). | Inclusion of specific ethical codes and local/state/federal laws that directly pertain to the successful implementation of this counseling group. | /52 pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e., APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /24 pts. |
| **Total** |  | **/ 200 pts.** |

**Week 6:**

**Group Counseling Proposal Assignment (LASA)**

**Description of LASA:**

In this assignment, you will build upon the research conducted for the group counseling special topic paper. The purpose of this assignment is to design a developmentally appropriate and culturally sensitive group for a specific clinical issue. Group counseling theories/techniques will provide the framework of activities outlined in the group counseling proposal. In addition, ethical and legal considerations, including crisis management or suicidal/homicidal ideation, will be addressed in the proposal to promote a successful implementation of the group.

**Scenario:**

Your agency administrator has given you the green light to develop a new counseling group for the specified population. You have been asked to create a six session group counseling proposal to work with the identified population to provide counseling or psychoeducation for a specific treatment issue. You may or may not be leading this group yourself. Thus, the group proposal needs to be detailed enough for a co-worker to run the group without you.

**Instructions:**

Develop a proposal for a psychoeducation or counseling group that will run for six-sessions (90 minutes per session – unless with children 30-45 minutes). The proposal should include the following information:

a.                   Describe the overall structure of the group including:

1.       the purpose and goals of the group (e.g., treatment issue, rationale for group);

2.      the length, frequency, and duration of group; and

3.      cultural/developmental considerations in rationale for the group.

b.                  Define eligibility criteria, recruitment strategies, and screening techniques. Include cultural/developmental considerations as related to participant recruitment.

c.                   Analyze and recommend group leadership appropriate for this proposed group.

1.      Describe a leadership style and roles for the leader of group.

2.      Include concrete examples of appropriate group intervention strategies, such as process comments, empathic responses, self-disclosure, feedback, confrontation, and pacing skills across the various stages of a group’s development.

d.                  Generate proposed group norms, process, and procedures. Be specific.

1.      Structure of group (e.g., open/closed groups)

2.      Group rules

3.      Describe how these elements may be adapted by group participants.

e.                   Propose activities/interventions for each session (detailed), and describe how these fit with the anticipated stage of group process (include group handouts in appendix as needed).

1.      Include cultural/developmental considerations while describing activities.

f.                   Provide ethical/legal considerations.

1.      Include how crisis in group will be handled (e.g., psychological first aid strategies for suicidal/homicidal ideation).

2.      Briefly mention any additional ethical/legal considerations as noted in the special topic paper or additional considerations that are relevant to this specific group.

g.                  Explain the group’s evaluation criteria: What will determine whether group goals have been met?

h.                  In a closing paragraph, summarize your proposal and rationale.

Your final product should be a 12-15 page Word document (including the cover page, references, and appendix), using a minimum of 5 scholarly sources. At least one of your references should be from the *Journal for Specialists in Group Work.* Be sure you write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; display accurate spelling, grammar, and punctuation. Use the most current APA format.

LASA 2 Grading Criteria

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Describe the group.  CO: 7  PO:2, 3, 5, 6 ILO:1, 2, 5, 6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5. | Group structure is evident including all of the following: (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/developmental considerations. | /40 pts. |
| Define eligibility criteria, recruitment strategies, and screening techniques.  CO: 7  PO:2, 3, 5, 6 ILO:1, 2, 5, 6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5 | All strategies used to identify, recruit, and screen potential members are specific. All strategies/techniques are justified and follow best practices. Cultural/developmental considerations are included. | /40 pts. |
| Analyze and recommend group leadership appropriate for this proposed group.  CO:3, 5  PO: 1, 5, 6 ILO: 1, 2, 4, 5, 6  CACREP: II.G.1.j, II.G.6.b-e  CMHC F.3. | A selected group counseling leadership style and roles are explained and critiqued. Justification for a specific leadership style and roles is appropriate. Concrete examples of appropriate group intervention strategies are included. | /44pts. |
| Create group norms, process, and procedures.  CO: 4  PO: 5, 6 ILO:2,  4  CACREP: II.G.6.b., II.G.6.e | In regards to group norms, process, and procedures, actions and responsibilities of  group members and group leaders are identified. Recommendations of how the group leader will handle issues are clear. | /44 pts. |
| Propose activates/interventions for each session (detailed), and describe how these fit with anticipated stage of group process (include group handouts in appendix as needed).  CO:2, 5  PO:1, 6 ILO:1, 2, 3, 4, 5, 6  CACREP: II.G.1.j, II.G.6.a., II.G.6.c., II.G.6.d., II.G.6.e, CMHC F.3. | Relevant activities for each session are specific and detailed. All activities are appropriate based on the expected stage of the group’s process. Cultural/developmental considerations are included. | /44 Pts. |
| Provide ethical/legal considerations.  CO:6  PO: 1, 6  ILO: 4, 5  CACREP: II.G.6, II.G.5.g. | The basis for handling any relevant/likely crisis that may occur within the group is clearly explained.  Relevant confidentiality issues that may arise are explained, including recommendations to ensure confidentiality among all group members. Any additional ethical/legal considerations related to specific population are addressed. | /20 pts. |
| Explain the group’s evaluation criteria: What will determine whether group goals have been met?  CO: 2, 7  PO: 2, 3, 5, 6 ILO: 1, 2, 3, 5, 6  CACREP: II.G.6.a-e,  II.G.2.d., CMHC E.1-5. | Clear description of the method used to evaluate group success provided. Evaluation follows current best practices, and is likely to provide a clear determination of whether group goals have been met. | /28 pts. |
| Summarize your proposal and rationale.  CO: 7  PO:2, 3, 5, 6 ILO:1, 2, 5, 6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5 | Summary professionally explains how one would “sell” this group to an administrator with an elevator speech. An administrator would have a clear sense for target population and overall sense of purpose and benefit of group. | /12pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /28 pts. |
| **Total** |  | **/300 pts** |

**LASA Rubric:**

**Group Counseling Proposal Assignment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment Components** | **Unsatisfactory** | **Emerging** | **Proficient** | **Exemplary** | **Score**  **Assign points based upon placement in rubric** |
| Describe the group.  CO: 7  PO:2,3,5,6 ILO:1,2,5,6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5 | Group structure is minimally discussed, with at least one of the following included (or two or three areas discussed with very little detail): (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/ developmental considerations. | Group structure is discussed, with at least two of the following discussed (or three of the areas discussed with lack of detail): (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/ developmental considerations. | Group structure is evident including all of the following: (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/developmental considerations. | Group structure clearly articulated in thorough detail for all of the following: (a) length, frequency, and duration of the group; (b) purpose and goals of the group; and (c) cultural/developmental considerations. | /40 pts. |
| Define eligibility criteria, recruitment strategies, and screening techniques.  CO: 7  PO:2,3,5,6 ILO:1,2,5,6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5 | No or minimal strategies are described or are inaccurate to identify, recruit, and screen potential members. Strategies/techniques are not justified nor do they follow best practices. Cultural/developmental considerations are not included. | Strategies are accurate to identify, recruit, and screen potential members.  Yet they are not justified or follow best practices –OR- cultural/developmental considerations are not included. | All strategies used to identify, recruit, and screen potential members are specific. All strategies/techniques are justified and follow best practices. Cultural/developmental considerations are included. | All strategies used to identify, recruit, and screen potential members are thoroughly detailed , justified, and follow best practices. Cultural/developmental considerations are included. | /40 pts. |
| Analyze and recommend group leadership appropriate for this proposed group.  CO:3, 5  PO: 1, 5, 6 ILO: 1, 2, 4, 5, 6  CACREP: II.G.1.j, II.G.6.b-e  CMHC F.3. | A selected group counseling leadership style and roles are not explained and critiqued. Justification for a specific leadership style and roles is inappropriate. Concrete examples of appropriate group intervention strategies are not included or are inaccurate. | A selected group counseling leadership style and roles are minimally explained and critiqued. Justification for a specific leadership style and roles is not appropriate. Concrete examples of appropriate group intervention strategies are minimally included. | A selected group counseling leadership style and roles are explained and critiqued. Justification for a specific leadership style and roles is appropriate. Concrete examples of appropriate group intervention strategies are included. | A selected group counseling leadership style and roles are thoroughly explained and critiqued. Justification for a specific leadership style and roles is appropriate. Clear concrete examples of appropriate group intervention strategies are included. | /44 pts. |
| Create group norms, process, and procedures.  CO: 4  PO: 5,6 ILO:2, 4  CACREP: II.G.6.b., II.G.6.e. | In regards to group norms, process, and procedures, actions and responsibilities of group members and group leaders are not identified. Recommendations of how the group leader will handle issues are unclear. | In regards to group norms, process, and procedures, actions and responsibilities of  group members and group leaders are minimally identified. Recommendations of how the group leader will handle issues are not fully developed. | In regards to group norms, process, and procedures, actions and responsibilities of group members and group leaders are identified. Recommendations of how the group leader will handle issues are clear. | In regards to group norms, process, and procedures, actions and responsibilities of  group members and group leaders are clearly described. Recommendations of how the group leader will handle issues are presented in depth. | /44 pts. |
| Propose activities/interventions for each session (detailed), and describe how it fits with anticipated stage of group process (include group handouts in appendix as needed).  CO:2, 5  PO:1, 6 ILO:1, 2,3,4,5,6  CACREP: II.G.1.j, II.G.6.a., II.G.6.c., II.G.6.d., II.G.6.e, CMHC F.3 | Relevant activities for all 6 sessions are not presented in enough detail to understand the focus of each session. Activities are inappropriate based on the expected stage of the group’s process. Cultural/developmental considerations are not included. | Relevant activities for each session are presented with general information. Activities are mostly appropriate based on the expected stage of the group’s process. Cultural/developmental considerations are minimally included. | Relevant activities for each session are specific and detailed. All activities are appropriate based on the expected stage of the group’s process. Cultural/developmental considerations are included. | Relevant activities for all 6 sessions are specific and detailed with a concrete outline of activities in the appendix. All activities are appropriate based on the expected stage of the group’s process. Cultural/developmental considerations are included. (A colleague could readily run the group based on the level of specificity provided.) | /44 Pts. |
| Provide ethical/legal considerations.  CO:6  PO: 1, 6  ILO: 4, 5  CACREP: II.G.6, II.G.5.g. | The basis for handling any relevant/likely crisis that may occur within the group is not addressed.  Relevant confidentiality issues that may arise are not discussed. Additional ethical/legal considerations related to specific population are omitted. | The basis for handling any relevant/likely crisis that may occur within the group is minimally addressed.  Relevant confidentiality issues that may arise are briefly discussed, including recommendations to ensure confidentiality among all group members. Additional ethical/legal considerations related to specific population are minimally addressed. | The basis for handling any relevant/likely crisis that may occur within the group is clearly explained.  Relevant confidentiality issues that may arise are explained, including recommendations to ensure confidentiality among all group members. Any additional ethical/legal considerations related to specific population are addressed. | The basis for handling any relevant/likely crisis that may occur within the group is clearly explained, with specific examples included.  Relevant confidentiality issues that may arise are explained, including recommendations to ensure confidentiality among all group members. Any additional ethical/legal considerations related to specific population are addressed with thorough citations for legal and ethical codes. | /20 pts. |
| Explain the group’s evaluation criteria: What will determine whether group goals have been met?  CO: 2, 7  PO: 2, 3, 5, 6 ILO: 1, 2, 3, 5, 6  CACREP: II.G.6.a-e,  II.G.2.d., CMHC E.1-5. | Description of the method used to evaluate group success is absent. Evaluation either is not included, is not based on current best practices, or would not accurately determine whether group goals have been met. | Description of the method used to evaluate group success is provided. However, evaluation is general and there is limited support of how best practices were implemented. | Clear description of the method used to evaluate group success provided. Evaluation follows current best practices, and is likely to provide a clear determination of whether group goals have been met. | Clear description and justification of the method used to evaluate group success provided. Evaluation follows current best practices, and is expected to provide a clear determination of whether group goals have been met. | /28 pts. |
| Summarize your proposal and rationale.  CO: 7  PO:2,3,5,6 ILO:1,2,5,6  CACREP: II.G.6.a-e, II.G.2.d., CMHC E.1-5 | Summary of group is not provided. | Summary provides a brief overview of the proposal with unclear purpose/benefit of group. | Summary professionally explains how one would “sell” this group to an administrator with an elevator speech. An administrator would have a clear sense for target population and overall sense of purpose and benefit of group. | Summary professionally explains how one would “sell” this group to an administrator with an elevator speech to the level of specificity that is the starting point for marketing the group once approved. An administrator would have a clear sense for target population and overall sense of purpose and benefit of group. | /12 pts. |
| **Standard Components** |  |  |  |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Writing is unclear and disorganized and rereading to solidify understanding is frequently necessary. Although an attempt at ethical scholarship is attempted, it is sloppy or incomplete throughout.  Spelling, grammar, or punctuation errors severely interfere with readers’ comprehension.  Citations in text and at the end of the document are not in the correct APA format. | Writing is somewhat clear and is somewhat organized, although rereading to solidify understanding is occasionally necessary.  It demonstrates an attempt at ethical scholarship in accurate representation and attribution of sources, but errors are occasional or minor. Writing has good spelling, grammar, and punctuation, but errors somewhat interfere with readers’ comprehension.  Citations in text and at the end of the document are mostly in the correct APA format. | Writing is generally clear and in an organized manner. It demonstrates ethical scholarship in accurate representation and attribution of sources; and generally displays accurate spelling, grammar, punctuation. Errors are few, isolated, and do not interfere with reader’s comprehension.  Citations in text and at the end of the document are in correct. Many useful ideas are present.  APA format. | Writing is clear, concise, and in an organized manner; demonstrates ethical scholarship in accurate representation and attribution of sources; and displays accurate spelling, grammar, and punctuation.  Citations in text and at the end of the document are in correct APA format. | /28 pts. |
|  |  |  |  | **Total** | **\_\_\_\_ / 300 pts** |

**Comments**

Areas for improvement:

General Comments

**Week 7:**

**Weekly Assignment: 60 pts**

**Group Counseling Article Critique**

 Select one article on the topic of group counseling located in a peer-reviewed counseling journal within the past 5 years (e.g., *Journal of Counseling & Development*, *Journal for Specialists in Group Work, Journal of Clinical Mental Health Counseling, The Professional Counselor*, etc.). The selected topic should be of professional interest to you. After reading the article, describe the methodology and results of the study, or a brief summary of the concepts presented in the article. Describe whether best practices are represented in the article (i.e., critique article with both support of professional literature and own perspective).

Your final product should be a 2-3 page Word document. Be sure you write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; display accurate spelling, grammar, and punctuation. Use the most current APA format.

WA Grading Criteria:

**CO:**1, 2, 3, 4, 5, 6, 7

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Describe the methodology and  results of the study, or a brief summary of the concepts presented in the article. | Brief summary of article is provided. If the article is based on a research study, a summary of the study is provided. If the article is a conceptual article, a summary of the concepts presented are provided. | /24 pts. |
| Describe whether best practices are represented in the article (i.e., critique article with both support of professional literature and own perspective). | Critique of the article includes whether or not the findings or ideas presented are in line with the best practices, as described in class and through course readings. Citations from at least 2 course readings are included for support or disaffirmation of findings/ideas presented in article. In addition to citations from professional literature, student’s original thoughts are included in the critique as well, regarding suitability of findings and implications suggested in the article (e.g., technique, theory, intervention, concepts, ethical implications, etc.). | /28 pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e., APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts. |
| **Total** |  | **/60 pts** |

**Grading Criteria**

|  |  |
| --- | --- |
| **A** | 100 – 93 |
| **A-** | 92 – 90 |
| **B+** | 89 – 88 |
| **B** | 87 – 83 |
| **B-** | 82 – 80 |
| **C+** | 79 – 78 |
| **C** | 77 – 73 |
| **C-** | 72 – 70 |
| **D+** | 69 – 68 |
| **D** | 67 – 63 |
| **D-** | 62 – 60 |
| **F** | 59 and below |

*Grading Scale                                                             Grading requirements*

***LASA Course***

|  |  |
| --- | --- |
| *Discussion and Participation* | *32%* |
| *Weekly Assignments* | *18%* |
| *RA* | *20%* |
| *LASA* | *30%* |
|  | *100%* |

**Attendance, Academic Policies, and Library**

<http://syllabi.courseassets.com/gradargpolicies.pdf>