



## Winter 2023 COURSE SYLLABUS

**COURSE INFORMATION**      **SOCW 617-A &B** *Advanced Clinical Practice: Group Psychotherapeutic Skills*  
Meets on alternate Sundays\*

*All times mentioned in the course syllabus are for Eastern Standard Time (EST)*

**SOCW 617 A Hybrid:** 4:00-6:00pm (EST)

**SOCW 617 B Online:** 1:30-3:30 (EST)

**PREREQUISITE(S)/ COREQUISITE (S):** Acceptance into Advanced Standing, or completion of Foundation curriculum.

### **LEAD INSTRUCTOR (S)**

**Name:** Evie Nogales Baker, LCSW

**Office:** Daniells Hall # 2211

**Office Hours:** Tuesday 10am- 3pm (EST) and Thursday 10am-1pm (EST) Schedule appointment here: <https://calendly.com/evien/meeting>

**Office Phone:** 423.236.2640

**Cell phone:** (423) 400-1073

**E-mail:** [evien@southern.edu](mailto:evien@southern.edu)

### **Hybrid Clinical Mentor**

**Name:** Elaine Lee Bradway, LMSW

### **Virtual Clinical Mentor**

**Name:** Deanna King, LCSW

### **ONLINE LEARNING**

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu). Students should use *Google Chrome* as their browser to access eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

**REQUIRED TEXTS**

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). Basic Books.

**SUPPLEMENTAL TEXTS**

Corey, G. (2023). *Theory and practice of group counseling*. Cengage Learning.

**COURSE DESCRIPTION**

*In this course, students develop mezzo skills for intervening in complex situations with therapeutic groups. Students acquire advanced evidence-based practice knowledge for psychotherapeutic assessment and intervention.*

**SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION:**

<b>Social Work Core Values (NASW, IFSW)</b>	<b>Biblical Foundation</b>
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

**LEARNING OUTCOMES AND COURSE COMPETENCIES:**

Upon completion of this course, students will:

<b>Competency</b>	<b>Practice Behaviors/Course Outcomes</b>
Competency 1 - Demonstrate Ethical and Professional Behavior	1A Practice personal reflection and self-correction in developing ethical, and inclusive practice clinical measures.  1B demonstrate professional oral and written communication skills  1D Use supervision and consultation to guide professional clinical judgement
Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2A Develop and implement strategies that strive to eradicate discrimination in any form in a group clinical setting.

Competency	Practice Behaviors/Course Outcomes
Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	<p>2B Engage in practices to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>3A Demonstrate knowledge of clinical group barriers of inclusion, such as, age, race, gender, ethnicity, class, orientation.</p>
Competency 4 - Engage in Practice-Informed Research and Research-Informed Practice	<p>3A Practice implementing strategies to remove barriers of inclusive and safe therapeutic clinical environment;</p> <p>4A Access and inform research findings on strategies that meet the practice needs of specific populations;</p> <p>4B Identify, analyze and select contemporary best practice group clinical interventions that appropriately meet the needs of a diverse target issue/population;</p>
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities	<p>6A Examine evidence-based practices to prepare for professional anti-racist and anti-oppressive engagement across target systems;</p>
Competency 7 - Assess with Individuals, Families, Groups, Organizations, and Communities	<p>7A Apply conceptual theoretical frameworks to critique, analyze and guide the processes of assessment, intervention, and evaluation.</p> <p>7B Demonstrate respect for the client’s self-determination the clinical process through collaboration of goal and treatment.</p>
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>8A Examine evidence informed interventions as well as engage with clients to implement a culturally responsive approach to achieve the clients goals;</p> <p>8B Integrate culturally responsive methods to improve cohesion within a clinical group setting. macro level evidence-based strategies with organizations and/or communities;</p>
Competency 9 - Evaluate Individuals, Families, Groups, Organizations, and Communities	<p>9B Critique and analyze outcomes and evaluate methods to improve clinical practice with groups.</p>

**COURSE DIVERSITY ELEMENTS:** Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture,

immigration status, color, political ideology.

**COURSE DIFFERENCE ELEMENTS:** socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim.

**STUDENT'S COMMITMENT LEVEL FOR SUCCESS:** In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3-credit course, you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week (i.e. face-to-face week = 3 hours of class + 6 hours coursework; online week = 3 hours of online work + 6 hours coursework).

## LEARNING ACTIVITIES

**Class Participation, Professionalism & Attendance:** See School of Social Work attendance policy. Points are awarded for participation in F2F meetings and in the online environment. Polite and professional communication is expected, with correct written content, free of mistakes, shorthand, or "txt" language.

**Online Learning/Lectures:** Since this program is taught in a hybrid model, every other week's learning activities will take place using E-class/Moodle. Discussion posts, module activities and lectures are made visible for each module the day after class day. Students are expected to review all lectures before class begins in preparation for practice of skills for the next class period. Students are responsible for accessing E-class to identify and accomplish the assignments posted there. *Students are given points for the % percentage of the videos watch and the completion of activities within the lecture.* Lectures/videos are opened the start of the module week. **NOTE:** Students can start and stop throughout the week the program is able to show when you have completed the entire lecture. Each lecture provides questions, and short answer questions to further cement your learning. Lectures must be reviewed before the following synchronous class period. Readings assigned for each module are expected to be completed before the next F2F class. You must come to class prepared with the content knowledge to practice new skills.

**Group Participation/ Group Process Reflection:** Each student will be assigned to a small group and given a profile character to participate in an interpersonal process group with their classmates during class time. For the Group Process Reflection, students will write a two (2) page reflection for each group experience from an academic and experiential perspective. Detailed instructions and rubrics will be given on E-class/Moodle.

**Module Group Video Paper:** Students will be able to view video demonstration examples of group therapy experiences throughout the semester in the module. Students will write a 1-page minimum double-spaced paper examining and connecting the methods discussed within the readings and lecture for the week. The focus of this assignment is to expose you to various groups, group leader styles, and client populations, as well as consider the different styles of application of course content.

**Module Activities:** Modules may contain specific small assignments to support students' major assignments in this course. These assignments will be indicated within each designated module with a deadline.

**Group Dialogue Corrections Assignment:** Students will receive ten (10) examples of dialogue that they may hear in a group therapy session that demonstrate poor or ineffective skills by the therapist. Based on the readings and lecture, students will analyze and draw connections

that explain the ineffective skill's rationale. Each student will then transcribe a corrected dialogue demonstrating a therapist's effective use of the group Psychotherapeutic skills.

**Psychotherapy Group Therapy Skills Demonstration Video and Post-reflection paper:** Students will record a **20-minute video** (using YouTube, Panopto or Loom) demonstrating their therapeutic group skills. Students will be expected to have a minimum total of 3 with a maximum of 5 participants in the group. Students will create profiles and activities for the group members. No personal scenarios or clients should be used for this assignment. This video is unscripted and should last a minimum of 20 minutes. Detailed rubric will be given on E-class/Moodle for the demonstration video and reflection paper. Students will arrange a time with their clinical mentor instructor to review their video. You will evaluate your skills, theoretical assumptions used, and elements of intervention made by you during the session. All videos will be graded by their clinical mentor's instructor who have been mentoring their skills the semester. \* This is a portfolio product.

\* **Group Intervention Assignment Live Presentation:** Students will be preassigned into small groups to plan a demonstration of a case simulation group intervention exercise designed for a specific therapy group of any age group or population of their choice. Groups will initially present their specialized group then role play presenting specific aspects/topics from our course readings. Each student in the group will have their own client profile to portray and present.

\* **Group Intervention Assignment Presentation Post-Reflection:** Following the Group Presentation students will be expected to evaluate their growth and complete a paper reflecting on the overall experience.

**EVALUATION: *The final grade will be based on the following:***

E-class lectures	16	Pts
Attendance	10	Pts
Group Process/Participation Reflections	20	pts
Module Group Video Paper	10	pts
Module activities	20	pts
Group Dialog Correction Assignment	20	pts
Psychotherapy Group Therapy Skills Demonstration Video and Reflection	35	pts
* Group Intervention Assignment Live Presentation	25	pts
Group Intervention Assignment Presentation Post-Reflection	15	pts
TOTAL POINTS:	171	pts

*\* These designated assignments are considered portfolio products. To receive portfolio credit, each portfolio product must be uploaded to your Social Work Portfolio Site by the deadline date and time. See e-class for more directions on how to create and manage your social work portfolio site.*

**Trauma Exposure, Self-Care, and Trauma-Informed Teaching**

Some of the material in this course and how it is presented may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put helping professionals and trainees at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and returning from it. Be sure to do periodic self-checks on how the material in the course – and how the material is delivered and discussed – is affecting you.

Titration exposure, limiting exposure before bedtime, and practicing grounding techniques if you start feeling overwhelmed can be helpful

strategies for minimizing and managing distress. Getting support from friends, family, peers, and mental health professionals is also important, especially if you have risk factors that might make you more likely to be triggered by some material or you find yourself becoming distressed. **Southern Center for Counseling and Emotional Wellness** is free to all students; appointments can be made by calling (423) 236-2492. And, of course, please talk with me if you are having difficulties with any aspect of the course. I am committed to using trauma-informed teaching and learning principles to cultivate an educational environment that is congruent with social work values, reduces the risk of traumatization, and supports your resilience and success in the course and the profession.

----- **ALL WORK MUST BE TYPED. NO HANDWRITTEN WORK WILL BE ACCEPTED.** -----

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**GRADING SCALE:** Grades will be based on a percentage of the total possible points.

100 – 94: A	79 – 77: C+
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	62 – 60: D-
79 – 77: C+	59 and below: F

#### **SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:**

In keeping with university policy, any student with a disability who needs academic accommodations should call Disability Support Services at 423-236-2574 or visit Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disability](http://www.southern.edu/disability) support. Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

#### **SCHOOL OF SOCIAL WORK POLICIES:**

*Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.*

#### **A. General Course Policies**

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;

- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

**B. "Participation" (formerly Attendance):**

Southern's MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skill-based approach. Because of this engagement model of instruction, students must participate/attend each F2F sessions scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance/Participation Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell.** If you are unwell, please **notify your professor immediately**, if possible within 24 hours- there is no penalty for this! You are NOT required to present a medical excuse at this time (this may change throughout the semester as COVID-19 related issue change).
3. Students may only sign in for themselves, whether online or in-person. Signing in for another students is considered an ethical violation that may lead to dismissal from the program.
4. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
5. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
6. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation preferably in advance of class.
8. If a student has an unexcused absence which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.
9. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.
10. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the

class is at the discretion of the professor on a case-by-case basis.

11. **Communication with your instructor is key to your success in the course.**

**C. Late Assignment Policy**

The MSW program at Southern is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

**General:**

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted on a case by case basis (please check Attendance Policy).
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

**D. Policy on Academic Honesty and Integrity**

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized. This includes "self-plagiarism."  
<https://www.turnitin.com/blog/what-is-self-plagiarism-and-what-does-it-have-to-do-with-academic-integrity>
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

**POLICY PROCEDURES**

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
  - a. Redoing the assignment



- b. Failing the assignment without opportunity to make up points
  - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

### **AI Policy**

As an institution committed to Christian values and the highest educational standards, Southern Adventist University urges faculty and students to prayerfully and critically evaluate how and when we use generative AI and other emergent technologies. Using AI tools can short-circuit critical thinking and impede learning goals. Further, because it is based on the accumulated work of others, it can also pose ethical problems and violate standards of academic integrity. For that reason, it is the policy of Southern Adventist University that students use generative AI tools only after consultation with their instructor or when specifically invited to use it as part of an assignment. Inappropriate use may be penalized.

### **Disclaimer:**

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*This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.*

### **Turnitin:**

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*Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.*

### **E. Electronic Media Policy**

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
  - a. For this particular class, the following are some activities NOT ALLOWED during face-to-face in person or virtual meetings; however, exceptions may be granted based on prior communication with the instructor:
    - Answering a phone call
    - Texting

- Surfing the web unrelated to class work or social media
  - Watching movies or YouTube videos unrelated to class work
  - Picture-taking during class
  - Recording devices, unless pre-approved by professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
- b. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may request that the activity to cease. In this situation, the professor also reserves the right to request students to surrender the device for the duration of the class period.
  - c. Disrespect for this common courtesy may result in professionalism grade reduction.
2. When their use is allowed, students must not abuse the use of cell phones in class.
    - a. Generally, cell phones should be turned off, or place on silent mode during face-to-face meetings. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
    - b. Students must NOT engage in text messaging in the classroom, unless so directed as part of a course exercise.
    - c. Students who create disturbance with ringing cell phones or text messaging will be warned if the behavior continues.
  3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

## **F. Incomplete Grade Policy**

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an I will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

## **POLICY PROCEDURES**

To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team and signed by the MSW Program Director and the School of Social Work Dean.

## **POLICY FORMS**

1. Plan for Incomplete or Remediation form

### **G. Remediation and Extension Policy**

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

#### **COURSE/COMPETENCY REMEDIATION**

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

### **H. Progression-Retention Policy**

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
  - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
  - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:

- a. Academic honesty breaches
  - b. Failing the field practicum
  - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

### ***POLICY PROCEDURES***

1. In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.
2. Challenges to program termination decisions will follow the Grievance Policy.

### **I. Graduation Policy**

There are a number of processes that must be addressed prior to an MSW student being cleared for graduation. Students who are preparing to graduate have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Graduation Policy was developed to outline the details of the required steps prior to graduation.

In order to be considered eligible for graduation clearance, students must complete the following requirements:

1. Submission of the online Graduation Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)

### ***POLICY PROCEDURES***

1. Complete and submit the university's Graduation Contract form available online at [southern.edu/records](https://southern.edu/records).
2. Communicate with the MSW program office in the School of Social Work ([msw@southern.edu](mailto:msw@southern.edu)) to verify graduation eligibility.

### **Zoom Meeting Guidelines:**

For courses that utilize Zoom for virtual (or hybrid) class meetings, please comply with the below Zoom etiquette guidelines.

- Log into Zoom using your **authenticated Zoom account** that Southern has provided to you. This permits your professor to know that you are a registered student and not an outside individual attending the class without permission.
- **Dress appropriate** for class.
- **Mute** your sound unless you are speaking.
- Turn your **video camera on during class time**. Your face should also be seen. This enables class interaction and engagement. Please also remember that your camera is on and you should refrain from any activities that you would prefer the online world not see. If you do need to use the restroom or other "video off" activity, simply mute your audio and turn off your camera until you return.

- **Avoid doing distracting activities** while in class. While you may be tuning in from the comforts of your home, you are still in an academic class and your behaviors on camera should support that level of professionalism.
- **Be aware of your surroundings.** Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a Virtual Background to hide what you don't want seen.
- Zoom class periods are like in-class experiences, but virtual. Thus, **please display professional, academic behaviors** just as you would in a live, in-person class.

### **Syllabus Policy/Disclaimer**

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. The professor, however, reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

**The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.**

**Course Schedule**  
**SOCW 617-A & B – Advanced Clinical Practice: Group Psychotherapeutic Skills**  
**Winter 2024**

**ASSIGNMENTS DUE DATES:** All assignments are due on the F2F Sunday by **1:30PM (EASTERN)**, unless otherwise specified in specific module instructions.

**Syllabus Policy:** The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

DATES	Learning Activities	Assignments Due Learning Products *=Portfolio Product
<b>Orientation New Students</b> Jan. 7 <b>Module#1</b> Jan 7-14	<b>Eclass Read/Articles:</b> Counselman, E. F. (2008). Why study group therapy? <i>International Journal of Group Psychotherapy</i> , 58(2), 265-272. <a href="https://doi.org/10.1521/ijgp.2008.58.2.265">https://doi.org/10.1521/ijgp.2008.58.2.265</a>  Corey, G., Williams, G. T., & Moline, M. E. (1995). Ethical and legal issues in group counseling. <i>Ethics &amp; Behavior</i> , 5(2), 161-183. <a href="https://doi.org/10.1207/s15327019eb0502_4">https://doi.org/10.1207/s15327019eb0502_4</a>  Singh, A. A., Merchant*, N., Skudrzyk*, B., & Ingene*, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers.  (n.d.). Association for Specialists in Group Work. <a href="https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf">https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf</a>	Syllabus Overview  <b>Module Activity 1 due Jan. 14 @1:30PM (EASTERN).</b>
<b>F2F Jan. 14</b>		
<b>Module#2</b> Jan. 14-28	<b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapters 1-3  <b>Eclass Articles/Chapter:</b> Forsyth, D. R. (2021). Recent advances in the study of group cohesion. <i>Group Dynamics: Theory, Research, and Practice</i> , 25(3), 213-228. <a href="https://doi.org/10.1037/qdn0000163">https://doi.org/10.1037/qdn0000163</a>	Module#2 learning activities due:  Module 2 activity <b>Jan. 28 @1:30PM (EASTERN)</b>  Module Group Video Paper #1 due <b>Jan. 28 @1:30PM (EASTERN)</b>

Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). Cengage Learning. Chapter 13 *Using Counseling Theories in Group*

Seelman (2021) Reconceptualizing the Knowledge Base: The imperative for critical theories and perspectives in social work education.

### F2F – Jan 28

#### Module#3

Jan. 28 – Feb. 11

#### Textbook Readings:

**Yalom et al., 2020** Chapters 4-5

#### Eclass Articles:

Dana T. Jebreel, Ronda L. Doonan, & Victor Cohen. (2018). Integrating spirituality within Yalom's group therapeutic factors: A theoretical framework for use with adolescents. *Group*, 42(3), 225. <https://doi.org/10.13186/group.42.3.0225>

Rose, S. D., & Chang, H. (2010). Motivating clients in treatment groups. *Social Work With Groups*, 33(2-3), 260-277. <https://doi.org/10.1080/01609510903551241>

Kivlighan, D. M. (2014). Three important clinical processes in individual and group interpersonal psychotherapy sessions. *Psychotherapy*, 51(1), 20-24. <https://doi.org/10.1037/a0032162>

Module #3 learning activities:

Group Reflection/Group Process Paper #1 Due **Feb. 11 @1:30PM (EASTERN)**

Module Activity 3 **Feb. 11 @1:30PM (EASTERN)**

### F2F – Feb 11

<p><b>Module#4</b> Feb 11 – Feb 25</p>	<p><b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapters 6-7 &amp;12</p> <p><b>Eclass Articles:</b> Miles, J. R., Anders, C., Kivlighan, D. M., &amp; Belcher Platt, A. A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. <i>Group Dynamics: Theory, Research, and Practice</i>, 25(1), 74-88. <a href="https://doi.org/10.1037/gdn0000149">https://doi.org/10.1037/gdn0000149</a></p> <p>Livingston, L. R. (2006). No place to hide: The group leader’s moments of shame. <i>International Journal of Group Psychotherapy</i>, 56(3), 307-324. <a href="https://doi.org/10.1521/ijgp.2006.56.3.307">https://doi.org/10.1521/ijgp.2006.56.3.307</a></p> <p>Kurland, R. (2006). Planning: The neglected component of group development. <i>Social Work with Groups</i>, 28(3-4), 9-16.</p>	<p>Module #4 learning activities</p> <p>Group Participation Group Process Reflection #2 Due <b>Feb. 25 @1:30PM (EASTERN)</b></p> <p>Group Dialogue Assignment <b>Due Feb. 25 @ 1:30PM (EASTERN)</b></p>
<p><b>F2F – Feb 25</b></p>		



<p><b>Module#5</b> Feb 25 – Mar 10</p>	<p><b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapters 8-9</p> <p><b>Eclass Articles:</b> Smokowski, P. R., Rose, S., Todar, K., &amp; Reardon, K. (1999). Postgroup-casualty status, group events, and leader behavior: An early look into the dynamics of damaging group experiences. <i>Research on Social Work Practice</i>, 9(5), 555-574. <a href="https://doi.org/10.1177/104973159900900503">https://doi.org/10.1177/104973159900900503</a></p> <p>Debiak, D. (2007). Attending to diversity in group psychotherapy: An ethical imperative. <i>International Journal of Group Psychotherapy</i>, 57(1), 1-12. <a href="https://doi.org/10.1521/ijgp.2007.57.1.1">https://doi.org/10.1521/ijgp.2007.57.1.1</a></p>	<p>Module #5 learning activities</p> <p>Psychotherapy Group Therapy Skills Demonstration Video Due <b>Mar. 10 @1:30PM (EASTERN)</b></p> <p>Group Participation Group Process Reflection #3 Due <b>Mar. 10 @ 1:30PM (EASTERN)</b></p> <p><b>Schedule consultations with mentors to review the outline of the presentation.</b></p>
<p><b>F2F – Mar 10 Supervision Consultations for Videos</b></p>		
<p><b>Module#6</b> Mar 10 – 24</p>	<p><b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapters 10 &amp; 11</p> <p><b>Eclass Articles:</b> Lietz, C. A. (2007). Strengths-based group practice: Three case studies. <i>Social Work with Groups</i>, 30(2), 73-87.</p> <p>Wayne, J., &amp; Gitterman, A. (2004). Offensive behavior in groups: Challenges and opportunities. <i>Social Work with Groups</i>, 26(2), 23-34.</p> <p>Atieno Okech, J.E., Pimpleton-Gray, A.M., Vannatta, R., &amp; Champe, J. (2016). Intercultural conflict in groups. <i>The Journal for Specialists in Group Work</i>, 41(4), 350-369.</p>	<p>Module #6 learning activities</p> <p>Psychotherapy Group Skills Reflection Paper Due <b>Mar. 24 @1:30PM (EASTERN)</b></p> <p>Module Activity 4 <b>Mar. 24 @1:30PM (EASTERN)</b></p> <p><b>Prepare for your final projects Group Intervention Assignment Presentations.</b></p>
<p><b>F2F – March 24</b></p>		

<p><b>Module#7</b> Mar 24 – Apr. 7</p>	<p><b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapter 13-14</p> <p><b>Eclass Articles:</b> Shapiro, E.L. &amp; Ginzberg, R. (2002). Parting gifts: Termination rituals in group therapy. <i>International Journal of Group Psychotherapy</i>, 52(3), 319-336.</p> <p>Mangione, L., Forti, R., &amp; Iacuzzi, C. M. (2007). Ethics and endings in group psychotherapy: Saying good-bye and saying it well. <i>International Journal of</i></p>	<p>Module #7 learning activities</p> <p>Group Participation Group Process Reflection #4 Due <b>Apr. 7 @ @1:30PM (EASTERN)</b></p> <p><b>Group Intervention Assignment Live Presentations Round 1</b></p>
	<p>Group Psychotherapy, 57(1), 25-40. <a href="https://doi.org/10.1521/ijgp.2007.57.1.25">https://doi.org/10.1521/ijgp.2007.57.1.25</a></p>	
<p><b>F2F – Apr. 7</b></p>		
<p><b>Module#8</b> Apr. 7 – 21</p>	<p><b>Textbook Readings:</b> <b>Yalom et al., 2020</b> Chapter 15</p> <p><b>Eclass Articles:</b> Sakdalan, J. A., Shaw, J., &amp; Collier, V. (2010). Staying in the here-and-now: A pilot study on the use of dialectical behaviour therapy group skills training for forensic clients with intellectual disability. <i>Journal of Intellectual Disability Research</i>, 54(6), 568-572. <a href="https://doi.org/10.1111/j.1365-2788.2010.01274.x">https://doi.org/10.1111/j.1365-2788.2010.01274.x</a></p> <p>Marmarosh, C. L., &amp; Tasca, G. A. (2013). Adult attachment anxiety: Using group therapy to promote change. <i>Journal of Clinical Psychology</i>, 69(11), 1172-1182. <a href="https://doi.org/10.1002/jclp.22044">https://doi.org/10.1002/jclp.22044</a></p>	<p>Module #8 learning activities</p> <p><b>Group Intervention Assignment Live Presentations Round 2</b></p> <p>Module Group Video Paper # 2</p> <p>Group Intervention Assignment <u>Self-Reflection</u> Due by <b>April 30 @1:30PM (EASTERN)</b></p>
<p><b>F2F – April 21 (Last F2F)</b></p>		

## Group Participation/ Group Process Reflection

### Assignment:

Students will participate in an interpersonal process group with their fellow classmates during class time. Each student will be assigned to a small group for the semester to either practice or participate in an exercise during a mock group therapy session. Each student will be given a profile character who they will be portray in the group. **Note:** The student has the discretion to alter to the name and adjust areas of the client story to help them conform to their character if needed.

### Instructions:

The purpose of this section is to describe, identify and relate how these experiences could also impact or influence their future clients in clinical group therapy. For the Group Process Reflection students will write a two (2) page reflection from both a psychotherapeutic clinical group lens, and a reflective experiential perspective. A description of each section is shared below. Students will write about any discussions or interactions that took place during the group session.

### Mechanics/APA:

Each reflection paper will need to be a minimum of two (2) pages double-spaced and in APA 7th edition format. No title page is required. When referencing an article or readings, cite sources.

Points will be lost for missing clinical group and experiential components, page length, grammar/punctuation, and APA style errors.

*These papers should be written in first person.*

Please split your reflection using the following experiential and group clinical component as your headings:

In the **Clinical Group component**, Students will describe, examine, connect and support what they observed based on the concepts they are learning in this course from their readings, and lectures. For example: A student would be able to share their experience and build connections to different group dynamics or discuss any techniques or activities used by the leaders.

In the **Experiential component**, Students will share a significant experience that occurred during the session and reflect on the impact made to your character in the group. Students will include their personal thoughts and feelings about themselves or others in the group. Write about any discussions or interactions that took place from your personal perspective.

Examples of content that would set up each section in experiential vs. academic reflection:

**Experiential:** I was really nervous about this session because to topic was on conflict and I hate conflict personally...

**Clinical Group:** To me our group is in the stage known as....

## Module Group Video Paper

**Assignment:** Students will have the opportunity to view video demonstration examples of group therapy experiences throughout the semester in the module. The focus of this assignment is to expose you to a variety of different groups, group leader styles and client populations, as well as consider the different styles of application of course content.

**Instructions:** Student will write a paper examining and connecting the methods discussed within the readings and lecture for the week.

**Mechanics/APA:**

Each paper will need to be a minimum of one (1) page double-spaced and in APA 7th edition format. No title page is required. When referencing an article or readings, cite sources.

Points will be lost for not applying concepts from your readings to support your observations, page length, grammar/punctuation, and APA style errors.

*These papers will be written in first person.*

**Psychotherapy Group Therapy Skills Demonstration Video** Students will demonstrate themselves by facilitating a group therapy session for at least 20 minutes and a maximum of 30 minutes (using YouTube or Loom), demonstrating their group psychotherapeutic group skills from the rubric. Students will be expected to create profiles and activities for the group. No personal scenarios or actual clients will be used for this assignment (no exceptions). The video will be unscripted.

**Instructions:**

This assignment aims to design, implement, and facilitate an initial clinical group therapy session, applying the skills learned from this course. Students will record at least 20 minutes of a therapy group session (using YouTube, Panopto, or Loom) demonstrating their therapeutic group clinical skills. Students will be expected to have a minimum total of 3 with a maximum of 5 participants in the group. Group **participants will be identified and selected by the student**. I.e. friends, family members, colleagues

1. Students will create and submit profiles of their diverse client population and the clinical activities for the group members. This information will be shared within the Preparation for Group Facilitation Demonstration Video form (Module 3) before their video submission. The student will be responsible for identifying their group participants to record. A minimum of 3 with a maximum of 5 participants in the group. No personal scenarios or clients will be used for this assignment.
2. The video the student will submit will be unscripted and must be at least 20 minutes and a maximum of 30 minutes (points will be deducted). The skills rubric will provide the student with a guide on the skills the student will be expected to demonstrate during the exercise. \*Instructors understand these videos are simulations. We are looking for the intention and each student's understanding of how the skill must be demonstrated.
3. Students will arrange a time with their clinical mentor to review their video and receive a supervision consultation over their group clinical skills over a section where they facilitated a clinical group intervention exercise.
4. A reflection paper will be submitted following the student's consultation. As part of this assignment, students will compare and contrast their analysis with the feedback received in supervision, as well as consider methods for improvement.

\* This is a portfolio product.

**Example of Module Activity: Preparation for Group Facilitation Demonstration Video**

1. What is the overall purpose/goal for my group is... (the larger purpose for why you would be meeting as a group multiple times).
2. My objective for the first session of my group is... (just for this one session, what is your objective to achieve the above goal?).
3. I will begin my group and set a positive tone by doing the following...

4. My role as a facilitator is...
5. I plan to use the following two evidenced based exercises that relate specifically to the purpose for the session. Briefly describe each exercise and apply the objective to your purpose for the session.
6. Address how you will attend to multicultural/diversity issues that demonstrate you are advocating for clients to improve their conditions or break down barriers that might impede their success.
7. Share the character profile for each group participant. (For this mid-term assignments there is a minimum of 3 participants required for your group. Groups participants will be gathered by the student. Ie. friends, family members, colleagues):

**Psychotherapy Group therapy Skills Demonstration Video Instructions:**

Students will record a 20-minute video (using YouTube or Loom) demonstrating their therapeutic group skills. Students will be expected to create profiles and activities for the group. No personal scenarios or actual clients will be used for this assignment (no exceptions). The video will be unscripted and should last a minimum of 20 minutes. Below are the expectations

Group Leader Behavior	Mentee Feedback
<b>Purpose...</b>	
Clarified the purpose of the group when necessary. The Leader understood the purpose of the group and communicated this to the members when necessary	
Explained his/her role	
Explaining and clarifying group rules	
Addressed confidentiality (received either verbal or behavioral recognition)	
Helped members verbalize expectations	
Promoted an inclusive and safe environment to improve the cohesion of a multicultural/diverse group setting.	
<b>Focus...</b>	
Established and maintained the group's focus	
The Leader brought the group's focus back to the agenda/purpose when necessary	

Was able to appropriately shift the focus from a person to a topic and back when necessary	
Was able to deepen the focus when necessary	
Encouraged members to look at other members	
Checked out the comfort level of members when necessary	
Drew out members	
Cut off members when necessary	
<b>Rounds &amp; Dyads...</b>	
Demonstrated the use of rounds	
Used dyads	
<b>Exercises...</b>	
Demonstrated, as appropriate, two kinds of exercises	
Appropriately introduced the exercises	
Appropriately processed the exercises	
<b>Use of two Yalom's 11 Curative Factors</b>	
Instillation of hope, Universality, Imparting information, corrective recapitulation, socializing techniques, imitative behavior, interpersonal learning, group cohesiveness, catharsis, existential factors	

### Psychotherapy Group Skills Demonstration Video Reflection

Once the students review their video with their clinical mentor or the lead instructor, the student will go back and review themselves on video and evaluate their work. Students will then write a two-page reflection that will include both their self-assessment along with the feedback shared by their mentor/instructor. The summary will reflect the students' strengths, new or improved clinical skills, and areas for future growth. This can include missed opportunities to use a skill to enhance better communication between you and the client, how much you talked compared to your group members. Be sure to review your posture and appearance during the video and what messages were possibly conveyed during the session.

The student will be expected to refer to specific materials related to this course, clinical mentor supervision/consultation as well as the knowledge values and skills of the profession.

The paper will include the following:

1. Describe the process of the group session and your perspective of what you actually did as the group facilitator in the session (Share what techniques and skills you used during the session?).
2. Describe how you saw the group members respond over the course of the session.

3. Discuss what you observed about each group member's response over the course of the session. Phrase this as though you are writing a group case note on each member. Did any specific member issues surface?
4. Describe how the technique you used influenced inclusivity and promoted member-to-member dynamics. If this was missed, explain what you would have done differently by sharing what you would say and do in the specific scenario to improve in this specific area.
5. What did you do that you thought went well? What were your strengths as leader during the session?
6. What would you have done differently?
7. What other thoughts, observations, and/or reflections do you have about your learning experience?



## Group Therapy Intervention Assignment

### Part A \* Group Intervention Assignment (25 points):

The final product will (1) reflect what students have learned throughout the semester and (2) draw connections by examining their knowledge, values, and skills as clinical social work group practitioners throughout the exercise.

In preassigned groups, students will create a mock therapy group that demonstrates their understanding and integration of the material covered in this class. The objective will be to present a section from a mock group therapy session, which will all be scripted. The script would need to include roles for a minimum of 4 group members. (not including the facilitator). The group will submit a completed script of one of the group therapy sessions that would meet the requirements of the group assignment.

Students will initially present their mission and proposed framework of the group they would be facilitating, then present a prepared scripted group therapy session where the clinical simulation in which class members will participate as potential clients for your group based on the characters created.

Groups will cite references from the research textbook and include at least three (3) additional scholarly peer-reviewed journal articles that address your specific group intervention to support the overall purpose and clinical goal for group treatment.

### Group Intervention Preparation Outline

The handout provides students with an outline to complete with you group partner in preparation for the Group Intervention Assignment. The assignment list components for the assignment that will need to be gathered in preparation for the assignment. Students will complete the outline for the mentor to review and share feedback.

1. Identify a mission purpose and a population for your group, identify the type of group. (**Tip:** Consider selecting a population with one DSM-V TR diagnosis first)
2. Discuss your style of group leadership and how you perceive your role in the group.
3. Summarize the findings of at least three journal sources that address a) the therapeutic method you will be using (ie. CBT; solution focused therapy); b) evidenced based intervention activity/exercise; c) Address any potential concerns/ideas/issues for your type of group.
4. Present an organizational framework of your group: how many sessions; what, specifically and in detail, will be covered during each meeting; what types of exercises, opened/ closed session; methods to promote inclusivity and social justice that will be used.
5. Discuss what session you will presenting in your mock group therapy session and begin developing your script. Share the stage of group development and indicate what you might expect in terms of developmental issues during your selected group session. Provide suggestions for facilitating group development that may occur during the session.
6. Address how you will attend to cultural societal factors. How will you ensure everyone is included and has access to what they need to understand the material discussing.
7. Share a brief profile of potential characters for your group along with their goals.

### Mock Group Therapy Script

Before class, students will submit the script of their identified group therapy sessions. Students will be graded based on their level of completion, clarity, accuracy and detail.

The script will need to **identify clearly** the sections found in the Grading Rubrics Psychotherapeutic Group Intervention Presentation Assessment (see below). This assignment will be due on the day of the presentation.

**Group Presentation** On the day of the presentation each group will provide a brief introduction of their group by PowerPoint to the class. Each presentation will be approximately 5-8 minutes and will include the following:

1. Description of the setting where the group would be held.
3. What type of group?

4. Share the specific population you are targeting.
- 5.. Share your goals/purpose for the group.
6. Provide the format of the group- ie. an open or closed group and share your rationale and methods of promoting an inclusive and socially just setting.
7. What stage of development is this group in currently?
5. Discuss the intervention you selected. Support your decision with what research discusses on its effectiveness for this population. (Provide APA reference)
6. Introduce your diverse group of clients and share their goals.

### **Mock Group Therapy Session Demonstration**

Immediately following their introduction, presenters will then facilitate a role play selecting a section from their clinical group therapy session script. One group member will perform the role of the clinical group social worker and the other member(s) will play one of the roles of the clients using their created client profiles.

The remaining characters will be supplemented by the preassigned members chosen for the group. Presenters will be expected to provide their scripts to each member outside of their group on the day of their designated live presentation. The clinical simulation can take up to 20 minutes depending on time and number of groups in class.

If unequal participation occurs, then the instructor reserves the right to deduct points from any individual group member(s).

**Helpful Tips:** Some helpful tips for this assignment: 1) Start research early, do not wait until the last minute to complete this assignment. The script can be approximately 25-30 pages; 2) Use Google Docs to share and build on the document feature; 3) Utilize your resources and seek consults from your instructor or mentor

## Grading Rubric Psychotherapeutic Group Intervention Presentation Assessment

Leader Behavior	Feedback	
<b>Getting Started...</b>		
Helped members get reacquainted		
Set a positive tone. The group's beginning was interesting and set the proper tone		
<b>Purpose...</b>		
Clarified the purpose/objective of the group session for the day and connected it to the purpose of the group (goal).		
The Leader understood the purpose of the group session and communicated this to the members when necessary		
Explained his/her role for the day		
Explaining and clarifying group rules		
Addressed confidentiality (received either verbal or behavioral recognition)		
Explained how the group will be conducted		
Helped members verbalize expectations for the session		
Promoted an inclusive and safe environment to improve the cohesion of a multicultural/diverse group setting.		
<b>Focus...</b>		
Established and maintained the group's focus		
The Leader brought the group's focus back to the agenda/purpose when necessary		
Was able to appropriately shift the focus from a person to a topic and back when necessary		
Was able to deepen the focus when necessary		
Encouraged members to look at other members		
Checked out the comfort level of members when necessary		
Drew out members		
Cut off members when necessary		
<b>Rounds &amp; Dyads...</b>		
Demonstrated the use of a rounds		
Used dyads		
<b>Exercises...</b>		
Demonstrated, as appropriate, two kinds of exercises		
Appropriately introduced the exercises		
Appropriately processed the exercises		
<b>Use of two Yalom's 11 Curative Factors</b>		
Instillation of hope, Universality, Imparting information, corrective recapitulation, socializing techniques, imitative behavior, interpersonal learning, group cohesiveness, catharsis, existential factors		
<b>Dealing With Problem Situations... effectively dealt with two of the following problems:</b>		
The chronic talker, The dominator, The distractor, The rescuing member, The negative member, The resistant member, The member who tried to "get the leader", Silence, Sexual feelings, Crying, Hostile members, Prejudice and insensitivity		
<b>Closing:</b>		
Planned for and conducted an effective close for the session		
Summarized and highlighted the main points of the group		

Reinforced commitments made by the members	
Allowed time for closing	
<b>One of the following:</b> Explained any special terms when necessary Was sensitive to any multicultural/diversity issues as necessary Focused on content when necessary Addressed questions as necessary	
<b>Basic Skills...The Leader:</b>	
*Demonstrated active listening	
*Demonstrated reflection	
*Demonstrated clarification and questioning	
*Demonstrated summarizing	
*Demonstrated encouragement and support	
*Demonstrated use of eyes	
*Demonstrated effective use of voice	
*Demonstrated effective energy	
<b>One of the following:</b> Identified allies where appropriate Demonstrated linking Demonstrated modeling and self-disclosure when appropriate Demonstrated mini-lecturing and information-giving Demonstrated an understanding of diversity when necessary	
<b>Total Possible</b>	

**Part B \* Group Intervention Assignment Presentation Self-Reflection:**

Following the Group Presentation students will be expected to complete a 2–3-page paper double spaced (no title page necessary) reflecting on the overall experience and your role as a group therapist.

The full points will only be awarded to those students who demonstrate critical insight, professional transparency, and genuineness.

Please include the following content within your paper:

1. What did you learn about yourself by fulfilling this assignment?
2. *In what areas did you perform well?*
3. *In what areas did you perform less well?*
4. What did you learn about group therapy and leading groups by doing this assignment?
5. *What insights do you take away from this experience?*
7. *How did your partner(s) support you?*
8. *What were their areas opportunities for growth in your partnership?*
9. *Did you address these strengths and growth areas with your partner? Share rationale for decision and your evaluation on the effectiveness of this decision.*

**Reflections & Issues**

Please answer the questions for **one of the following issues with a minimum of two paragraphs**. Choose the issue that is most relevant to the client population in your video. If one of the issues did not arise in the case simulation script itself, discuss the potential issues could develop based on the dynamics of the group you created.

**A. Cultural Issues:**

What are the cultural issues that surfaced during the session (**or could have** surfaced based on your group/

target population? How did you handle it during the session (if it did not surface, how could you handle cultural issues that might surface for your group/ target population?) What might you have done differently to increase the cultural competence of your skill delivery?

B. **Ethical Issues:**

What are the ethical issues that surfaced during the session (***or could have*** surfaced based on your group/ target population)? How did you handle ethics during the session (if none surface, how could you handle ethical issues that might surface on for group/ target population)? What might you have done differently to increase the ethical delivery of your facilitation skills?

C. **Social Justice Issues:**

What are the social justice issues that surfaced during the session (***or could have*** surfaced based on your group/ target population)? How did you handle issues of social justice during the session (if none surface, how could you handle social justice issues of your group/ target population)? What might you have done differently to increase social justice for the group?

This paper is a **portfolio product** and requires you to engage in **critical thinking** about how each interaction, while satisfactory, could be improved. Your comments are how you evidence critical thinking. Please use your textbook to help you utilize the appropriate skill language in your comments. Do not forget to cite your sources with APA 7th.