*Please note: This is a sample syllabus only. Instructors reserve the right to make updates/changes to their syllabi on a continuous basis. Thus, this syllabus might not reflect the most updated version.

**Syllabus**

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**CEP 566: Group Counseling**

**Dr. Backlund LMHC**

*New Mexico State University – Las Cruces, micback@nmsu.edu*

**Margaret Johnson TA**

*New Mexico State University – Las Cruces, maggie8@nmsu.edu*

**CLASS MEETING TIME:** Class will no longer be meeting in person on Tuesdays. Co-facilitation groups will meet every week before Tuesdays at 11:59 pm and quizzes will be due each Tuesday before 11:59 pm. Recorded lectures will be uploaded onto Canvas to be viewed by students on their own time.

**START DATE:** January 28, 2020

**DELIVERY METHOD:** Online

**CREDIT HOURS:** Three credits

**OFFICE:** 201 B O’Donnell Hall

**PHONE:** 646-1925: 202-6196

**OUTLOOK E-MAIL:** micback@nmsu.edu

**OFFICE HOURS:** Wednesday's noon - 4:00 pm or by appointment through Zoom; Please text to make an appointment AND to notify me you have sent an email
INSTRUCTOR AVAILABILITY: Help ensure that all student emails are confidential. CANVAS emails often attach to threads and place student communication with the instructor at risk. Therefore, always use outlook when contacting the professor through email (see address above). Other communication options include face-to-face, phone, and Skype. The instructor will respond to texts within 24 hours Monday-Friday, please identify yourself and your course, CEP 566; I return weekend emails on Mondays.

REQUIRED TEXTBOOK:

ADDITIONAL RECOMMENDED TEXT:

CEP 566 Group Theory and Process Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

<p>| PROFESSIONAL COUNSELING IDENTITY- SECTION 2: 6. GROUP COUNSELING AND GROUP WORK |</p>
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Corresponding Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.6.a. theoretical foundations of group counseling and group work</td>
<td>• Weekly reading assignments with 10 in class quizzes.</td>
</tr>
<tr>
<td>2.F.6.b. dynamics associated with group process and development</td>
<td>• Quiz</td>
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<tr>
<td>2.F.6.c. therapeutic factors and how they contribute to group effectiveness</td>
<td>• Yalom Reading</td>
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<td>2.F.6.d. characteristics and functions of effective group leaders</td>
<td>• Pre and post “Group Leader Self-Efficacy Survey”</td>
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<td>2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members</td>
<td>• Co-facilitation project with triatic supervision.</td>
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<td>2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings</td>
<td>• Quiz</td>
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<tr>
<td>2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups</td>
<td>• Final group projects and presentations of 12 group types with varying populations.</td>
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<td>2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a</td>
<td>• Takeaway project.</td>
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<td>• 10-hour Community Group Assignment.</td>
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</table>
minimum of 10 clock hours over the course of one academic term

**Key Performance Indicator (KPI)**

<table>
<thead>
<tr>
<th>CACREP Core Area</th>
<th>KPI</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Counseling Orientation and Ethical Practice</td>
<td>6. Students will be able to identify, demonstrate, and experience dynamics associated with group process and development with an emphasis on culturally relevant practice.</td>
<td>Facilitate a group and participate in a group. Students are required to design to co-design two group experience for their classmates. They will act as the facilitator for one group experience and as the co-facilitator for the other experience. They will also participate as a group member in those groups where they do not have a facilitating role.</td>
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</tbody>
</table>

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT: This class is an opportunity to integrate our human service values. Because the course is experiential, there may be moments of disagreement and conflict. If this occurs, the expectation will always be for us to listen and communicate respectfully to one another. Please turn off cell phones during class. Unexpected family concerns sometimes arise; please notify the instructor or TA.

GROUP PARTICIPATION AND LEADERSHIP SKILLS: Because of the experiential nature of this course, participants are required to take risks by engaging in group role-plays and simulations, both as group leaders and group members. For your comfort and emotional safety, the class will establish group rules to abide by throughout the semester. As is the case with all courses offered through this program, we will act respectfully toward one another as we strive to further professional development. Any concerns about ethical or cultural issues that may arise should be discussed openly in class or privately with the instructor.

COURSE ASSIGNMENTS:

1. Attendance and participation in class (100 pts). It is essential that you attend class and come prepared and ready to participate. When class members are absent or not engaged, the group experience is impacted. For this course, there are NO EXCUSED
ABSENCES. Attendance and participation are graded as follows: (a) 1 missed class: 0 points deducted; (b) 2nd missed class: 10 points deducted; (c) 3rd misses class: 20 additional points deducted (30 points total deducted); 4th missed class: 20 additional points deducted after 4 misses classes, you will be required to retake the course.

2. Pre-course and post-course “Group Leader Self-Efficacy Survey” (10 points each = 20 points total).

3. In-Class Quizzes. There are 10 in-class quizzes (10-points each = 100 total points).

4. Co-Facilitation Projects (40 pts per group/All or nothing). Please see new Zoom Instructions for Co-Facilitation Project on Canvas under Modules. In class, you will be required to co-lead two groups. First, will be either a research discussion group regarding a peer-reviewed journal article on the group process, chosen by you and your co-facilitator. You can choose one from appendix I, or find a peer reviewed article of your choice. However, all articles must be uploaded to Canvas by February 14th at 11:59 pm. Another required group is a process group. Co-facilitators must provide a video both groups, with clear audio, to your professor. This will ensure that you can receive real-time feedback from the professor and TA. Your group facilitation will be pass-fail. You will need to meet with Dr. Backlund or Maggie Johnson before you co-lead your groups to collaborate on your proposal. As a co-facilitators, failure to show up for your group assignment would warrant department remediation. If all parties agree, switching dates with your peers is an option. Please inform the TA of any substitutions. Details of these assignments are below.

REMEMBER: YOU MUST OK YOUR OUTLINE WITH THE INSTRUCTOR OR TA AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION.

5. Final Group Project (50 points). The final project for this course is a work-group project. The assignment involves working with 6 - 7 other students throughout the recording of the presentation to Canvas. During these final project presentations, EVERY work-group member will be expected to speak and take a portion of responsibility for the overall presentation. The presentation will focus on a specific type of group with a specific type of population in a specific setting and should include the following content. Please see instructions and requirments below. (NOTE: With the exception of #2: The Group Rating/Reflection Form, which is due on 5/5/20, all of the following materials and the recording of the presentation are due on Canvas on 5/12/20)

REMEMBER: YOU MUST OK YOUR OUTLINE WITH THE INSTRUCTOR OR TA AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION.
6. Final Project Discussion Board (50 points). View TWO of your classmates final presentations on canvas. It should be a 250 word minimum thoughtful post about your classmates presentations that you viewed. Also reply to three of your classmates discussion post with a 100 word minimum reply. These discussion posting will be due on **05/14/2020** at 11:59 pm.

7. 10 – Hour Community Group (50 pts.). Attend a 10-hour (minimum) community group and write a two-page summary and critique of your group experience [this is a personal report about the purpose of the group, what delivery methods were used, any changes you would recommend, and how the group impacted you and others. The 10-Hour Group Participation Summary is due on 5/12/20 at 11:59 pm. and should include the following: Please include a. and b. below.

   a. Name, dates, times, of the group in which you participated
   b. Name and credentials of the facilitator(s)

*Check Module “Quick Links,” Here are some posted options for this assignment. Feel free to email Maggie Johnson with options you may have come across. She will add them to this page.

IF YOU CHOOSE A GROUP NOT ON THE QUICK LINKS LIST, PLEASE RUN IT BY INSTRUCTOR OR TA.
Grading Scale out of possible 450 points.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<tr>
<td>A-</td>
<td>91 - 92%</td>
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<td>B+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>61 - 62%</td>
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<td>F</td>
<td>Below 61%</td>
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WEEKLY SCHEDULE OF CLASS TOPICS The following schedule is approximate.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TENTATIVE PLAN</th>
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<tbody>
<tr>
<td>1</td>
<td>1/28</td>
<td>Introductions</td>
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<td>Write and Share</td>
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<td>Speed Date (Not)</td>
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<td>Review Syllabus</td>
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<td>Unpacking, process</td>
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<tr>
<td>2</td>
<td>2/4</td>
<td>READING: Yalom, Ch 1,2,3</td>
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<td></td>
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<td>QUIZ: 1</td>
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<td></td>
<td></td>
<td>SMALL GROUP: Instructor-led fishbowl</td>
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<td></td>
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<td>LECTURE: Group Counselor Skills</td>
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<td>SMALL GROUP: Instructor-led fishbowl</td>
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<td></td>
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<td>SYLLABUS REVIEW: Presentation sign-ups: Final Project Group Time</td>
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<td><strong>3</strong>   2/11</td>
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<td></td>
<td></td>
<td><strong>READING:</strong> Corey’s, Ch 1, 2</td>
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<td><strong>QUIZ:</strong> 2</td>
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<td></td>
<td><strong>Group Leader Self-Efficacy Scale</strong> (Due today, please upload on canvas).</td>
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<td><strong>LECTURE:</strong> Intro to Group Work; The Group counselor</td>
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<td><strong>GROUP EXPERIENCE:</strong> Large Fishbowl</td>
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<td><strong>Reminder:</strong> Research Article Submitted to Professor for approval. Please upload to CANVAS due 2/14/20</td>
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<td><strong>4</strong>   2/18</td>
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<td><strong>READING:</strong> Corey’s, Ch. 3</td>
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<td><strong>QUIZ:</strong> 3</td>
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</tbody>
</table>
|   |   | *Next week’s discussion group sends out their article by this evening to your group members (through canvas email) and instructors (uploaded into canvas).**  
**PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.** |
|   |   | **LECTURE:** Ethical & Legal Issues |
|   |   | **STUDENT RESEARCH GROUP:**  
Group A: Britney Devine and Luis Esquivel  
Group B: Zoe Olivo and Rose Urquidi  
Group C: Luisa De Le Torre Moreno and Aryn Gandara  
Group D: Kaylon Griffith Blanca and Martinez-Rolle  
**PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.** |
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<tr>
<td>5</td>
<td>2/25</td>
<td><strong>READING:</strong> Corey’s, Ch. 4</td>
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<td><strong>QUIZ:</strong> 4</td>
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<td><strong>LECTURE:</strong> Theories and Techniques of Group Counseling</td>
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<td><strong>STUDENT PROCESS GROUP:</strong></td>
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<td>Group A: Christina Smith and Vanca Fain</td>
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<td>Group B: Blanca Garcia and Amy Quimby</td>
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<td>Group C: Shiloe Valles and Paloma Nava</td>
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<td>Group D: Patricia Aguirre and Jacob Gonzalez</td>
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<td>6</td>
<td>3/3</td>
<td><strong>READING:</strong> Corey’s, Ch 5; Yalom, Ch 5</td>
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<td><strong>QUIZ:</strong> 5</td>
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<td></td>
<td><strong>LECTURE:</strong> Forming a Group</td>
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<td>*Next week’s discussion group sends out their article by this evening to your group members (through canvas email) and instructors (uploaded into canvas). <strong>PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.</strong></td>
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<td><strong>STUDENT RESEARCH GROUP:</strong></td>
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<td>Group A: Mariana Diaz and Sayde Mendivil</td>
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<td>Group B: Sylvia Turman and Carina Leyva</td>
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<td>Group C: Jenny Barrera and Sandra Guzman</td>
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<td>Group D: Laine Johansen and Kerstin Miller</td>
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<td><strong>INSTRUCTOR-LED DISCUSSION/VIDEO:</strong> Initial (Norming) Stage</td>
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<td><strong>GROUP EXPERIENCE:</strong> Guest-led large group or fishbowl</td>
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</tbody>
</table>
| 7  | 3/10 | READING: Corey’s, Ch 6  
QUIZ: 6  
LECTURE: Initial Stage of a Group  
STUDENT PROCESS GROUP:  
Group A: Laura Ann Esposito and Maricruz Alfaro-Solis  
Group B: Kelsey Brumfield and Lorena Garcia  
Group C: Rosa Contreras and Kaitlyn Boyer  
Group D: Ashley Ellison and Rafael Garcia |
| 8  | 3/17 | EXTRA SPRING BREAK  
QUIZ AND ASSIGNMENTS MOVED TO WEEK 10 |
| 9  | 3/23-27 | SPRING BREAK MONDAY – FRIDAY, MARCH 23-27 |
| 10 | 3/31 | READING: Corey’s Ch 7 & 8  
*Next week’s discussion group sends out their article by this evening to your group members (through canvas email) and instructors (uploaded into canvas). *PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.  
QUIZ: 7  
LECTURE: Transition Stage of a Group  
LECTURE: Working Stage of a Group  
STUDENT PROCESS GROUP:  
Group B: Edith Melendez and Vivian Urueta  
Group C: Brianna Dever and Jasmin Casillas  
Group D: Emily Portillo and Jaimie Jones |
<table>
<thead>
<tr>
<th>11</th>
<th>4/7</th>
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<tbody>
<tr>
<td><strong>READING:</strong> Corey’s Ch. 9</td>
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<tr>
<td><strong>QUIZ 8</strong></td>
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</table>
| **STUDENT PROCESS GROUP:**
  | Group A: Brittney Devine and Luis Esquivel |
  | Group B: Zoe Olivo and Rose Urquidi |
  | Group C: Luisa De Le Torre Moreno and Aryn Gandara |
  | Group D: Kaylon Griffith and Blanca Martinez-Rolle |

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<th>4/14</th>
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<tbody>
<tr>
<td><strong>READING:</strong> Corey’s Ch. 10</td>
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<tr>
<td>*Next week’s discussion group sends out their article by this evening to your group members (through canvas email) and instructors (uploaded into canvas). <em>PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.</em></td>
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<td><strong>QUIZ:</strong> 9</td>
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<tr>
<td><strong>LECTURE:</strong> Final Stage of a Group</td>
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</tbody>
</table>
| **STUDENT PROCESS GROUP:**
<p>| Group A: Christina Smith and Vanca Fain |
| Group B: Blanca Garcia and Amy Quimby |
| Group C: Shiloe Valles and Paloma Nava |
| Group D: Patricia Aguirre and Jacob Gonzalez |</p>
<table>
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<tr>
<th>13</th>
<th>4/21</th>
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<tbody>
<tr>
<td><strong>READING:</strong> Corey’s Ch. 11</td>
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</table>
| *Next week’s discussion group sends out their article by this evening to your group members (through canvas email) and instructors (uploaded into canvas). **PLEASE DOUBLE CHECK THE GROUP FACILITATION SCHEDULE ON CANVAS FOR POSSIBLE CHANGES.**
| **QUIZ:** 10  |
| **LECTURE:** Groups in School Settings |
| **STUDENT RESEARCH GROUP:** |
| Group A: Mariana Diaz and Sayde Mendivil |
| Group B: Sylvia Turman and Carina Leyva |
| Group C: Jenny Barrera and Sandra Guzman |
| Group D: Laine Johansen and Kerstin Miller |

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<thead>
<tr>
<th>14</th>
<th>4/28</th>
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<tbody>
<tr>
<td><strong>LECTURE:</strong> Groups in Community Settings</td>
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<tr>
<td><strong>STUDENT PROCESS GROUP:</strong></td>
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<tr>
<td>Group A: Laura Ann Esposito and Maricruz Alfaro-Solis</td>
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<td>Group B: Kelsey Brumfield and Lorena Garcia</td>
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<td>Group C: Rosa Contreras and Kaitlyn Boyer</td>
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<td>Group D: Ashley Ellison and Rafael Garcia</td>
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<td>Date</td>
<td>Assignment Due</td>
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</table>
| 5/5  | STUDENT RESEARCH GROUP:  
       Group B: Edith Melendez and Vivian Urueta  
       Group C: Brianna Dever and Jasmin Casillas  
       Group D: Emily Portillo and Jaimie Jones  
       GROUP RATING/REFLECTION FORM DUE BY 11:59 pm  
       GROUP LEADER SELF-EFFICACY SCALE DUE BY 11:59 pm | |
| 5/12 | ALL FINAL GROUP PROJECTS DUE; UPLOAD TO CANVAS BY 11:59 P.  
*Work group types found on Appendix II  
Group 1: Narrative Approach + a workgroup type from the list below.  
Group 2: Psychoanalytic Therapy + a workgroup type from the list below.  
Group 3: Psychoeducational Group: Re: Crisis Counseling  
Group 4: REBT Therapy + a workgroup type from the list below.  
Group 5: Person-Centered Therapy + a workgroup type from the list below.  
10-HOUR GROUP PARTICIPATION SUMMARY DUE BY 11:59 pm  
FINAL PROJECT DISCUSSION BOARD [DUE 5/14/20] | |

CO-FACILITATION PROJECT OUTLINE

I. Pre-Group Planning
a. Get with your co-leader and talk about the reading in advance (or video, IF YOU WANT TO USE KANOPY VIDEO TO AID YOUR RESEARCH PRESENTATION, YOU MUST CONTACT DR. BACKLUND OR MAGGIE JOHNSON WELL IN ADVANCE, SO THEY CAN ORDER THEM FROM LIBRARY SERVICES).
b. Please work together with the other group in your room regarding how to record your sessions with clear audio. This may take some planning if you are assigned to room 241.
c. Together, brainstorm possible topics that your group might bring up based on their reading.
d. Depending on what room you are in, you may discuss how to preset the room or reconfigure it after the lecture.
e. Discuss co-facilitator responsibilities?
f. Do you need/want any props for any of the group phases?
g. Please intentionally plan for each of the three following within-group phases.

II. The Beginning or Warm-Up Stage
   a. Make a plan for opening the group.
   b. This might include an activity, rating exercise, initial reflection, and more. You may want to use a go around.

III. The Middle or Working Phase
   a. What do you think the central learning piece is for this reading (or video)?
   b. You might include a series of questions for reflection
   c. You may include an activity that will help embed what you want your members to remember.

IV. The Closing Phase
   a. Identify what the purpose of your closing is.
   b. What is the "take-home" message you want for your group members?

Maybe you don't want to "pre-plan" the take-home message, if so, how will you help group members develop and identify their own message?

“pre-plan” the take-home message, but if so, how will you help group members develop their own take-home messages?

REMEMBER: YOU MUST OK YOUR OUTLINE WITH THE INSTRUCTOR OR TA AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION.
FINAL GROUP PROJECT & DISCUSSION BOARD

FINAL PROJECT OVERVIEW (50 points): The final project for this course is a work-group project. The assignment involves working with 6 - 7 other students throughout the semester to provide 50-60 minutes professional presentation to the class via uploading a recording of the presentation to Canvas. During these final project presentations, EVERY work-group member will be expected to speak and take a portion of responsibility for the overall presentation. The presentation will focus on a specific type of group with a specific type of population in a specific setting and should include the following content (NOTE: With the exception of #2: The Group Rating/Reflection Form, which is due on 5/5/20, all of the following materials and the recording of the presentation are due on Canvas on 5/12/20)

1. One 50-60-minute video recording of the presentation (perhaps recorded through zoom or any other online meeting forum) with all group members present and participating
   a. PowerPoint Presentation including:
      i. History or development of this group type
      ii. Current empirical status based on a review of the scientific literature (5 articles minimum)
      iii. Discussion of appropriate applications for the group, as well as limitations or cautions
      iv. How group informed consent is handled
   b. An original group screening questionnaire for this particular group
   c. A flyer or brochure that would be used to advertise this group
   d. A two-page (one sheet double-sided) handout with the essential information about how to run this type of group, including a list of resources on how your classmates can further their education and skill development in this area

2. Due on 5/5/20: 1-page Group Rating/Reflection Form rating of all participants in the workgroup and reflection on the work-group process and what went well and what would have helped it go better. The workgroup rating should include the following:
   a. Identify the workgroup’s topic and members
   b. Identify which member(s) you perceived taking the lead in the following tasks:
      ■ Initiation of the group and overall communication and organization
      ■ Contributing stimulating or original ideas
      ■ Developing PowerPoints or other presentation preparation
      ■ Delivery of the presentation
      ■ Content area: history or development of this type of group
      ■ Content area: the creation of the group flyer
      ■ Content area: the current empirical status based on a review of the scientific literature
■ Content area: discussion of appropriate applications for the group, as well as limitations or cautions
■ Content area: how group informed consent is handled
■ Content area: Creating a group screening form
■ Content area: 2-page handout with the essential information about how to run this type of group

c. In many cases, workgroups naturally have individuals who over-function and under-function.
   ■ Who would you identify as contributing the most, overall, to your group functioning?
   ■ Who would you identify as contributing the least, overall, to your group functioning?

d. In one paragraph, summarize the overall most significant strengths of your group presentation and the biggest weaknesses of your group presentation.

DISCUSSION BOARD

DISCUSSION BOARD OVERVIEW (50 points): View 2 of your classmates’ final presentations on Canvas. Then make a 250-word minimum thoughtful post about your classmates’ presentations that you viewed. Also reply to 3 of your classmates’ discussion posts with a 100-word minimum reply. These discussion postings will be due on 5/14/20 at 11:59 pm.

REMEMBER: YOU MUST OK YOUR OUTLINE WITH THE INSTRUCTOR OR TA AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION.
Appendix I

Optional Research Group Articles


Appendix II

FINAL PROJECT WORKGROUP TOPICS: A list of potential final project workgroup topics is below (in no particular order), but please feel free to focus on whatever content you like—but you will need to get approval from me to assure your topic is appropriate and to avoid redundancy.

- Parent education group for teen mothers
- Couple communication skills
- Bereavement groups for high school students
- Outdoor/Wilderness/adventure-based groups
- Psycho-educational depression or anxiety or PTSD groups;
- Anger management for middle schoolers
- TF-CBT group (e.g., CBITS)
- Reality therapy group for incarcerated youth or adults
- Anti-bullying groups for girls or boys or both
- Men’s or women’s groups
- Social skills/self-esteem for youth diagnosed with attention-deficit/hyperactivity or autism spectrum disorder
- Circle of Security parenting group
- Alcohol/drug education group (e.g., Motivational Enhancement)
- DBT group for borderline personality disorder traits
- MBSR group for depressed adults

If you have an original idea, please run it by the instructor or Maggie Johnson.
Appendix III

Co-Facilitation Project Outline

I. Pre-Group Planning
   a. Get with your co-leader and talk about the reading in advance (or video, IF YOU WANT TO USE KANOPY VIDEO TO AID YOUR RESEARCH PRESENTATION, YOU MUST CONTACT DR. BACKLUND OR MAGGIE JOHNSON WELL IN ADVANCE, SO THEY CAN ORDER THEM FROM LIBRARY SERVICES).
   b. Please work together with the other group in your room regarding how to record your sessions with clear audio. This may take some planning if you are assigned to room 241.
   c. Together, brainstorm possible topics that your group might bring up based on their reading.
   d. Depending on what room you are in, you may discuss how to preset the room or reconfigure it after the lecture.
   e. Discuss co-facilitator responsibilities?
   f. Do you need/want any props for any of the group phases?
   g. Please intentionally plan for each of the three following within-group phases.

II. The Beginning or Warm-Up Stage
   a. Make a plan for opening the group.
   b. This might include an activity, rating exercise, initial reflection, and more. You may want to use a go around.

III. The Middle or Working Phase
   a. What do you think the central learning piece is for this reading (or video)?
   b. You might include a series of questions for reflection
   c. You may include an activity that will help embed what you want your members to remember.

IV. The Closing Phase
   a. Identify what the purpose of your closing is.
   b. What is the "take-home" message you want for your group members?
   c. Maybe you don't want to "pre-plan" the take-home message, if so, how will you help group members develop and identify their own message?