Course Description: Supervision in the creation and maintenance of small group process for the purpose of career development. Application of theoretical models is stressed concurrently with entry level skills in the facilitation of small groups and career counseling. Graded S/U only. Prerequisite: 542, 543, admitted to counseling program. (SIU-C Graduate Catalog 2008-2009).

This practicum course gives counseling students direct experience facilitating psychoeducational groups on career decision-making under the training and supervision of faculty and doctoral students. The course is composed of three parts: Classroom-based content and training; Group and Individual/Triadic Supervision of Group; and Group Facilitation experiences.

Content Area: Professional Practice—This practicum is one of two practicum courses that, combined, provide students with direct contact hours that meet or exceed those as specified by CACREP 2009 Professional Practice standards. The other practicum course is either EPSY 548b Individual Practicum (for CLMHC and MCFC track students) or EPSY 548a (for SC track students).

CACREP Professional Practice Standards (Section III): Students successfully completing this practicum will have earned at least 45 total practicum hours (out of the CACPRE-required 100), a minimum of 32 hours of which are direct contact hours in the form of small group facilitation (out of the CACREP-required 40). During a typical 15-week academic term, group practicum students will receive 1 hr./week individual/triadic supervision (F2), and an average of 2hrs/wk group supervision (F3). In addition, students will video tape all group sessions for supervision (F4), and receive formal evaluation of counseling performance (F5).

CACREP Professional Identity Standards (Section II). In addition, this course provides students with additional learning experiences in line with standards II 6 a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; and d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
Methods of instruction: This practicum uses a variety of teaching methods designed to provide counselor trainees with both experience in and support for developing and leading a small group. Methods of instruction include lectures, experiential training exercises, group discussion, observation of groups, and group facilitation. Additional instruction occurs during supervision; students are required to video tape all group facilitation experiences and regularly present these in group supervision of group and in individual or triadic supervision of group.

Recommended text:

Required readings: (available on D2L)

Additional readings may be assigned by instructor throughout semester as needed.

Knowledge and Skill Outcomes:
The purpose of the Career Group Practicum course is to provide counseling students with supervised practice in group facilitation skills. The course provides counseling students with advanced experience in several counseling-related areas. As a result of successful completion of this course, students will be able to:

1. Effectively use basic group leadership skills in the facilitation of a psychoeducational group. (CACREP II G 6 b)
2. Maintain accurate documentation and records in accordance with professional standards. (CACREP III G4)
3. Present educational content related to career, including career theory, assessment interpretation, life-span career development issues, current research, and multicultural career issues in a group setting. (CACREP II G 4)
3. Gain insight into self as group worker and develop ability to critically evaluate group works skills and professional development through individual/triadic and group supervision.
4. Understand group development theory, process, and conceptualization during group facilitation. (CACREP II G 6 a)

Student performance evaluation criteria and procedures:
1. Attendance and Participation (50 points)
   a. Students are expected to attend all practicum class meetings, all individual or triadic supervision sessions, and all EPSY 100 group sessions.
2. Professional Behavior (250 points)
   a. Maintenance of all records
      i. Practicum time sheets (weekly supervision & group session log)
      ii. Group session process notes
      iii. Attendance & grade records (EPSY 100)
   b. Regular preparation for all supervision sessions and EPSY 100 course group sessions, including regular meetings with supervisor and co-leader.
   c. Maintaining professional, ethical and supportive relationships with peers, co-leaders, instructors, supervisors and EPSY 100 group members.
3. Completion of all course assignments, reading and homework.

Assignments:
Multicultural issues in career group counseling paper……………. …50 points
Weekly Reflection Journals…………………………………………………100 points
Group Activity Application paper………………………………………...100 points
Leadership Skill Development paper……………………………………50 points.

Points: 600-400 = Satisfactory; 399> = Unsatisfactory

Practicum Responsibilities:
Group Session Process Notes: Using the form attached, group leaders will complete one document per group session. Co-leaders may collaborate on one set of notes or take turns sharing the responsibility of process notes for each session, per supervisor’s instructions. The purpose of the session notes is to maintain a record of important events that have occurred in each session, track group development, and develop conceptualization and intervention skills related to group leadership. Process notes must be signed off by supervisors each week. Treat process notes as confidential documents: Do not identify group members by name (use only initials or pseudonyms), and maintain the notes in a secure location at all times.

Practicum Time sheets: Maintain an accurate accounting of your practicum hours, including direct contact hours and indirect hours. Supervisors must review and sign off on these every week.
Assignments:

1. **Multicultural Issues in Career Group Counseling paper (50 points).** Read Clark, M.A., Severy, L. & Sawyer, S.A. (2004). Write a 3-4 page paper describing your current thoughts regarding working with group members who are culturally different than you. What ideas presented in the article stand out to you and how have informed your thinking? How might your current ‘place’ in your career development help or hinder your ability to be helpful to your future group members? What assumptions do others make about your ethnicity, gender, sexual orientation, etc and how might this hinder or help your effectiveness as a group leader? What concerns do you have about how differences might emerge in group? What are some ways you can address cultural differences in your group?

2. **Weekly Leader Reflection Journals (10 points/wk x 10 wks =100):** Leaders will write a reflective journal entry, focused on their leadership experiences in their groups that week. These entries should be no more than 2 pages long per session. The purpose of these journal entries is to help you to record and reflect on your feelings and reactions regarding your group (and co-leadership relationship, if applicable). Each week’s journal entries will be emailed to the instructor by Friday midnight, beginning Week 5. Your pre-group journal (due week 5) should focus on your thoughts and feelings prior to your initial session.

3. **Group Activity Application paper (100 points).** Read Jones, K.D. & Robinson, E.H. (2000). Choose 1 Career Instrument (listed below) and 1 Career Group activity (listed on activity description sheet and in session outlines). Read through career instrument directions and activity description. Briefly summarize the goal or purpose for each. Using ideas and suggestions presented in the article, describe your plan to a) administer and interpret the career instrument and b) present and facilitate the activity. Questions to consider: How will you introduce each activity to the group? What questions do you anticipate group members having and how will you address these? What are some important considerations for the instrument/activity to be successful or helpful? How can you tell if the activity/instrument has been helpful to group members? What processing questions will you ask to help group members make sense of the activity/instrument results?
   - CDSE
   - CDDQ
   - Kiersey
   - Skills Profiler
   - Interest Profiler

4. **Leadership skill development paper (50 points):** Reflect on and summarize your group work skills. Consider your leadership lab experiences, feedback received in group and individual/triadic supervision and the Group Leader Skills assessments (completed at mid-term & end of semester with supervisor). Include copies of both assessments with your paper. In 2-3 pages, write a self-assessment across the 4 group leader behaviors/responsibilities (Yalom, 1995): Executive Functions, Meaning Attributions, Caring, & Emotional Stimulation. What group leader skills or behaviors are you good at, what progress have you made, and what areas of development and growth do you still have?
**Disability Support:**
If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**Academic Integrity:**
Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade on an assignment to expulsion from the university depending on the severity of the offense. Refer to SIU Student Handbook for further clarification. All students: Review [http://www.plagiarism.org/learning_center/what_is_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html) for a brief overview of plagiarism and the benefit of accurate citations within your work.

**University’s Emergency Procedure Clause:**
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Disabled Students:** Instructors and students in the class will work together as a team to assist disabled students out of the building safely. Disabled students will stay with the instructor and communicate with the instructor what is the safest way to assist them.
Group Progress Note
(Session Conceptualization)

Facilitator(s)____________________________________
Date_____________
Section #________
   Session #_______
   1. Members present? (List first names only or initials.)

2. How was introduction handled? (Include agenda, focus, and links to prior sessions/assignments).

3. What group development/therapeutic factors were evident this session? (List factors & give evidence for each).

4. How did activities during this session contribute to group development? (May want to relate to #3 above).

5. How did activities during session contribute to individual development? (Who seemed to get the most out of the session? Who learned the most? Who participated the most? Etc)

6. What were the critical incidents (events or comments that shift group direction, energy, mood, etc) during this session?
7. **Focal Conflict Conceptualization**: Identify the following group processes or interactions:

<table>
<thead>
<tr>
<th><strong>Group Focal Conflict Theory</strong></th>
<th><strong>Application Table</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What themes emerged? (Repetitive interactions represent members’ collective concerns)</td>
<td></td>
</tr>
<tr>
<td>What is the disturbing motive (DM)? (The wish: what do members want to openly express?)</td>
<td>What is the reactive motive (RM)? (The fear: what are members afraid will happen if the DM is expressed?)</td>
</tr>
<tr>
<td>What is the group focal conflict? (DM vs RM = anxiety)</td>
<td></td>
</tr>
</tbody>
</table>

**Enabling Solutions (ES):** What is the group doing to express the DM or RM?  
**Restrictive Solutions (RS):** What is the group doing to avoid addressing the DM or RM?  

**Solutinal conflicts:** Are members disagreeing about how to resolve the focal conflict? Which members are more likely to support ES? Who is more likely to support RS?  

**Leader Interventions:** What have you done (or not done) to change group process? What do you plan to do in the next session and why?

8. How was the session processed and closed? Were all activities adequately completed? Was the entire session processed? Was there any unfinished business?

9. What will you focus on in the next session?  
   a. Session content planning  
   b. Process planning

10. What would you like to address in individual and/or group supervision? Questions? Concerns?