



**THE UNIVERSITY OF NORTH GEORGIA**  
*College of Health Sciences & Professions*  
*Department of Clinical Mental Health Counseling*

---

**COUN 6300 Group Counseling**  
Department of Clinical Mental Health Counseling  
University of North Georgia  
Fall 2015  
Mondays 4:05 – 6:45 pm

---

Instructor: P. Clay Rowell, PhD, NCC, LPC, CPCS  
email: clay.rowell@ung.edu  
Phone: (706) 867-3258  
Office: 225 Barnes Hall

Office hours: Mondays (Online) 10:00 am to 12:00 pm; Wednesdays (Office) 10:00 am to 12:00 pm  
Video Chat: By appointment

---

**COURSE DESCRIPTION**

This course provides students an understanding of group counseling theories, dynamics, processes, and skills. The instructor incorporates experiential, didactic, Socratic, discussion, reading, and writing formats. Students will have a chance to experience groups as both members and facilitators/leaders. Other topics of the course include multicultural issues, ethical and legal concerns, professional preparation standards for group facilitators, and group leadership styles.

Because the emphasis in this course is on skills rather than knowledge, the primary format for the course will be experiential. Class discussions, demonstrations, video reviews, and practice sessions will be supplemented by brief lectures.

**Co-requisite for 60 Semester Hour Program Students: COUN 6310** (COUN 6310—Group Counseling Lab—must be taken concurrently with this course. Both this course and the lab must be passed; otherwise both this course and the lab must be repeated.)

**COURSE PHILOSOPHY**

We find groups everywhere in society. We live and work in groups. That is what makes group work in counseling exciting. Viewing group counseling as a microcosm of everyday life helps group facilitators focus on the here-and-now and generalize to the outside world. As it is vital for group facilitators to have a good sense of identity, a key component of this course revolves around

raising self-awareness. Self-aware group facilitators have more presence, authenticity, personal power, and empathy and are more apt to be better leaders in multicultural groups.

Another major component of this course is the learning of group process and dynamics. Understanding the various stages of groups helps group facilitators/leaders understand the current state of the group and plan appropriate interventions. Finally, if we bring enthusiasm to the group, the process and dynamics have a better chance of being positive. It is the instructor's hope that students will become genuinely excited about group counseling.

## **COURSE DESIGN**

This course will utilize a flipped classroom model. The main idea is that what is traditionally done in class and what is traditionally done for homework will be switched, or flipped. Each week, for homework, students will watch and listen to lectures. Those lectures will provide the theoretical framework for each week's class content. During class time, we will engage in hands-on, authentic learning experiences.

The flipped classroom is really a cycle of learning model, having been derived from actual learning theories. Furthermore, research supports this model with evidence of more engagement and more retention from students.

## **OBJECTIVES**

Objectives for this course follow the CACREP standards (2009). The ASGW Core Training standards (2000) will also be incorporated.

1. To understand principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP II.G.6.a)
2. To learn group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.G.6.b)
3. To understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.G.6.c)
4. To know group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.G.6.d)
5. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP II.G.6.e)
6. [ASGW Professional Standards for the Training of Group Workers](#)

Students will learn these objectives through reading/lecture/discussion, in-class activities/role-plays, homework, projects, and group experiences.

## TEXTBOOKS

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Chen, M., & Rybak, C. J. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont, CA: Brooks/Cole.

Other readings found on Vista will be assigned.

## COURSE REQUIREMENTS

### 1. Class Attendance & Participation

Because of the experiential nature of this course, students are expected to attend every class and participate in activities and exercises. Your participation will not be graded in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself. ***See Course Policies below for more details.***

### 2. Homework

Each week students will read assigned chapters or articles and view Voicethread presentations prior to coming to class. The readings & Voicethreads will provide students with the theoretical concepts that we will explore further during class time.

*Think and Reflect!* After reading, and after watching the Voicethreads, students should take time to reflect. Deeper learning comes from this reflection process (see # 1 from “Getting the Most from this Course” below). **After reflecting, students should post a question or comment to an appropriate slide on the Voicethread presentation.** These questions/comments will lead to more focused dialogue during class.

### 3. Task Group Experience (CACREP II.G.6.a; II.G.6.b; II.G.6.c; II.G.6.d; II.G.6.e)

Students will participate in a 5-week task group. The group’s task is to develop a proposal for a group of your choice. Each week a new group leader and process observer will be chosen so that each student has the opportunity to lead the task group and comment on the group’s process. Your group will have 45 minutes in each of 5 designated class periods to work on your project. You may not work as a group outside of class (though you may prepare individually). You may communicate with each other outside of class via your group’s D2L page.

Your group proposal can include an on-going group or fixed-session group and an open or closed group. The purpose of this assignment is for you to demonstrate your knowledge of group leadership and process and to address the points below:

1. Rationale for the group
2. Goals of the group
3. Plans for screening members
4. Pre-group preparation
5. Techniques/strategies you plan to use in the group
6. Strategies for assessment/evaluation of the group
7. Ideas/techniques to help generalize in-group learning to outer-world environment
8. Supportive group literature

The culmination of your task group is a 10–12 page group proposal.

The proposal should follow this outline:

- I. Identification of the population
  - a. Describe the client population with whom you will be working and tell why this population could benefit from group counseling.
  - b. Briefly describe the group you would like to implement. What are the specific goals of this group?
- II. Literature Review
  - a. Introduction: state the specific type of group you will be conducting and what the literature review will be covering.
  - b. Review **at least** 6 references specifically related to the type of group you will be developing. Discuss the information found in each reference in relation to the population involved and the group's purposes and procedures.
- III. Group Logistics: How would you assess the following in organizing your group? State your reasons.
  - a. Group composition/size
  - b. Open/closed group
  - c. Group duration/Length and frequency of meetings
  - d. Pre-group interviews and orientation/The initial meeting
  - e. Ground rules/ Physical setting
- IV. Ethical Considerations: List and explain 5 ethical considerations you believe to be particularly relevant to the type of group you propose.
- V. Leadership Role
  - a. Your group should decide on an appropriate orientation to group leadership for this specific group. Explain your views regarding degree of involvement, directive vs. non-directive approaches, and structured vs. unstructured groups.

- b. Role enactment: explain the facilitator's role during each of the various group stages.
- c. Skills and Techniques: Name 5 skills you would use, how you would use them, and the desired results.

#### 4. Midterm Examination (CACREP II.G.6.a; II.G.6.b; II.G.6.c; II.G.6.d; II.G.3.g)

#### 5. Personal Growth Group (CACREP III.G.6.e)

This group experience is designed to allow students to encounter being members in a personal growth group. The group will be a 10-week, closed, small group with the instructor acting as facilitator. Students should take the opportunity to fully experience the dynamics and processes of the group in order to enhance their learning. Students may also find that the groups stimulate their own growth and provide an experience of knowing what it means to be a group member, which will increase empathy for their facilitation of future groups.

The group meeting times will be during class hours. Students are expected to fully participate in their groups. **This assignment is not graded in terms of the quantity of your participation. Instead, the Counseling program's Professional Competency Review form (see Appendix A) will be used to provide you feedback and act as a rubric for evaluation.**

##### Student Responsibilities

1. Attend **all** group sessions.
2. Be prompt and prepared for all group activities.
3. Behave in a professional and ethical manner at all times.
4. **Be an involved participant in all group activities.**

#### 5.1 Journal

After each PGG session, students will create a private journal entry to document their experiences in the session. The journal is meant to offer reflection to the process. Student should complete their journal within 12 hours of the group session in order for the journaling to be effective. To offer structure to an ambiguous task, students should reflect on the following in their journal entries.

1. How did I participate in the group and why?
2. What did I learn about myself?
3. How successful was I in practicing appropriate interpersonal skills?
4. How effective was I in actualizing my personal goals?
5. How can I apply what I'm learning in class to this group session?

#### 6. Group Activities Workbook

Students will create an **original** group work activity. You may not copy a group work activity that has already been created. Each activity should follow the outline below:

- a. Theme
- b. Recommended age(s)
- c. Group developmental stage(s)
- d. Goals
- e. Materials needed
- f. Preparation
- g. Description
- h. Processing

The instructor will provide a template so that the format is the same for all students. At the end of the semester, the instructor will compile all activities into one file and share it with the students to keep.

## 7. Final Examination (CACREP II.G.6.a; II.G.6.b)

Students will watch the movie, *Twelve Angry Men*, and analyze the group members, dynamics, and processes based on their learning in the course. Students will respond to a set of questions designed to measure your understanding, synthesis, application, and evaluation of the content of this course. The questions will be provided to you in a separate document.

### EVALUATION

Homework	Professional Responsibility**	
Class Attendance and Participation	Professional Responsibility**	
Midterm Examination	100 points	Due 10/26
Group Proposal	100 points	Due 10/19
Personal Growth Group Review	50 points	Ongoing
Journals (10 points each)	90 points	Ongoing
Group Activity	50 points	11/30
Final Examination	100 points	Due 12/7

**Total Points Possible                      490**

\*\* This item is considered mandatory and is not graded in the traditional sense by assigning points. However, the instructor retains the right to decrease a student's total points if students are not prepared for class through readings and homework.

90% - 100%	=	A
80% - 89%	=	B
75% - 79%	=	C
70% - 74%	=	D
Below 70%	=	F

### GETTING THE MOST FROM THIS CLASS

1. **Contemplate:** Give yourself time to contemplate important concepts during and after reading, and following each class meeting. Strive to apply or at least think of how the concepts apply to you or to life and humanity, as you understand it. After each reading, make and organize your notes from the topics of that day.
2. Come to class with an open frame of mind and be willing to take risks in thought, action, and self-expression for the purpose of your learning and self-development.. Don't let yourself be intimidated (there will be no stupid questions or comments, as long as your heart/intent is in the right place). I hope you will challenge your fears and push yourself to active participation in an attempt to make yourself the best counselor that you can be for your clients in therapeutic relationships.
3. Of course, you are expected to attend every class meeting, unless there is a valid emergency or seemingly unavoidable reason to miss. Missing classes will cause you to fall behind and leave gaps in your learning and development.
4. **Respect confidentiality.** Active involvement in the class meetings and activities entails a level of personal self-disclosure. Because of the nature of the vulnerability inherent in this, and the trust and openness required, it is extremely important that confidentiality be maintained. Revealing any personal information about classmates, gained from class meetings or activities, is a breach of confidentiality. Additionally, for that reason, class meetings may not be recorded. This level of respect for confidentiality is required for class discussions as well as self-reflective journaling and skill practice.
5. Most of all give it your all, **immerse yourself** in this study; enjoy and be passionate in your learning. My main hope is that you will be well pleased with how much you will challenge yourself and how much you learn and that you will be well pleased with the excellent counselor you grow to become.
6. Don't allow yourself to get behind in your reading and study. The topics of the course should build with each week's topics growing logically from the previous weeks' topics. It will be difficult to catch up if you are behind.

## PROFESSIONAL BEHAVIOR

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, acceptance of diversity, and demonstrate emotional stability and self- acceptance. Counseling faculty at UNG will evaluate student's professional and personal aptitude at the end of every Fall and Spring terms. Students are required to meet with their advisor to discuss the outcome of the evaluations. This process is designed enhance communication and mentoring within the program

Students are expected to be able to adhere to the following professional performance criteria:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

## **COURSE POLICIES**

### **1. Attendance (Face-to-Face Courses)**

Students are expected and encouraged to attend class on time and for each session. In the event that a conflict arises and you will be unable to attend class (i.e., funerals, weddings, illness, work), students must notify the professor in advance (when possible) regarding missing class. All absences and tardiness will result in deduction of points for participation. Entering the class more than 20 minutes late is equivalent to a missed class. The instructor will allow one absence and for every absence after, 5 percentage points will be deducted from the final grade. **The instructor will drop any student absent for more than 2 days from the class roster.** This is in accordance with UNG student class attendance policy.

### **2. Late Papers/Assignments**

Students are expected to complete assignments by 4:00 pm on the due date noted on the schedule located in the syllabus unless otherwise noted by the professor. Failure to turn in an assignment on time will result in a 20% deduction for each 24-hour period in which the assignment is late. Therefore, if allowed to submit a late assignment, the student will receive no credit for any assignment after 5 days.

### **3. Decorum**

The discipline of counseling focuses on the great diversity of human social behavior, and that diversity will challenge anyone's preconceptions, including the instructor's. We will pursue knowledge of this diversity in a spirit of open-mindedness. The professor reserves the right to ask any individual(s) to leave the class if decorum is not respected, which will result in an absence.

Any rude or disruptive behaviors (such as sleeping, talking when the instructor or other classmates are talking, reading non-classroom related materials, making derogatory or sarcastic statements of any kind, consistently arriving to class late and/or leaving early, etc.) will not be tolerated under any circumstances. **If you exhibit any of these behaviors I will ask you to leave class for the**

**day. If the behavior continues I will withdraw you from the course. If I withdraw you from the course after the “midpoint” of the semester you will receive a grade of “F”.**

#### **4. Technology Usage**

Cell phones should be set to vibrate mode. Talking on cell phones or texting during class is not permitted. In fact, it's rude and disrupts the learning environment. If you are expecting an emergency phone call during class time, please let the instructor and classmates know before class begins.

Computer notebooks and netbooks can only be used to access Vista (for Powerpoints, assignments, etc.), to take notes, or to search for information relevant to the current dialogue in class. Use the class time to unplug yourself from other aspects in your lives, so that you may concentrate fully on learning and developing as professional counselors. The instructor will ask you to exit the classroom or close your computer if you are visiting sites not relevant to the current class (e.g., Facebook, email, Twitter, etc.).

#### **5. Disability Statement**

This university is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. If you believe that you have a disability requiring an accommodation, reasonable prior notice needs to be given to the instructor and the Office of Student Disability Resources. In this case, contact the coordinator of Student Disability Services at 313 Stewart Student Success Center, 867-2782. Approval of reasonable accommodations will be made promptly on a case-by-case basis.

#### **6. Academic Integrity Policy**

All students are required to adhere to the UNG Honor Code. There are no exceptions to this policy, including claims of ignorance.

**UNG Honor Code: "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do."**

Suspected violations of the Academic Integrity policy should be referred by students to the instructor. If the instructor concludes that a violation of the Academic Integrity policy has occurred, the instructor will either (1) penalize the student and file an incident report with the Academic Integrity Council or (2) refer the matter directly to the Academic Integrity Council. If the instructor files an incident report, the instructor will review the completed report with the

student and will request that the student sign the report to indicate that he or she is aware of the contents of the report.

## **7. Plagiarism and Turnitin.com**

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

## **8. Technological Problems**

“Technological problems” will not be acceptable as an excuse for late or incomplete work, unless documentation can be provided that extreme technological circumstances completely prevented the ability for the work to be completed. Therefore, it will be important for students to take the following steps: (a) ensure that work is not put off until the very last minute, such that if a system problem were to occur for only a short period of time right before the deadline for completing an assignment, it would not prevent the successful completion of an assignment, (b) be alert for campus-wide communications from IT that indicate that Vista will be unavailable for certain periods of time, and (c) ensure that you have access to a computer that supports all Vista functions that are being used for the course.

## **9. Official UNG Student E-mail Policy**

Upon admission to University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his/her student e-mail account and be aware of the information sent by the University. Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with University policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures and deadlines.

## **10. Class Evaluations**

Class evaluations at UNG are conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

**Anticipated Class Schedule**  
(Subject to Change)

Date	Topic	Assignments/Readings
8/17	The World of Group Work Group Counseling Competencies Who You Are in a Group	
8/24	Group Developmental Stages Group Theory Becoming a Group Counselor	Yalom Chapters 11 & 12 Chen & Rybak Chapter 1 to p. 21
8/31	Interpersonal Dynamics Therapeutic Factors Ethics in Group Work Preparing for Your PGG	Trotzer Chapter 7 to p. 259 Yalom Chapters 1 Corey, Corey, Callahan, & Russell Chapter 2
9/7	<b>Labor Day (No Class)</b>	<b>Labor Day (No Class)</b>
9/14	Forming: Process & Research Group Facilitation: Culture-Building <u>Task Group 1</u> <i>PGG Session 1</i>	Yalom Chapters 5 & 10 Chen & Rybak Chapter 4
9/21	Group Facilitation: Basic Skills Group Cohesion & Interpersonal Learning <u>Task Group 2</u> <i>PGG Session 2</i>	Chen & Rybak Chapters 5 & 6 Yalom Chapters 2 & 3
9/28	<u>Task Group 3</u>	
10/5	Storming & Norming: Process & Research Group Facilitation: Intervening <u>Task Group 4</u> <i>PGG Session 3</i>	Chen & Rybak Chapter 7 Jacobs et al. Chapter 16
10/12	Group Facilitation: Evaluation Group Facilitation: Guiding to Working <u>Task Group 5</u> <i>PGG Session 4</i>	Chen & Rybak Chapter 8
10/19	Working Stage: Process & Research Group Facilitation: Here-and-Now <i>PGG Session 5</i>	Yalom Chapter 6 Chen & Rybak Chapter 9 <b>*Group Proposal Due*</b> <b>*Midterm Examination Available *</b>
10/26	Group Facilitation: Advanced Skills <i>PGG Session 6</i>	Chen & Rybak Chapter 10 Kottler & Englar-Carlson Chapter 14 <b>*Midterm Examination Due*</b>
11/2	Adjourning Stage: Process & Research Group Facilitation: Using Activities Group Facilitation: Being Creative <i>PGG Session 7</i>	Chen & Rybak Chapter 11 Nitza Chapter 8
11/9	The Arts in Group Work <i>PGG Session 8</i>	
11/16	Multicultural Group Work <i>PGG Session 9</i>	DeLucia-Waack & Donigian Chapter 2 Erford Chapter 3 <b>*Final Exam Available*</b>
11/23	<b>Fall Break (No Class)</b>	<b>Fall Break (No Class)</b>
11/30	Becoming a Group Counselor Part 2 Group Facilitation: Specialized Group Work & Helpful Aides	Yalom Chapters 14 & 15 <b>*Group Activity Due*</b>

12/7	<b>*Final Exam Due*</b>	<b>*Final Exam Due*</b>
------	-------------------------	-------------------------

## Appendix A

### Clinical Mental Health Counseling Program Professional Performance Review Form

To (notified student): \_\_\_\_\_

From (issuing faculty): \_\_\_\_\_

Criterion	Rating				
1. Openness to new ideas	1	2	3	4	5
2. Flexibility	1	2	3	4	5
3. Cooperativeness with others	1	2	3	4	5
4. Willingness to accept and use feedback	1	2	3	4	5
5. Awareness of own impact on others	1	2	3	4	5
6. Ability to deal with conflict	1	2	3	4	5
7. Ability to accept personal responsibility	1	2	3	4	5
8. Ability to express feelings effectively and appropriately	1	2	3	4	5
9. Attention to ethical and legal considerations	1	2	3	4	5
10. Initiative and motivation	1	2	3	4	5

**Additional Comments:**

---

---

---

---

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Advisor Signature**

**Date** \_\_\_\_\_

## Criteria for Professional Performance Evaluation

### **1. Openness to new ideas (rated from Closed [1] to Open [5])**

1	2	3	4	5
<ul style="list-style-type: none"><li>- Was dogmatic about own perspective and ideas.</li><li>-Ignored or was defensive about constructive feedback.</li><li>-Showed little or no evidence of incorporating constructive feedback received to change own behavior.</li></ul>		<ul style="list-style-type: none"><li>-Was amenable to discussion of Perspectives other than own.</li><li>-Accepts constructive feedback without defensiveness.</li><li>-Some evidence of effort to incorporate relevant feedback received to change own behavior.</li></ul>		<ul style="list-style-type: none"><li>-Solicited others' opinions and perspectives about own work.</li><li>-Invited constructive feedback, and demonstrated interest in others' perspectives.</li><li>-Showed strong evidence of incorporation of feedback received to change own behavior.</li></ul>

### **2. Flexibility (rated from Inflexible [1] to Flexible [5])**

1	2	3	4	5
<ul style="list-style-type: none"><li>-Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</li><li>-Showed little or no effort to flex own response to changing environmental demands.</li><li>-Refused to flex own response to changing environmental demands despite knowledge of the need for change.</li><li>-Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</li></ul>		<ul style="list-style-type: none"><li>-Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but sometimes inaccurate.</li><li>-Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</li><li>-Flexed own response to changing environmental demands when directed to do so.</li><li>-Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</li></ul>		<ul style="list-style-type: none"><li>-Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</li><li>-Showed accurate effort to flex own response to changing environmental demands as needed.</li><li>-Independently monitored the environment for changing demands and flexed own response accordingly.</li><li>-Attempts to understand needs for change in established schedule or protocol to avoid resentment.</li><li>-Accepted necessary changes in established schedule and attempted to discover the reasons for them.</li></ul>

### **3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])**

1	2	3	4	5
<ul style="list-style-type: none"><li>-Showed little or no engagement in collaborative activities.</li><li>-Undermined goal achievement in collaborative activities.</li><li>-Was unwilling to compromise in collaborative activities.</li></ul>		<ul style="list-style-type: none"><li>-Engaged in collaborative activities but with minimum allowable input.</li><li>-Accepted but rarely initiated compromise in collaborative activities.</li><li>-Was concerned mainly with own part in collaborative activities.</li></ul>		<ul style="list-style-type: none"><li>-Worked actively toward reaching consensus in collaborative activities.</li><li>-Was willing to initiate compromise in order to reach group consensus.</li><li>-Showed concern for group as well as individual goals in collaborative activities.</li></ul>

#### 4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Discourage feedback from others through defensiveness and anger.</li><li>- Showed little or no evidence of incorporation of feedback of supervisory feedback received.</li><li>- Took feedback contrary to own position as a personal affront.</li><li>- Demonstrated greater willingness to give feedback than receive it.</li></ul>	<ul style="list-style-type: none"><li>- Was generally receptive to supervisory feedback.</li><li>- Showed some evidence of incorporating supervisory feedback into own views and behaviors.</li><li>- Showed some defensiveness to critique through "over-explanation of own actions-but without anger.</li><li>- Demonstrated greater willingness to receive feedback than to give it.</li></ul>		<ul style="list-style-type: none"><li>- Invited feedback by direct requested and positive acknowledgement when received.</li><li>- Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</li><li>- Demonstrated a balanced willingness to give and receive supervisory feedback.</li></ul>	

#### 5. Awareness of won impact on others (rated from Unaware [1] to Aware [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Words and actions reflected little or no concern for how others were impacted by them.</li><li>- Ignored supervisory feedback about how words and actions were negatively impacting others.</li></ul>	<ul style="list-style-type: none"><li>- Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</li><li>- Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</li></ul>		<ul style="list-style-type: none"><li>- Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.</li><li>- Initiates feedback from others regarding impact of own words and behaviors.</li><li>- Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</li></ul>	

#### 6. Ability to deal with conflict (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Was unable or unwilling to consider others' points of view.</li><li>- Showed no willingness to examine own role in a conflict.</li><li>- Ignored supervisory advisement if not in agreement with own position.</li><li>- Showed no effort at problem solving.</li><li>- Displayed hostility when conflicts were addressed.</li></ul>	<ul style="list-style-type: none"><li>- Attempted but sometimes had difficulty grasping conflicting points of view.</li><li>- Would examine own role in a conflict when directed to do so.</li><li>- Was responsive to supervision in a conflict if it was offered.</li><li>- Participated in problem solving when directed.</li></ul>		<ul style="list-style-type: none"><li>- Always willing and able to consider others' points of view.</li><li>- Almost always willing to examine own role in a conflict.</li><li>- Was consistently open to supervisory critique about own role in a conflict.</li><li>- Initiated problem solving efforts in conflicts.</li><li>- Actively participated in problem solving efforts.</li></ul>	

## 7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Refused to admit mistakes or examine own contribution to problems</li><li>- Lied, minimized or embellished the truth to extricate self from problems.</li><li>- Consistently blamed others for problems without self-examination</li></ul>	<ul style="list-style-type: none"><li>- Was willing to examine own role in problems when informed of the need to do so.</li><li>- Was accurate and honest in describing own and others' roles in problems.</li><li>- Might blame initially, but was open to self-examination about own role in problems</li></ul>	<ul style="list-style-type: none"><li>- Avoided blame in favor of self-examination</li></ul>	<ul style="list-style-type: none"><li>- Monitored own level of responsibility in professional performance</li><li>- Invited constructive critique from others and applied it toward professional growth.</li><li>- Accepted own mistakes and responded to them as opportunity for self-improvement</li></ul>	

## 8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Showed no evidence of willingness and ability to articulated own feelings</li><li>- showed no evidence of willingness and ability to recognize and acknowledge the feelings of others</li><li>- Acted out negative feelings (through negative behaviors) rather than articulation them</li><li>- Expressions of feeling were inappropriate to the setting</li><li>- Was resistant to discussion of feelings in supervision</li></ul>	<ul style="list-style-type: none"><li>- Showed some evidence of willingness and ability to articulate own feelings, but with limited range</li><li>- showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate</li><li>- Expressions of feeling usually appropriate to the setting—responsive to supervision when not</li><li>- Willing to discuss own feelings in supervision when directed</li></ul>		<ul style="list-style-type: none"><li>- Was consistently willing and able to articulate the full range of own feelings</li><li>- Showed evidence of willingness and accurate ability to acknowledge others' feelings</li><li>- Expression of own feelings was consistently appropriate to the setting</li><li>- Initiated discussion of own feeling</li></ul>	

## 9. Attention to ethical and legal considerations (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Engaged in dual relationships with clients</li><li>- Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self</li><li>- Endangered the safety and the well-being of clients</li><li>- Breached established rules for protecting client confidentiality</li></ul>	<ul style="list-style-type: none"><li>- Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients</li><li>- Was responsive to supervision for occasional insensitivity to diversity in professional interactions</li><li>- Used judgment that could have put client safety and well being at risk</li><li>- Used judgment that could have put client confidentiality at risk</li></ul>		<ul style="list-style-type: none"><li>- Maintained clear personal-professional boundaries with clients</li><li>- Demonstrated consistent sensitivity to diversity</li><li>- Satisfactorily ensured client safety and well-being</li><li>- Appropriately safeguarded the confidentiality of clients</li></ul>	

## 10. Initiative and motivation (rated from Unable [1] to Able [5])

1	2	3	4	5
<ul style="list-style-type: none"><li>- Often missed deadlines and classes</li><li>- Rarely participated in class activities</li><li>- Often failed to meet minimal expectations in assignments</li><li>- Displayed little or no initiative and creativity in assignments</li></ul>	<ul style="list-style-type: none"><li>- Missed the maximum allowable classes and deadlines</li><li>- Usually participated in class activities</li><li>- Met only the minimal expectations in assignment work</li><li>- showed some initiative and creativity in assignments</li></ul>		<ul style="list-style-type: none"><li>- Met all attendance requirements and deadlines</li><li>- Regularly participated in class activities</li><li>- Met or exceeded expectations in assigned work</li><li>- consistently displayed initiative and creativity in assigned work</li></ul>	