



MASTER OF ARTS IN COUNSELING  
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

**GROUPS: PROCESS AND COUNSELING**  
**MCPY 630 (3 credits)**

**Course Syllabus**

**Prerequisite(s):** None

**COURSE DESCRIPTION:**

This course familiarizes the student with various theories of group counseling, with the fundamentals of group dynamics, with different types of group used in counseling and with group leadership skills. Both experiential and cognitive learning approaches are used.

**INSTRUCTIONAL METHODS:**

Classroom-based, didactic, and experiential methods. In addition to lecture and discussion of course material, classroom activities, students will meet for a minimum of 10 clock hours in a small process group during the regularly scheduled class time. This group experiential requirement is intended to provide direct experiences as a participant in a small group.

**COURSE OBJECTIVES:**

By the end of this course, students will:

1. Recognize and identify the basic elements of group process and group dynamics including: group member roles and behaviors, stages of group development; (CACREP Standard 6. A)
2. Identify and demonstrate group leadership styles and approaches including various types of group leaders and leadership styles; (CACREP Standard 6.B)
3. Identify therapeutic factors in group work, including member behaviors and leadership skills that facilitate healthy group processes; (CACREP Standard 6.B)
4. Understand theories of group counseling, including commonalities, distinguishing factors and current research and group professional literature; (CACREP Standard 6.C)
5. Integrate theory with experiential understanding through participation in a small group experience;

(CACREP Standards 2.E, 6.A)

6. Demonstrate understanding of group counseling methods, including initial group organization, appropriate selection criteria and methods for group members, and methods of evaluation of effectiveness; (CACREP Standards 6.B, D)
7. Identify the major approaches used for to a variety of group work including task groups, self help groups, psychoeducational groups and therapy groups; (CACREP Standard 6.C, E)
8. Learn the Association for Specialists in Group Work (ASGW) professional preparation standards for group leaders and ethical and legal consideration in group work. (CACREP Standard 6.F, G)

### **COURSE REQUIREMENTS:**

#### **Required Textbook:**

Gladding, S. (2008) *Groups: A Counseling Specialty*, (5<sup>th</sup> ed.). Upper Saddle River, N. J., Pearson Merrill Prentice Hall

#### **Required Online Articles:**

Association for Specialists in Group Work (ASGW) Best Practice Guidelines:

[http://www.asgw.org/PDF/Best\\_Practices.pdf](http://www.asgw.org/PDF/Best_Practices.pdf)

“What Every Counselor Should Know About Groups,”

[http://www.asgw.org/PDF/Group\\_Std\\_Brochure.pdf](http://www.asgw.org/PDF/Group_Std_Brochure.pdf)

“Principles for Diversity Competent Counselors,”

[http://www.asgw.org/PDF/Principles\\_for\\_Diversity.pdf](http://www.asgw.org/PDF/Principles_for_Diversity.pdf)

ACA Guidelines for Groups: Google [ACA Code of Ethics](#), read A.8 and B4A

#### **Highly Recommended:**

Yalon, Irvin. (2005). *The Schopenhauer cure: A Novel*. New York: Harper Collins.

Yalom, Irvin. (1995). *The theory and practice of group psychotherapy*. New York: Harper Collins.

#### **Additional Resources:**

Corey, Marianne & Corey, Gerald. (1996). *Groups: Process and practice*. Pacific Grove, Ca.: Brooks/Cole.

DeChant, Betsy (Ed.). (1996). *Women and group psychotherapy*. New York: Guilford.

Heiman, M. & Kopel, B. (1988). *Group development*. *Group* 12(4): 205-225

Ouimette, P, Finney, J & Moos, R. (1997). Twelve-step and cognitive-behavioral treatment for substance abuse: A comparison of treatment effectiveness. *Journal of Counseling and Clinical Psychology* 65(2): 230-240.

Paleg, K., & Jongsma, A.E. (2005). *Complete group therapy treatment planner*. New York: John Wiley & Sons.

Rosenberg, S., Baer, B. Ureno, G. & Villasenor, V. (1988). Inventory of interpersonal problems: Psychometric properties and clinical applications. *Journal of Counseling and Clinical Psychology* 56(6): 885-892.

Spitz, Henry. (1996). *Group psychotherapy and managed mental health care*. New York: Brunner Mazel.

**Recommended Journals:**

Journal for Specialists in Group Work  
 Group Dynamics  
 International Journal of Group Psychotherapy  
 Journal of Consulting and Clinical Psychology

**Recommended World Wide Web Sites:**

[www.asgw.org](http://www.asgw.org)  
[www.counseling.org](http://www.counseling.org)

**IMPORTANT CLINICAL POINTS**

1. Adhere to all legal and ethical standards.
2. Maintain confidentiality agreements regarding the ten sessions of in-class group process as agreed upon by your group.
3. In the in-class group process, choose an issue to work on that is real to you. Be true to it and to yourself.
4. Use the group as a vehicle to work on that issue throughout the semester. Be a productive group member and group leader.
5. In your papers for your instructor, use names to describe and clarify group issues and dynamics.
6. When describing an outside group, omit the actual names, and maintain rules of confidentiality.

**LEARNING ACTIVITIES:**

**Grading:**

1. Attendance in class and active participation in the small group experiential assignment.  
(See attendance policy and guidelines)
2. (30%) Experiential Group Co-leadership Facilitation & Critique Paper  
(*Due October 8<sup>th</sup> - November 19<sup>th</sup>*)
3. (10%) Outside Group Experience and Reflection Paper – *Due October 22, 2009*
4. (10%) Personal Reaction Paper to in-class group experience – *Due November 12, 2009*
5. (20%) Final exam – *November 19, 2009*
6. (30%) Special Topics Paper and Presentation – *December 3, 2009*

**Course Requirements/Assignments:**

**1. Attendance/Participation**

Students are expected to attend each class meeting on time and prepared to engage in discussions of assigned readings and class experiential activities. Attendance and participation is an important part of each student's grade. **Absences will affect the student's final grade regardless of the reason. A student is allowed one class absence without penalty, as long as that absence does not directly affect a class facilitation or project for which the student is responsible. Two absences will result in 10 percentage points dropped from the final grade. If a student is absent more than 2 times for any reason, a grade of "C" or lower will result and thus require that the student re-take the course for degree credit, if they had been admitted unconditionally. Papers turned in late will be decreased by one letter grade – no exceptions.** Students should notify the instructor in advance, if possible, if any absence is necessary. Students are responsible for all material covered during any missed class meetings.

*\*Please turn off personal cell phones or put on "silent ring" during class time to respect the learning needs of other students.*

## **2. Critiques (2) of One's Own Co-facilitation (15% x 2 = 30% of final grade)**

**NOTE: Please bring a DVD - R for each of your co-facilitation sessions.**

Two (2) 6-10 page papers reflecting on your leadership skills during the small group experience including each area listed below: (a) Your theoretical approach used; (b) Stage of group development; (c) Identification of group process/dynamics; (d) The role of members; (e) Session goals; (f) Leadership skills used, and give examples from your video; (g) Critique of skills, including suggestions for improvement; (h) List two or three actual or potential legal or ethical issues that could arise and how you would handle them; (i) Discuss any transference/countertransference or boundary issues that arose; (j) Discuss any multi-cultural or diversity issues (gender, age, ethnicity, religion, sexual orientation, etc) that influenced the group and ways you did or could advocate for this issue; (k) Describe your perceptions of and reactions to feedback you received from peers and faculty member; (l) Personal insights and reactions (positive or negative) and what you learned. Each leadership skill paper is due the next class meeting following the night you co-lead (**October 8-November 19, 2009**). (CACREP Standards 2.E, F, 6.A, E, G)

### **Group Process Observation Requirement (required, but not graded):**

You will complete *one skills evaluation sheet* for each observed group facilitation session observed. If there are co-facilitators, you will be assigned one of the two facilitators to observe. You will fill out the skills/feedback sheet while observing your assigned co-facilitator, give oral feedback at the appropriate time, and give the feedback sheet to the observed co-facilitator at the end of the feedback session. You will be observing several sessions throughout the duration of this course.

## **3. Reflection Paper on Outside Group Experience (10% of final grade)**

Attendance at an outside group experience and a 2-3 page written (not including the title page) reflection on your experience of observing that group. Each student will attend a minimum of one (1) outside group experience. **This needs to be a group you observe, NOT a group of which you are a member.** Examples of acceptable group experiences include AA, AlAnon, 12 step or self-help groups, support groups, or counseling/therapy groups. This 2-3 page typed, double spaced paper is due on **October 22, 2009**.

## **4. Personal Reaction Paper to the Group Experience in Class: (10% of final grade)**

Submit a 2-3 page paper (not including a title page) processing your personal reaction to being a group member in the class experiential group. Discuss places of discomfort as well as feelings and reactions in the various stages of the group. This is a personal reaction paper, so it's about how you were influenced and affected by this experience. This paper is due on **November 12, 2009**.

## **5. Final Exam: (20% of final grade) (CACREP Standards 6.A, B) November 19, 2009.**

**6. Special Topic Paper & Presentation: (30% of final grade)**

(Each part [A, B, and C below] is 1/3 of the Special Topics Project total grade)

- A. Research a special counseling population that could benefit from a group counseling experience. Write a full 5-page paper (APA style, excluding cover page, but may include reference page) on this population and their counseling needs. In this paper you are building the case that a group process is indicated for this particular population. The research should help you identify the focus and objectives of the group you plan to design. Minimum of five references (excluding course texts) (Do this as a separate paper focusing only on the research portion of Assignment #3). (CACREP Standard 6.C, D, F)
  
- B. As a supplement to the research paper, submit a leader handbook (8-10 pages) containing an outline of an 8-10 session group counseling experience for this population. The leader handbook should include everything a leader would need to conduct the group:
  - a. Introduction and short summary on counseling needs of that particular population,
  - b. Screening procedures and ground rules,
  - c. Session outlines for each meeting (topic, objective, materials if any, leader procedures, facilitation questions and/or activities),
  - d. Resources for group leaders, an appendix of tools, handouts, etc.
  - e. Member follow-up and evaluation of the group experience.(CACREP Standard 6.D)
  
- C. Oral Presentation of Special Project: All papers will be presented to the class at the end of the semester at the assigned time. Presentations should last for approximately 10-15 minutes and should address the following questions:  
(CACREP Standards 6.B, C)
  - a. What is the title of your group and why did you select this topic/population?
  - b. What is the type and purpose of the group?
  - c. What is the title of each group session?
  - d. Which session is your favorite and why? Describe details regarding the content and process involved in the selected session.
  
- Should students so chose, they can share copies of their group handbooks via email for other class members to have as future resource materials. It is assumed that these materials will not be used without permission of the author. (CACREP Standards 6.B, C) This assignment is due on ***December 3, 2009***.

## **MCPY 630 Group: Counseling and Process** *Informed Consent*

### Description of Training in Group Counseling

This course involves a combination of didactic and experiential methods in training. The purpose of the experiential exercises and the peer led group experience is to allow students to experience the group format, including group dynamics and development, as well as experience themselves in the role of a group member and leader. Struggling with trusting a group, risking vulnerability, receiving genuine support and feedback from others, developing good working relationships with peers, and being challenged to look at the impact of your own behavior on others are all important aspects for the training of group leaders. The focus of our group experience will be on here-and-now interactions. During experiential class exercises and student facilitated group experiences you can make a decision about what personal information and concerns you are willing to share, and you determine the depth of your personal disclosures. The experiential group led by students is not intended for students to process intensely personal and emotional disclosures. Our class experiential component is for training purposes, and not group counseling or personal therapy. Your personal therapy may be the appropriate place to bring personal issues that extend beyond the training purposes of this class.

### Groups: Rules, Responsibilities, Rationale

1. We are all responsible for our own learning in the group.
2. Every member has the right and responsibility to comment constructively on what they perceive is happening in the group.
3. Confidentiality: Members should respect others' privacy regarding personal matters. However, the process of the group will be described in the group reaction papers. No one is expected to disclose personal, out-of-group information unless they choose and judge it to be useful for the group process.
4. Pass rule: you are free to pass on discussions. You may not opt out of entire group experiences (unless negotiated with me or the group). You may exit for short 5 minute time-outs, but negotiation with the group is encouraged.
5. The basic contract of the group is for training/education needs, not therapy.
6. Peer feedback guidelines: Helpful feedback is clear, non-judgmental, and mostly focused on here-and-now interactions. For example: "When you said that about your experience with others, I felt uneasy because I wasn't sure who you were talking about."
7. Feedback should be in "I" statements, not "you" statements. It may include: feelings, disclosures, comments on the subject-respondent relationship, observations, etc. Important distinctions to be made are:
  - individual vs. group-centered feedback
  - content vs. process centered
  - observation vs. interpretation

## 7. Instructor Responsibilities:

- To respect, encourage, and support you in your development as a counselor
- To be as responsive to your needs as possible
- To encourage your feedback, questions, and ideas
- To “not know” the answer to everything
- To maintain the distinction between experiential group training and group counseling
- To maintain confidentiality when personal information is disclosed
- To acknowledge the inherent “dual relationship” that exists when the instructor is evaluating as well as participating as leader in the group process; therefore participation in group receives feedback, but is not graded.
- To provide an educational experience that meets, if not exceeds, the standards set forth at Regis University

### Risks

Due to the nature of the experiential and didactic content of this course, there are certain risks involved. You may gain new insights about yourself, which in turn may cause unresolved issues to surface, and/or affect areas of you life outside the classroom. You may experience emotions such as anxiety, discomfort, and/or conflicted feelings. You may choose to disclose personal thoughts and feelings to others. Again, you will be encouraged to seek personal therapy for issues that extend beyond the training purposes of this class.

### Confidentiality

Students may choose to disclose personal information; therefore, it is important that classmates agree not to discuss any personal information disclosed by others in class. However, the process of the group will be described in journal assignments.

I understand the expectations of this group, as well as the parameters and limits of confidentiality; and I freely agree to actively participate.

Name (print) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Proposal For Special Topics Paper & Project**

**Due Class Session #2**

Student \_\_\_\_\_

Date \_\_\_\_\_

**A. THE RESEARCH PAPER**

1. I will research the needs of this particular counseling population:  
(considerations: mental health issue; behavioral issue; age group; setting)

\_\_\_\_\_  
\_\_\_\_\_

2. Academic resources to be used for research paper (journals, books, psychology databases, APA information; references to web sites need to fit the criteria for scholarly work and must be less than 20% of total number of references used): Give specific titles and authors if you can:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Come up with a creative working title for your paper (this may change before the final draft):

\_\_\_\_\_

**B. THE HANDBOOK**

1. Come up with a creative title for your Handbook: \_\_\_\_\_

\_\_\_\_\_

2. What is the nature of the group? (psycho-educational, mental health issue; problem-focused; behavioral-focused; other)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. State in one sentence: "The purpose of the \_\_\_\_\_ is  
(title of group)

\_\_\_\_\_  
\_\_\_\_\_

4. How many sessions will you have? \_\_\_\_\_ (8-10 are required)

5. List the focus and/or title of each session on the back of this sheet:  
Session #1 through Session #8-10

## **GRADING CRITERIA**

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

### **A: Outstanding scholarship**

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

### **A-: Also displays outstanding scholarship**

1. May contain few minor errors in writing, documentation, or reasoning.

### **B+: Very Good**

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

### **B: Satisfactory**

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

### **B-: Limited**

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

### **C: Unsatisfactory**

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

### **D: Fundamentally Deficient**

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

### **F: Unscorable**

1. Is illegible or obviously not written on the assigned topic.

## PLAGIARISM

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting **from** online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to [www.turnitin.com](http://www.turnitin.com).

## STUDENT RESOURCES

### RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, <sup>TM</sup>SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

### Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

### Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through <sup>TM</sup>SMARTHINKING. The tutoring year begins on March 8 of the current year. To register for <sup>TM</sup>SMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select <sup>TM</sup>SMARTHINKING.

### Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

### Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life

Directions Center, 303-458-4941, [disability@regis.edu](mailto:disability@regis.edu), in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

### **COUNSELING PROGRAM DIVERSITY STATEMENT**

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

*ACA Code of Ethics Section A.2. a. b.*

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

*On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04*

*Michael J. Sheeran, President, Regis University*

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

## STUDENT RESPONSIBILITIES

### **Ethics and Confidentiality**

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

### **Student Conduct**

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

## **REGIS UNIVERSITY DISABILITY STATEMENT**

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

### **Eligibility**

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, [disability@regis.edu](mailto:disability@regis.edu), in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

## **STUDENT PERFORMANCE EVALUATIONS**

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

## Student Performance Evaluation (Page 1)

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
<b>Communication Skills and Abilities</b>				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor Pink: Student

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## Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
<b>Maturity</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
<b>Integrity</b>				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

### ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

White: Permanent Student File

Yellow: Course Instructor    Pink: Student

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