

SSC497 Working with Groups



Pathways

Powered by Rocky Mountain College

For the Acadeum Course Sharing Consortium

SSC 497: WORKING WITH GROUPS

Course Credits: 3



We're delighted to have you here at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

GradeGradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN	Incomplete	
VW	Voluntary Withdrawal from a course before the course withdrawal deadline.	
AU	Audit - No grade awarded. Indicates that a minimum of 75% of classes have been attended.	

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

SSC497 COURSE STANDARDS

Assignments

All work submitted is to be original work for this class, not reworked assignments from previous courses or, worse, the work of others. All assignments must be double-spaced, and conforming to the *Publication Manual of the American Psychological Association* (APA).

SSC497 COURSE DESCRIPTION

This course presents theory and ethics in the practice of counselling groups, with a focus upon group leadership and facilitation skills.

Prerequisite: SSC340.

REQUIRED TEXTBOOKS/COURSE MATERIALS

Brown, N. W. (2019). *Conducting Effective and Productive Psychoeducational and Therapy Groups: A Guide for Beginning Group Leaders*. New York, NY: Routledge.

TECHNOLOGY REQUIREMENTS:

This course requires access to a computer and the Internet. Contact your course facilitator if you have any concerns about the technology requirements for the course.

SSC497 COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Identify various types of counselling and therapy groups
- Develop and employ necessary skills to become a diversity-competent and inclusive group facilitator
- Identify problems and issues facing group leaders and members and learn how they can address them in a group session
- Demonstrate interpersonal and leadership skills when facilitating groups
- Identify and implement one or more theoretical counselling approaches within a group
- Identify and apply practical steps to forming, maintaining, and ending a group
- Know and apply the legal and ethical guidelines for facilitation according to their region or country
- Gain experience in leading a group within a supportive environment
- Demonstrate ability to use ethical decision-making models for ethical dilemmas in group counselling work

SSC497 COURSE OUTLINE: WORKING WITH GROUPS

Module # (Est Time)	Topic, Required Reading, &	Assignments
---------------------	----------------------------	-------------

to Complete)	Activities	
Module 1 (6 hrs.)	Introduction to Group Work <u>Textbook Reading:</u> Chapter 1 <u>Course Readings:</u> <ul style="list-style-type: none"> • Guidelines for Group Participation • Getting the most out of Your Group Experience <u>View Videos:</u> <ul style="list-style-type: none"> • Group Development 	Assignments: <ul style="list-style-type: none"> • Journal Questions • Group Resource List
Module 2 (7.75 hrs.)	Confidentiality and Consent <u>View Videos:</u> Confidentiality and Privacy Video <u>Course Work Activities</u> Read: PIPA Informed Consent Consent from Children	Assignments: <ul style="list-style-type: none"> • Informed Consent Forms
Module 3 (8 hrs.)	The Therapeutic Self <u>Textbook Reading:</u> Chapter 2 <u>Course Work Activities: various</u>	Assignments: <ul style="list-style-type: none"> • Narcissism Chart • Reflection Essay
Module 4 (8.5 hrs.)	Therapeutic Activities <u>Textbook Reading:</u> Chapter 3 <u>Course Activities:</u> <ul style="list-style-type: none"> • Group Icebreakers & Closing Activities • Getting the Most out of Your Group • Group Rules and Guidelines 	Assignments: <ul style="list-style-type: none"> • List of Activities • Journal Questions

Module 5 (9 hrs.)	Group Facilitation Skills <u>Textbook Reading:</u> Chapters 4 & 5 <u>Course Work:</u> <ul style="list-style-type: none"> • Videos: Active Listening 	Assignments: <ul style="list-style-type: none"> • Chart of Counselling Skills • Journal Questions • Discussion Questions • Discussion with Facilitator
Module 6 (5.5 hrs.)	Group Activities <u>Textbook Readings:</u> Chapter 6 Appendix B Appendix C Appendix D	Assignment: <ul style="list-style-type: none"> • Journal Assignment • Review and begin 2 Assignments due Module10
Module 7 (10 hrs.)	Group Challenges <u>Textbook Readings:</u> Chapters 7 & 9 <u>Course Activities:</u> <ul style="list-style-type: none"> • Multicultural Factors in Groups • Videos: Micro-aggression 	Assignment: <ul style="list-style-type: none"> • Short Essay • Workshop Outline
Module 8 (12 hrs.)	Ethics in Leading a Group <u>Textbook Reading:</u> Chapter 8 <u>Course Activities:</u> <ul style="list-style-type: none"> • Code of Ethics • Ethical Decision-Making Protocols • Ethical Dilemmas • Video: Ethics and Boundary Issues 	Assignments: <ul style="list-style-type: none"> • Code of Ethics Reflection • Journal Assignment
Module 9 (7 hrs.)	Ending a Group <u>Textbook Reading:</u> Chapter 10	Assignments: <ul style="list-style-type: none"> • Journal Questions • Feedback Form • Discussion Questions • Discussion with Facilitator
Module 10 (8 hrs.)	Final Projects	Assignments: <ul style="list-style-type: none"> • Resource Toolkit • Group Facilitation Paper • Facilitation Self-Assessment

		• Journal Assignment
Total Time to Complete this Course: 81.5 hours		

SSC497 COURSE REQUIREMENTS

Please review each Module before beginning the course to understand the estimated requirements and assignment completion dates. All Course Rubrics are included on the appropriate assignment.

Assignments (9 in total) – 40% of total course marks **Due Modules 1, 2, 3, 5, 7, 9, 10**

These Learning Activities include a variety of exercises meant to enhance student learning about working with groups. They are short assignments that include creating and administering a Feedback Form, submitting Informed Consent Forms, providing a 2 Charts, a short essay, a self-assessment, and a group resource toolkit.

Your response to the activities must demonstrate thoughtful interaction with the material, your own views, learning or understanding, and any questions you may have for yourself or others according to the assignment criteria.

Academic writing is required and each assignment must include a title page and must use correct grammar, spelling. Double-space your work as usual.

Please refer to the appropriate *SSC497 Assignment* pages to learn of the Rubrics that are used for each of these assignments, as they are different.

Journal Question Assignments (9 in total) -- 40% of total course marks **Due Modules 1, 4, 5, 6, 8, 9**

Journal Question Assignments are meant to spur on critical thinking and integration about what you are learning. Some of the questions will be taken from the course textbook and course workbook and others will reference other learning tools (e.g., videos) from the course readings and activities.

Uploaded assignments must include answers to all the Journal Questions assigned (about 75-100 words per answer). Each submission will be worth a maximum of 10 points.

Please refer to the *Journal Questions Rubric* to understand more about how this assignment will be graded.

Essay Assignment (4-5 pages) – 10% of total course marks
Due Module 3

This will be a short reflection type essay. You will be asked to submit scholarly work that reflects and upholds APA guidelines and standards of writing. This assignment should be 7-8 pages long, not including your Title Page or Reference Page.

Please refer to the *SSC497 Argumentative Essay Rubric* for more information on how this assignment will be graded.

Discussions (2 in total) – 5% each; 10% of total course marks
Due Modules 5 & 9

There are two times in the course that you will be asked to submit three questions that have arisen in your studies. You are then asked to decide upon a time when you will call your course facilitator to discuss these questions.

SSC497 COURSE RUBRICS

SSC497 Assignments Rubric				
Criteria	Ratings			
Connection to Personal Experience	Insightful connections between course work and/or life & outside-of-school experiences. 4.0 pts	Adequate connections between course work and/or life & outside-of-school experiences. 2.5 pts	Inadequate connections between course work and/or life & outside-of-school experiences. 1.5 pts	Max 4 pts
Connection to Learning Activities & Readings	Superb synthesis, analysis, and insightful connections about learning activities as assigned in the course 4 pts	Adequate synthesis, analysis, and insightful connections about learning activities as assigned in the course 2.5 pts	Inadequate synthesis, analysis, and insightful connections about learning activities as assigned in the course 1.5 pts	Max 4 pts
Spelling and Grammar	No or very few spelling or grammatical errors. APA	No or very few spelling or grammatical errors. APA citations and a	Poor spelling or grammatical composition. APA citations and/or a	Max 2 pts

	citations and a References page provided when required. 2 pts	References page provided when required. 1 pts	References page not provided when required. 0.5 pts	
Total Points Per Learning Activity Assignment: 10				

SSC497 Journal Questions Assignments Rubric				
Criteria	Ratings			
Connection to Personal Experience	Insightful connections between course work and/or life & outside-of-school experiences. 5 pts	Adequate connections between course work and/or life & outside-of-school experiences. 3 pts	Inadequate connections between course work and/or life & outside-of-school experiences. 1.5 pts	Max 5 pts
Connection to Learning Activities & Readings	Superb synthesis, analysis, and insightful reflection about learning activities as assigned in the course 5 pts	Adequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 3 pts	Inadequate synthesis, analysis, and insightful reflection about learning activities as assigned in the course 1.5 pts	Max 4 pts
Spelling and Grammar	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 5 pts	No or very few spelling or grammatical errors. APA citations and a References page provided when required. 3 pts	Poor spelling or grammatical composition. APA citations and/or a References page not provided when required. 1.5 pts	Max 1 pts
Total Points Per Learning Activity Assignment: 10				

SSC497 Ethical Dilemma Essay Assignment Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough,	Content is generally accurate,	Content is adequate in scope and is	Content is inaccurate, poorly	Max 35 pts

	and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a well-thought out hypothesis and theoretical framework.3 5 pts.	thorough, and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a reasonable hypothesis and theoretical framework.2 8 pts.	typically supported by research. Essay adequately addresses assignment criteria but may be missing some course concepts. Essay includes a hypothesis and theoretical framework. 21 pts.	developed, and/or poorly supported by research. Essay does not address the assignment criteria and/or does not include course concepts, a well-thought out hypothesis and/or theoretical framework15 pts.	
Organization & Structure	Essay is very clear and very readable. Points are well supported. Transitions are logical and maintain very good flow of thought. Introduction & Conclusion appropriately reflect the body of essay. Work is consistently well written according for the type of essay. 30 pts.	Essay is clear and readable. Points are adequately supported. Transitions are generally logical and maintain flow of thought. Introduction & Conclusion appropriately reflect body of essay. Work is consistently of good quality according to the type of essay. 24 pts.	Essay is often clear and readable with some exceptions. Points are adequately supported. Transitions are generally logical and maintain flow of thought with some exceptions. The Introduction & Conclusion adequately reflect the body of essay. Work is consistently of average quality	Essay has difficulty with any of the following: it is either unclear or difficult to follow; points are not consistently supported; transitions are not logical and do not maintain flow of thought; the Introduction & Conclusion does not adequately reflect body of essay; work is consistently of poor	Max 30 pts.

			according for type of essay. 18 pts.	quality according for type of essay. 12 pts.	
Format	Essay follows APA guidelines and is appropriate length. Format is appropriate to essay type. 10 pts.	Essay generally follows APA guidelines and is of appropriate length. Format appropriate to essay type. 6 pts	Essay does not follow APA guidelines and is not an appropriate length. Format is not suitable for type of essay. 4 pts		Max 10 pts
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling has few errors. Language is generally clear and precise; sentences are typically strong. 6 pts	Rules of grammar, spelling, and punctuation are not generally followed; spelling is generally poor. Language is often unclear; sentences are often weak. 4 pts		Max 10 pts
References & Citations	All sources are properly cited in essay and References page. APA guidelines are employed for all the work. 15 pts	Most sources are properly cited in essay and References page. APA guidelines are employed for most of the work. 9 pts	Few sources are properly cited in essay and a References page is not included. Correct use of APA format is not evidenced. 4 pts		Max 15 pts
Total Points: 100					

Discussion Posts Rubric				
Criteria	Ratings Per Criterion			
Quantity and Timeliness	3 posts 1.5 pts	2 posts 1 pt	No post or problematic post 0.5 pt	Max pts. 3.0 pts

Posts informed by course and other students/instructor or posts informed by course learning.	Excellent/ lively /insightful responses 3.5 pts	Good or adequate/ timely responses 2.5 pts	Few reflectio ns or low respons e to disclosu re 1.5 pts.	Very little or no understan ding/ responses 0pts.	Max pts. 6.0 pts
Grammar, Spelling and Citation, if needed	Excellent to adequate effort and use 1.0 pts.			Substanda rd effort or use 0 pts.	Max pts. 1.0 pts
Total Points Per Discussion: 10					

SSC497 COURSE REFERENCES

REFERENCES

A Better You Counseling Services. (n.d.). *Support group rules* [PDF file]. Retrieved December 12, 2019, from http://abycounseling.com/images/Support_Group_Rules.pdf

AllCEUs Counseling Education. (2012, March 9). *Dawn Snipes: Counseling theories* [Video file]. Retrieved from <https://www.youtube.com/watch?v=O9SIxOWgTeo>

AllCEUs Counseling Education. (2013, November 11). *Dawn Snipes: Ethics and boundary issues in counseling*. Retrieved from <https://www.youtube.com/watch?v=lxp7YqJ7n5Q>

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J. & Stadler, H. (1996) *Operationalization of the multicultural counseling competencies* [PDF file]. Retrieved from https://www.counseling.org/resources/competencies/multicultural_competencies.pdf

- BC Association of Clinical Counsellors. (2004). *Personal Information Protection Act*. Retrieved from <http://bc-counsellors.org//app/uploads/2015/09/PIPA-AcounsellorsGuideOctober2004.pdf>
- BC Association of Clinical Counsellors. (2008). *Guidelines for ethical decision-making*. Retrieved from <http://bc-counsellors.org//app/uploads/2015/09/1BCACC-Guideline-Ethical-Decision-Making-2008.pdf>
- BC Association of Clinical Counsellors. (2014). *Code of ethical conduct and standards of clinical practice*. Retrieved from <http://bc-counsellors.org//app/uploads/2015/09/BCACC-Code-of-Ethical-Conduct-2014.pdf>
- Bennet, E., Le, K., Lindahl, K. Wharton, S. & Mak, T. W. (2017). *Article 3: Five out of the box techniques for encouraging teens to engage in counselling* [PDF file]. VISTAS Online. Retrieved from <https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf>
- Bonnette, K. (2017, October 30). *Thanks for (not) understanding: Microaggressions and mental illness* [PDF file]. Retrieved from <https://kimbmusing.com/thanks-for-not-understanding-microaggressions-mental-illness-b89d5b725aab>
- Brown, N. W. (2019). *Conducting Effective and Productive Psychoeducational Groups: A Guide for Beginning Group Leaders*. New York, NY: Routledge.
- Bryce, G. K. (2011, December 13). *Obtaining consent from children (Revisited)*. Retrieved from <https://www.ccpa-accp.ca/wp-content/uploads/2015/05/NOE.ObtainingConsentFromChildrenRevisitedArticle.pdf>

- Canadian Counselling and Psychotherapy Association. (2007). *Code of Ethics* [PDF file]. Retrieved from https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf
- CapsBoulder. (2012, February 1). *Introduction to group therapy* [Video file]. Retrieved from <https://www.youtube.com/watch?v=qrUy6nWJrqg>
- Champion Press. (2011). *Favorite therapeutic activities for children, adolescents, and families: Practitioners share their most effective interventions*. Lowenstein (Ed.) [PDF file]. Retrieved from <https://www.lianalowenstein.com/e-booklet.pdf>
- Clarke, G., Lewinsohn, P., & Hops, H. (1990). *Student workbook: Adolescent coping with depression course* [PDF file]. Retrieved from https://research.kpchr.org/Portals/0/Docs/project%20websites/ACWD/CWDA_workbook.pdf?ver=2016-04-07-083503-940
- Crenshaw, T. (2016, August 1). *Intro to intersectionality* [Video file]. Retrieved from <https://www.youtube.com/watch?v=OWeDatP0cv4>
- D'Andrea & Daniels (2001). *Before you get started* [PDF file]. Retrieved from <http://www.sjsu.edu/counselored/docs/RESPECTFUL.pdf>
- Degges-White, S. (2016, January 22). *Healthy narcissism: It's what keeps us secure* [PDF file]. Retrieved from <https://www.psychologytoday.com/ca/blog/lifetime-connections/201601/healthy-narcissism-it-s-what-keeps-us-secure>
- Forester-Miller, H. & Davis, T. E. (2014). *Practitioner's guide to ethical decision-making* [Infographic]. American Counseling Association. Retrieved from

http://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2

Hallman, L. (2017, January 13). *12 tips for building healthy narcissism* [PDF file]. Retrieved from <https://medium.com/thrive-global/12-hints-for-building-healthy-narcissism-e7626a2a5768>

Hopper, E. (2019, July 3). *What is a microaggression? Everyday insults with harmful effects* [PDF file]. Retrieved from <https://www.thoughtco.com/microaggression-definition-examples-4171853>

Johnson, B. (2017, December 8). *PNVT: Rethinking narcissism by Dr. Craig Malkin* [Video file]. Retrieved from <https://www.youtube.com/watch?v=YtqYTIJz6fg>

Kaufman, S. B. (2017, October 29). *Narcissism and self-esteem are very different* [PDF file]. Retrieved from <https://blogs.scientificamerican.com/beautiful-minds/narcissism-and-self-esteem-are-very-different/>

Keats, B. (2017, August 26). *Strategic family therapy techniques, Christianity, and education* [Video file]. Retrieved from [https://www.youtube.com/watch?v=\[n\]UEigZgV4](https://www.youtube.com/watch?v=[n]UEigZgV4)

Kolod, S. (2016, September 16). *What is healthy narcissism?* [PDF file]. Retrieved from <https://www.psychologytoday.com/us/blog/contemporary-psychoanalysis-in-action/201609/what-is-healthy-narcissism>

Mahin, G. (n.d.). *Expressive therapies* [PDF file]. Retrieved December 12, 2019, from <http://www.expressivetherapist.com/group-activities.html>

Malkin, C. (2017). *The narcissism test* [PDF file]. Retrieved from <http://www.drcraigmalkin.com/the-narcissism-test>

Jopling, S. & Mousley, S. (2014). *The multi-sensory reminiscence activity book* [PDF file].

Retrieved from <http://www.jkp.com/jkpblog/wp-content/uploads/2018/01/Multisensory-Reminiscence-Activity-Book.pdf>

Jones, A. (n.d.) *Games for groups* [PDF file]. Retrieved December 12, 2019, from

<https://www.gamesforgroups.com/therapeuticgames>

McCoy, T. (2019, November 11). *15 art therapy activities, exercises, and ideas for children and*

adults [PDF file]. Retrieved from <https://positivepsychology.com/art-therapy/#what-art-therapy>

Mills, J. (2013, March 4). *Tuckman's stages of development* [Video file]. Retrieved from

<https://www.youtube.com/watch?v=1QvGUjJrRLQ>

Odegaard Writing and Research Center. (n.d.). *Argumentative paper structure* [PDF file].

Retrieved July 24, 2017 from

<https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf>

Online Counseling Programs. (2019). *10 Multicultural factors to consider in counselling* [PDF

file]. Retrieved from <https://onlinecounselingprograms.com/blog/multicultural-counseling-model/>

Pernell, E. (2015, September 29). *Implicit vs. explicit attitudes* [Video file]. Retrieved from

<https://www.youtube.com/watch?v=uWooyRtXkBs>

Pinnacle of Man. (2017, April 23). *11 Curative factors of group therapy* [Video file]. Retrieved

from https://www.youtube.com/watch?v=wg_ORuB3MWU

- Pope, K. S. & Vetter, V. A. (1992). Ethical dilemmas encountered by members of the American Psychological Association. *American Psychologist* 47(3), 397-411. Retrieved from <https://kspope.com/ethics/ethics2.php>
- Professional Association of Christian Counsellors and Psychotherapists. (2013). *Code of Ethics* [PDF file]. Retrieved from <https://www.paccp.ca/wp-content/uploads/2015/03/Code-of-Ethics-PACCP.pdf>
- Rockwood, M., Figuereo-Supraner, C., Morico, D., & Thompson, E. (n.d.). *Group counseling guide* [PDF file]. Retrieved December 12, 2019, from https://web.wpi.edu/Pubs/E-project/Available/E-project-101615-124849/unrestricted/Zniber_Group_Counseling_Guide.pdf
- Spacey, J. (2018, December 6). *24 Examples of ground rules* [PDF file]. Retrieved from <https://simplicable.com/new/ground-rules>
- Sue, D. W. (2010). *Tool: Recognizing microaggressions and the messages they send* [PDF file]. Retrieved from https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf
- TEDx Talks. (2016, January 16). *Thomas Neil: Active listening: What does it look and feel like?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=QlmlqAW0cUQ>
- TEDx Talks. (2017, November 14). *Boyles, B.: The socialization and comfortableness of microaggressions* [Video file]. Retrieved from <https://www.youtube.com/watch?v=9YR8jNtV4BE>

Tenure, she wrote. (2015, October 5). *Nobody wins microaggression bingo* [PDF file]. Retrieved from <https://tenureshewrote.wordpress.com/2015/10/05/nobody-wins-microaggression-bingo/>

The American Group Psychotherapy Association. (2007). *Practice guidelines for group psychotherapy*. Retrieved from [https://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-\(pdf-format\)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=ce6385a9_2](https://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-(pdf-format)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=ce6385a9_2)

The Group Psychologist. (2011, April). *Procedures And Guidelines For Group Therapy*. Retrieved from <http://www.apadivisions.org/division-49/publications/newsletter/group-psychologist/2011/04/group-procedures.aspx>

Thompson, E. (2013, February 19). *Group counselling video #1: Using therapy skills in groups* [Video file]. Retrieved from https://www.youtube.com/watch?v=XYc_APIH7VY&index=4&list=PLefYtkS1fUm0YtjqN5GAL0te-h5MCoXTZ

Thompson, E. (2013, February 19). *Group counselling video #2: Theories: Reality-Therapy* [Video file]. Retrieved from https://www.youtube.com/watch?v=XYc_APIH7VY&index=4&list=PLefYtkS1fUm0YtjqN5GAL0te-h5MCoXTZ

Thompson, E. (2013, February 19). *Group counselling video #3: Conducting therapy in groups* [Video file]. Retrieved from <https://www.youtube.com/watch?v=EYHthbg1nmY>

Thompson, E. (2013, February 19). *Group counselling video #4: Therapy: Unfinished business* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ziPuilrd4Xs>

- Thompson, E. (2013, February 19). *Group counselling video #5: Closing using rounds* [Video file]. Retrieved from <https://www.youtube.com/watch?v=2Om3oRZM1X0>
- Two Dreams. (2016). *60 Substance abuse group therapy activities* [PDF file]. Retrieved from <https://twodreams.com/dream-journal/142-substance-abuse-group-therapy-activities>
- Victims of Violence. (2008-2017). *Research library—Duty to report abuse*. Retrieved from <http://www.victimsofviolence.on.ca/research-library/duty-to-report-abuse/>
- Школа Китайгородской. (2016, October 18). *The Big Bang theory active listening-English* [Video file]. Retrieved from https://www.youtube.com/watch?v=3_dAkDsBQyk
- Youth Legal. (2013, January 7). *Working with Young People Part 2: Privacy and Confidentiality*. Retrieved from https://www.youtube.com/watch?v=tqJ_yyKm12k