



COUN 5003 Group Dynamics

Spring 2023

Mondays 5:15-8:00 pm

Kelly J. Veal

Office: CAB 307

Phone: 706 880 8272

Email: kveal1@lagrange.edu (This is the best way to contact me.)

Office Hours: 4-5:15 PM on Class Meeting Days, After Class Meetings, or scheduled via email

Course Description

This course is designed to provide students with the theories and skills used to facilitate counseling groups in mental health or community settings. Students will practice newly acquired skills in the classroom with other students and will also experience what it is like to serve as a group member. 3 hours (pre- or co-requisites: COUN 5001, 5002)

Methods of Instruction

The content of this course will be delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. Online students will be required to either attend the in-class sessions synchronous learning via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner.

COUN 5003 is a skills-based course that requires student attendance on synchronous learning dates.

Program Objectives

1. Develop knowledge and skills necessary for competent practice, while cultivating a strong counselor identity.
 - 1.c. [Design and implement effective counseling interventions in various settings with groups and individual clients](#)

Course Objectives

Students will demonstrate the following:

1. [Knowledge of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work \(CACREP II.F.6.b.\)key performance indicator](#)
2. Knowledge and skills in group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.F.6.d.)
3. Knowledge of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.F.6.a.)
4. Knowledge and skills in group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.F.6.e.)
5. Evidence of 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.F.6.h.)

6. Knowledge and skills in approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (CACREP II.F.6.f.)
7. Knowledge of ethical and legal considerations and cultural considerations related to group work (CACREP II.F.6.g.)
8. Therapeutic factors and how they contribute to group work (CACREP II. F.6. c.)

Required Textbook:

Corey, G. (2016). *Theory and Practice of Group Counseling* (9th edition). Boston, MA: Cengage.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class. Students will be allowed **1 unexcused** absence during the semester. Unexcused absences will result in a 5 point deduction in your final grade. Excused absences include illness, death in the family, or illness of a child, other family emergencies only.
3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. All assignments will receive a **5 point deduction** for being turned in late. The only extenuating circumstances will be emergency situations which are outlined in the attendance policy.
4. **Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
5. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
6. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
7. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
8. **Have Fun:** Students are expected to have fun learning about the subject matter.

Proctoring Software

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as

modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

Attendance, Participation, and Professionalism (5 points; 2% of final grade)

Active class participation – Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions.

Participation in Group Membership/Reflective Writing (40 Points; 20% of final grade) (Course Objective 5)

- Students are required by CACREP to have a minimum of 10 clock hours in a counseling group for a personal growth experience (10 points). This group experience will be completed outside of class via in-person or online support group attendance. Students will be asked to reflect on their training group experience throughout the semester in a series of reflections (30 Points). Students will be given reflection prompts in Connect.

[Support Groups Central | Live Online Peer Support Groups for Life's Challenges](#)

[15 Online Recovery Meetings & Groups You'll Want to Check Out | The Temper](#)

<https://www.mhanational.org/find-support-groups>

3. Group Leadership Experience (200 points; 52.5% of final grade) (Course Objective 1) (2.F.6.b.- key performance indicator must be uploaded to share One Drive folder.)

Each class member will be expected to function as a group leader/facilitator for at least (2) goal-directed (structured) sessions. These structured experiences will reflect the new material you will learn about group counseling during the didactic portion of the class. Each leader will facilitate the group for 30 minutes while the other students will act as group members. The next 15 minutes following each group session will consist of supervision, process illumination, and additional feedback in how students employed group counseling skills. The skills rubric is attached in the syllabus and uploaded into Connect.

4. Reading Quizzes (60 points; 29% of final grade) (Course Objective 1-8)

Students will have a multiple-choice and short-answer reading quiz at 3 points throughout the semester. These quizzes will be given on-line during asynchronous learning dates.

5. Group Counseling Curriculum (70 points; 34% of final grade) (Course Objective 3,4,5)

Students will submit a curriculum, electronically for a proposed counseling group that addresses a specific problem/population (e.g. HIV/AIDS patients, caregiver burnout, incest survivors, adolescent anxiety or anger management issues, support group for the elderly). The curriculum proposal will include the following sections: 1) rationale for the group (include citations from the literature); 2) intended outcomes (goals and objectives based on rationale and research literature); 3) structure of the group and group activities; 4) theoretical orientation; 5) client screening procedure and selection criteria (inclusion/exclusion); 6) proposed group size, frequency, and length of sessions; 7) outcome measure(s) and/or procedure(s) proposed to evaluate success. (8) At least 10 group activities, exercises, or interventions that can be used along with your group proposal. The curriculum proposal will be written in APA format. An electronic copy of the curriculum will be uploaded into connect by the due date. Each student will give an abbreviated 15 minute presentation that includes an evidence-based toolkit. The toolkit will have at least 10 group activities, exercises, or interventions, from the curriculum project.

Assignment Point Breakdown

Attendance/ Participation Grade	5 points
Group Leadership Experience	200 points
Group Curriculum	70 points
Group Attendance (10hrs) & Reflective Writing (3)	40 points
Reading Quizzes (3)	60 points
Total Points	375 points

Grading Scale	
A	337-375
B	300-336
C	262-299
D	225-262
F	<225

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work. Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify **Ms. Brandi Cameron** at the Counseling Center located in Smith Hall (X8177).

Date	M	Topic/Chapter 5:15 PM- 8 PM	Assignments Due	Readings
Week 1	Jan	9 Overview of the course Chapter 1-2 Introduction: Multicultural Perspective In-Person – Dr. Muller Online- Dr. Veal <i>MLK Day Parade 1/14/22 1PM!</i>	<i>Assign Dyads and dates for group leadership experience</i>	Corey: Chapter 1 & 2
		16 Dr. MLK Day of Service – No Class		
		23 Chapter 1-2 Introduction: Multicultural Lecture and in-Person Lab Experience-Dr. Veal		Corey Chapter 1 & 2
Week 2		30 Ch 3: Group Leadership Ch 4: Early Stages in Group Lecture and in-Person Lab Experience-Dr. Muller		Corey: Chapter 3 & 4
Week 3	Feb	6 Ch. 3: Group Leadership Ch. 4: Early Stages Online Recorded Lectures		Corey: Chapter 3 & 4
Week 4		13 Ch. 6: Psychoanalytic Ch. 7: Adlerian Ch. 8: Psychodrama <i>Discuss Group Curriculum Topics</i> Lecture and In-Person Lab Experience-Dr. Veal		Corey: Chapter 6, 7, 8 Assigned Articles: Adlerian, Psychodrama
Week 5		20 Ch. 6 Ch. 7 Ch. 8 Lecture and In-person Lab Experience- Dr. Veal	<i>Online Group Participation Hours due</i> <i>Reflection #1 Due by</i>	Corey: Chapter 6,7,8

				11:59 PM	
Week 6		27	<p>Ch. 9: Existential Ch. 10: Person Centered Ch. 11: Gestalt</p> <p>Lecture and in-Person Lab Experience- Dr. Muller</p> <p>Group 1: Emily and Cassie (Feb 27th & March 27th) Group 2: Holly and Dr. Muller (Feb. 27th & March 27th)</p>	<p>Reading Quiz #1 (Ch. 1,2,3,4,6,7,8)</p> <p>-Group 1 Leadership -Group 2 Leadership</p>	Corey: Chapter 9,10, 11
Week 7	March	6	<p>Ch. 9 Ch. 10 Ch. 11</p> <p>Lecture and In-Person Lab Experience -Dr. Muller</p>		Corey: Chapter 9,10, 11
Week 8		13	<p>Ch. 12: TA Ch. 13: CBT Ch. 14: REBT</p> <p>Lecture and in-Person Lab Experience - Dr. Veal</p> <p>KV Group Leadership Experience</p> <p>Group 3: Landon & Ellayah (March 13th & April 17th) Group 4: Brandy and Mason (March 13th & April 17th)</p>	<p>Reading Quiz 2 (Ch. 9, 10, 11) Due by 11:59 PM</p> <p>-Group 3 Leadership -Group 4 Leadership</p>	Corey: Chapter 12, 13, 14 Assigned Article: CBT
Week 9		20	<p>Ch. 12 Ch. 13 Ch. 14</p> <p>Online Recorded Lectures</p>	<p>Reflection # 2 Due by 11:59 PM</p>	Corey: Chapter 13 & 14
Week 10		27	<p>Ch. 15 Choice/ Reality Ch. 16 Solution-Focused & MI Ch. 17: Comparison, Contrast, and Integration</p> <p>In-Person Lecture and Lab Experience- Dr. Muller</p>	<p>Group Curriculum Papers Due by 11:59</p> <p>Group 1 Leadership Group 2 Leadership</p>	Corey: Chapter 15, 16, 17, 12

			<p>Group 1: Emily and Cassie (Feb 27th & March 27th)</p> <p>Group 2: Holly and Dr. Muller (Feb. 27th & March 27th)</p>		
Week 11		3	Spring Break – No Class		
Week 12	APR	10	<p>Ch. 15</p> <p>Ch. 16</p> <p>Ch. 17</p> <p>Online Recorded Lectures</p>	Corey: Chapter 15, 16, 17	
Week 13		17	<p><i>Ch. 13: CBT</i></p> <p><i>Ch. 16: SFBT and MI</i></p> <p><i>Ch. 5: Closing the Group</i></p> <p>TEAMS Lab Experience- Dr. Veal & Dr. Muller</p> <p>KV Group Leadership Experience</p> <p>Group 3: Landon & Ellayah (March 13th & April 17th)</p> <p>Group 4: Brandy and Mason (March 13th & April 17th)</p>	<p><i>Group Curriculum Presentations</i></p> <p><i>Group 3 Leadership</i></p> <p><i>Group 4 Leadership</i></p>	Review and Implement Skills
Week 14		24	In-Person- Dr. Muller and Dr. Veal	<p><i>Group Curriculum Presentations</i></p>	
				<p><i>Reflection #3 due 4/28 by 11:59 PM</i></p> <p><i>Reading Quiz #3 due 4/28 by 11:59 PM</i></p>	

The professor reserves the right to make changes to the syllabus during the semester, if necessary, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

CURRENT COUNSELING RESEARCH

Coleman, J. A., Lynch, J. R., Ingram, K. M., Sheerin, C. M., Rappaport, L. M., & Trapp, S. K. (2018).

Examination of racial differences in a posttraumatic stress disorder group therapy program for veterans. *Group Dynamics: Theory, Research, and Practice*, 22(3), 129–142. <https://doi.org/10.1037/gdn0000086>.

Coholic, D., & Eys, M. (2016). Benefits of an Arts-Based Mindfulness Group Intervention for Vulnerable Children. *Child & Adolescent Social Work Journal*, 33(1), 1–13. <https://doi.org/10.1007/s10560-015-0431-3>

Meany-Walen, K. K., & Kottman, T. (2019). Group Adlerian play therapy. *International Journal of Play Therapy*, 28(1), 1.

Sneed, J., & Hammer, T. (2018). Phenomenological Inquiry into Phoenix Rising Yoga Therapy. *International Journal of Yoga Therapy*, 28(1), 87–95. <https://doi.org/10.17761/2018-00002>

Spuij, M., Prinzie, P., Dekovic, M., van den Bout, J., & Boelen, P. A. (2013). The effectiveness of Grief-Help, a cognitive behavioural treatment for prolonged grief in children: study protocol for a randomised controlled trial. *Trials*, 14, 395. <https://doi.org/10.1186/1745-6215-14-395>

Yiftach, Ron. (2018). Psychodrama's Role in Alleviating Acute Distress: A Case Study of an Open Therapy Group in a Psychiatric Inpatient Ward. *Front Psychology*, 30, pp. <https://doi.org/10.3389/fpsyg.2018.02075>

Group Proposal Project Rubric

	Unsatisfactory	Developing 2	Developing 2	Target
Comprehensive and Cohesive Overview of the group and rationale for purpose w/current research with theoretical orientation/application <i>Cacrep 2.F.6.a-b</i>	Comprehensive overview of rationale/purpose etc. were not met in a satisfactorily manner.	Inadequate coverage of overview of rationale/purpose etc.	Moderate coverage of overview of rationale/purpose etc.	Adequate coverage of overview of rationale/purpose etc.
Structure of Group: length, number of participants, open v. closed and rationale for decisions, settings of group and selection of members/screening <i>Cacrep 2.F.6.b.,c.,e.,f</i>	Group structure and components of group make-up and screening were not in a satisfactorily manner.	Inadequate coverage of group structure and components of group make-up and screening.	Moderate coverage of group structure and components of group make-up and screening	Adequate coverage of group structure and components of group make-up and screening.
Ethically and culturally relevant strategies <i>Cacrep 2.F.6.g</i>	Ethics and cultural consideration were not met in a satisfactorily manner.	Inadequate coverage of group structure and components of group make-up and screening	Moderate coverage of group structure and components of group make-up and screening	Adequate coverage of group structure and components of group make-up and screening
Address how the 10 hours of outside group have impacted/shaped development of this curriculum (must upload your group verification in the appendix) <i>Cacrep 2.F.6.h</i>	Address outside group hours and impacts were not met in a satisfactorily manner.	Inadequate coverage of outside group hours and impacts.	Moderate coverage of outside group hours and impacts.	Adequate coverage of outside group hours and impacts.
Overview of each session w/detailed agenda and evaluation plan. Should have SMART goals with interventions and objectives.	Not Satisfactory	Inadequate	Moderate	Adequate
Proper use of APA throughout the entirety of project, minimum of 7 citations	Not Satisfactory	Inadequate	Moderate	Adequate
At least 10 group activities, exercises, or interventions used with your group proposal	Did not include evidence-based interventions with the proposal	Included an inadequate number of exercises- some unrelated to theory	Moderate use of evidence-based interventions	Adequate use of evidence-based interventions for the proposal

15 minute presentation that includes the 10 activities for the evidence-based toolkit				
---	--	--	--	--

Group Leadership Experience Rubric

Criteria	Levels of Achievement		
	Exceeded	Target	Developing
1. Developmentally Appropriate Materials	16-20 points All developed group materials are age/grade level appropriate for the identified topic and student grade level.	11-15 points Most of the group materials are somewhat age/grade level appropriate for the identified topic and student grade level.	1-10 points Group materials are lacking in age/grade level appropriateness for the identified topic and student grade level. Group materials are noticeably significantly lower or significantly above the identified grade/development level.
2. Recognition of Group Stage	16-20 points Student clearly recognizes, identifies, and articulated the correct group stage.	11-15 points Student mostly recognizes and identifies the correct group stage.	1-10 points Student struggles to recognize, identify, or articulate the correct group stage.
3. Application of Theory and Technique	16-20 points Student correctly and appropriately uses theoretical techniques in the group session. Student can identify the theory for which these techniques align with.	11-15 points Student mostly and appropriately uses theoretical techniques in the group session.	1-10 points Student struggles to use theoretical techniques correctly or appropriately in the group session. Student is unable to identify the theory for which these techniques align with.
4. Group Leadership Key performance indicator (2.F.6.b)	16-20 points Student applies a variety of group facilitation skills to guide the group members through the session from opening to termination.	11-15 points Student mostly applies group facilitation skills to guide the group members through the session from opening to termination.	1-10 points Student applies some group facilitation skills within the group.
5/Facilitating	7-8 Points Student demonstrates open and direct communications toward group & member goals. Student created a climate of safety & acceptance.	4-6 points Student mostly demonstrates open and direct communications toward group & member goals. Student worked to a climate of acceptance.	1-3 points Student struggled to demonstrate open and direct communication toward group & member goals. Student struggled to create a climate of safety & acceptance.
Evaluating	7-8 Points Student effectively assesses group process, movement, and direction & individual and group dynamics.	4-6 points Student mostly assesses group process, movement, and direction & individual and group dynamics.	1-3 points Student struggles to assess group process, movement, and direction & individual and group dynamics.
Protecting	7-8 Points Student safeguarded members from psychological risks (e.g., confidentiality & member selection in groups).	4-6 points Student mostly safeguarded members from psychological risks (e.g., confidentiality & member selection in groups).	1-3 points Student struggled to safeguard members from psychological risks (e.g., confidentiality & member selection in groups).

Supporting	7-8 Points Student effectively creates a trusting atmosphere that encourages disclosure & change.	4-6 points Student mostly creates a trusting atmosphere that encourages disclosure & change.	1-3 points Student struggles to create a trusting atmosphere that encourages disclosure & change.
Initiating	7-8 Points Student effectively promotes group participation & introducing new direction for continued momentum.	4-6 points Student mostly promotes group participation & introducing new direction for continued momentum.	1-3 points Student struggles to promote group participation & introducing new direction for continued momentum.
Goal Setting	7-8 Points Student effectively establishes group goals; aiding members in identifying meaningful personal goals; directing group activities toward goals attainment.	4-6 points Student mostly establishes group goals and directs group activities toward goals attainment.	1-3 points Student struggles to establish group goals or aid members in identifying meaningful personal goals or struggles to direct group activities toward goals attainment.
Linking	7-8 Points Student effectively encourages member-to-member vs. member-to-facilitator communication; effectively connects commonalities.	4-6 points Student encourages member-to-facilitator communication; connects commonalities.	1-3 points Student struggles to encourage member-to-member vs. member-to-facilitator communication; very limited in identifying commonalities.
Feedback	7-8 Points Student effectively expresses specific, honest reactions (thoughts and/or feelings) based on observation. May include gentle “confronting” (e.g., discrepancies between verbal and non-verbal messages).	4-6 points Student mostly expresses specific, honest reactions (thoughts and/or feelings) based on observation.	1-3 points Student struggles to express specific, honest reactions (thoughts and/or feelings) based on observation.
Suggesting	7-8 Points Student appropriately gives information; assists members to look at situations from a new perspective; encourages members to try new behavior; homework.	4-6 points Student gives information and assists members to look at situations from a new perspective.	1-3 points Student gives information yet struggles to assist members to look at situations from a new perspective.
Interpreting	7-8 Points Student effectively provides possible explanations for thoughts, feelings, and behaviors.	4-6 points Student attempts to provides possible explanations for thoughts, feelings, and behaviors.	1-3 points Student struggles to provide possible explanations for thoughts, feelings, and behaviors.
Self-disclosure	7-8 Points Student effectively and appropriately reveals one’s own reactions to here-and-now group events.	4-6 points Student reveals one’s own reactions to here-and-now group events.	1-3 points Student inappropriately reveals one’s own reactions to here-and-now group events (too much or too little self-disclosure.)
Modeling	7-8 Points Student effectively demonstrates desired behaviors through one’s own actions and reactions.	4-6 points Student mostly demonstrates desired behaviors through one’s own actions and reactions.	1-3 points Student struggles to demonstrate desired behaviors through one’s own actions and reactions.
Blocking	7-8 Points Student effectively and appropriately used redirection, here-and-now experiencing to stop unproductive behaviors such as story-telling, excessive questioning, undue pressure to disclose, gossiping, etc.	4-6 points Student attempted to use redirection, here-and-now experiencing to stop unproductive behaviors such as story-telling, excessive questioning, undue pressure to disclose, gossiping, etc.	1-3 points Student missed an opportunity to use redirection, here-and-now experiencing to stop unproductive behaviors such as story-telling, excessive questioning, undue pressure to disclose, gossiping, etc.

Summarizing	<p style="text-align: center;">7-8 Points</p> <p>Student effectively pulled together important elements and/or themes of a session or particular set of interactions.</p>	<p style="text-align: center;">4-6 points</p> <p>Student pulled together important elements of a session.</p>	<p style="text-align: center;">1-3 points</p> <p>Student struggled to pull together important elements and/or themes of a session or particular set of interactions.</p>
Terminating	<p style="text-align: center;">7-8 Points</p> <p>Student effectively helped members to bring closure to the experience (e.g., “suggesting” how members might transfer what they have learned in group to life outside of group); may include providing resources/referrals; arranging a follow-up group session; inviting individual consultation following group termination.</p>	<p style="text-align: center;">4-6 points</p> <p>Student helped members to bring closure to the experience.</p>	<p style="text-align: center;">1-3 points</p> <p>Student struggled to effectively help members bring closure to the experience.</p>
Total Points = 200			