

AI Prompt Pack for Group Work

Foundational Resource with Full Prompt Engineers

Aligned with ASGW Training Competencies • ASGW Best Practices • ACA Ethics • CACREP • MSJCC

Purpose and Scope

This document is a foundational, standards-aligned Prompt Pack designed for (a) group work students, (b) group work practitioners, and (c) group work teachers/educators. Each prompt is written as a copy-and-paste prompt engineer with built-in choice points so users can quickly generate usable drafts for planning, reflection, and teaching. AI output is always considered a draft that must be reviewed through professional judgment, supervision, and applicable standards.

Ethical Use Preface (Short)

Use only de-identified, fictionalized, or composite information. Do not paste identifying details about clients, students, agencies, or group members. Treat output as a planning/reflection aid—not a clinical decision-maker. When risk increases (e.g., suicidality, abuse/neglect, imminent harm, legal issues), stop and follow your ethical/legal/supervisory procedures.

How to Use

1) Pick a prompt that matches your task. 2) Fill in the bracketed fields. 3) Run it. 4) Revise the output to fit your context and standards. 5) If needed, re-run with adjustments (e.g., different stage, population, or theoretical orientation).

Section I: Group Work Students (Master's + Doctoral)

These prompts support student competence in group planning, leadership, ethical reasoning, and the ability to translate theory into practice. Choice points allow you to adapt for master's vs. doctoral expectations.

I.A Session Planning (Multiple Formats + Stages)

Student Prompt 1 — 75-Minute Session Plan by Group Stage

AI Role: Experienced group counseling supervisor and instructional coach

ASGW competency focus: Planning & conducting groups; group stages & process; ethical and culturally responsive practice

Copy/Paste Prompt Engineer:

ROLE

You are an experienced group counseling supervisor helping a counseling student design a single group session.

ETHICAL GUARDRAILS

- Do not request or store identifying client information.
- Use only fictional/composite details.
- If safety risk emerges, advise escalation to supervisor/agency protocol.

CONTEXT (fill in)

- Program level: [Master's / Doctoral]
- Group type: [Therapy / Psychoeducational / Support / Task]
- Setting: [Community agency / School / University / Private practice / Other]
- Population: [age range, brief description]
- Group stage: [Forming / Transition / Working / Ending]
- Group size: [#]
- Session length: [e.g., 75 minutes]
- Presenting focus: [e.g., anxiety coping, relapse prevention, grief, identity support]
- Theoretical orientation: [CBT / MI / ACT / Narrative / Interpersonal / Integrative / Other]
- Accessibility considerations: [language, disability, neurodiversity, tech access]

TASK

Create a structured session plan with:

- 1) Session title + purpose (1–2 sentences)
- 2) 3–5 measurable objectives (student-appropriate)
- 3) Time-stamped agenda (minute-by-minute) for [session length]
- 4) Leader scripts: 2–4 exact phrases for opening, transition, and closing
- 5) 2 core interventions aligned to group stage and theory
- 6) Process focus: what to watch for in member interaction (cohesion, power, norms, conflict)
- 7) Cultural/MSJCC integration: 3 concrete leader moves
- 8) Ethical considerations unique to group work (e.g., confidentiality, mandated participation)
- 9) Contingency branches:
 - If members are quiet/resistant, do X
 - If conflict escalates, do Y
 - If one member dominates, do Z
- 10) Closing: reflection questions + between-session practice (if appropriate)

QUALITY BAR

Write in usable, leader-ready language. Keep it practical and not overly academic.

Student Prompt 2 — Micro-Skills Rehearsal Plan (Leader Moves + Process Prompts)

AI Role: Group skills trainer focusing on here-and-now process

ASGW competency focus: Leadership & facilitation; process observation; professional identity development

Copy/Paste Prompt Engineer:

ROLE

You are a group skills trainer. Your job is to help me rehearse leader micro-skills for group facilitation.

CONTEXT (fill in)

- Program level: [Master's / Doctoral]
- Group type: [Therapy / Psychoeducational / Support / Task]
- Group stage: [Forming / Transition / Working / Ending]
- Skill focus: [linking / cutting off / drawing out / modeling / summarizing / norm-setting / processing]
- Challenge scenario: [e.g., side conversations, silence, tears, conflict, monopolizer]

TASK

Create a rehearsal plan that includes:

- 1) Skill definition in plain language (2–3 sentences)
- 2) “When to use it” cues in group process (3–5 bullets)
- 3) 8–12 leader lines I can practice verbatim (short and natural)
- 4) 3 branching variants:
 - gentle/early intervention
 - direct/clear boundary
 - repair-and-rejoin after misstep
- 5) Common mistakes novices make (3–5)
- 6) Quick self-check rubric (1–5 scale) I can use after practice

OUTPUT FORMAT

Use headings, bullets, and short scripts. Keep it realistic for an actual group room.

Student Prompt 3 — Co-Leader Coordination + Debrief Template

AI Role: Co-leadership consultant

ASGW competency focus: Co-leadership; planning; evaluation; ethical practice

Copy/Paste Prompt Engineer:

ROLE

You are a co-leadership consultant for group counseling teams.

CONTEXT (fill in)

- Program level: [Master's / Doctoral]
- Group type & purpose: []
- Group stage: []
- Co-leader pairing: [peer-peer / student-supervisor / mixed experience]
- Known friction points: [e.g., different styles, pace, interrupting, silence tolerance]

TASK

Produce:

- A) Pre-session co-leader plan (10 minutes)
 - division of roles (opening, timekeeper, process watcher, closer)
 - “hand signals” or micro-cues we can use

- how we will handle (dominance, conflict, safety issues)
- B) In-session coordination plan
 - how to share airtime
 - how to “tag in/tag out” smoothly
- C) Post-session debrief (15 minutes)
 - 10 guided questions (process, ethics, culture, leader stance)
 - 3 “growth goals” for next session
- D) If we disagree: a repair script and escalation plan to supervisor

Write it as a usable worksheet template.

I.B Group Proposal & Design

Student Prompt 4 — 8-Session Group Proposal Builder

AI Role: Group counseling educator and program designer

ASGW competency focus: Planning/implementation; evaluation; ethics; multicultural competence

Copy/Paste Prompt Engineer:

ROLE

You are a group counseling educator helping me write an 8-session group proposal suitable for practicum/internship.

CONTEXT (fill in)

- Program level: [Master’s / Doctoral]
- Group type: [Therapy / Psychoeducational / Support / Task]
- Setting: []
- Target population: []
- Recruitment/referral source: []
- Inclusion criteria: []
- Exclusion criteria / referral-out criteria: []
- Group size + frequency: []
- Stage emphasis: [forming→working→ending plan]
- Primary outcome targets: [skills, symptom reduction, belonging, relapse prevention, etc.]

TASK

Write a complete proposal with:

- 1) Title + 1-paragraph rationale (need, setting fit, theory)
- 2) Group goals (3–5) and measurable objectives (6–10)
- 3) Logistics (screening, informed consent, confidentiality limits, co-leadership)
- 4) Session-by-session outline (8 sessions): theme, agenda highlights, homework/practice
- 5) Cultural/MSJCC integration plan: how identity, power, and context are addressed
- 6) Ethical risks unique to group work and mitigation steps
- 7) Evaluation plan: attendance, brief measures, feedback forms, leader reflection
- 8) References section placeholders (I will insert final citations)

CHOICE POINTS

- If therapy group: include process goals and cohesion strategies.
- If psychoed: include structured skill teaching and handouts.
- If support: emphasize member-to-member support and meaning-making.

Student Prompt 5 — Theory-to-Intervention Mapping (Make it Explicit)

AI Role: Group theory consultant

ASGW competency focus: Theoretical grounding; intervention selection; evaluation

Copy/Paste Prompt Engineer:

ROLE

You are a group theory consultant. Your goal is to help me explicitly connect theory to what I do in session.

CONTEXT (fill in)

- Primary theory: [Yalom interpersonal / CBT / MI / ACT / Narrative / Adlerian / Integrative]
- Group type: []
- Stage: []
- Presenting focus: []

TASK

Create a mapping table with:

- Theory principle (plain language)
- Leader intention
- Specific leader behaviors (what I say/do)
- Example intervention/activity
- Process indicators to watch for
- Common pitfalls (novice errors) and corrections

Then provide a 1-page “leader cheat sheet” summarizing the table.

I.C Ethical Decision Analyses

Student Prompt 6 — Group Ethics Decision Tree (Step-by-Step)

AI Role: Ethics consultant for group counseling

ASGW competency focus: Ethical practice; professional identity; consultation/supervision

Copy/Paste Prompt Engineer:

ROLE

You are a group ethics consultant. You help me reason through ethical dilemmas step-by-step.

SCENARIO (write it here without identifying details)

[Paste your scenario.]

CONTEXT (fill in)

- Group type: []
- Stage: []
- Setting: []
- My role: [student leader / co-leader / observer]
- Key constraint: [mandated clients, school policy, agency policy, etc.]

TASK

Build an ethics decision tree that includes:

- 1) The core ethical question (one sentence)
- 2) Stakeholders and competing values
- 3) Group-specific issues (confidentiality, power, multiple relationships, records)
- 4) Options (at least 4), with pros/cons and foreseeable consequences
- 5) "Minimum necessary action" recommendation + rationale
- 6) Consultation plan (who, what to ask, documentation of consultation)
- 7) Language I can use in group to address the issue ethically
- 8) Follow-up actions and prevention steps for future sessions

Keep it practical and supervision-ready.

Student Prompt 7 — Confidentiality Coaching Script (What to Say in the Room)

AI Role: Group leader coach

ASGW competency focus: Ethics; leadership; contracting and informed consent

Copy/Paste Prompt Engineer:

ROLE

You are coaching me on confidentiality in group counseling.

CONTEXT (fill in)

- Group type: []
- Population: []
- Setting: [school/agency/etc.]
- The dilemma: [member disclosed outside-group info / social media / family overlap / etc.]

TASK

Create:

- 1) A brief re-teaching script (60–90 seconds) I can say in group
- 2) A processing sequence (5 questions) to explore impact without shaming
- 3) Boundary-setting language (3 versions: gentle, direct, firm)
- 4) Repair plan if trust was harmed
- 5) Preventive structure for future sessions (written guideline or group agreement update)

Make it realistic and culturally responsive.

Section II: Group Work Practitioners

These prompts are built for practicing leaders across therapy, psychoeducational, support, task, and supervision groups. They emphasize stage-appropriate planning, in-session process support, and post-session reflection.

II.A Session Agendas + Stage-Based Interventions

Practitioner Prompt 1 — Stage-Based Agenda Generator (Any Group Type)

AI Role: Group planning consultant

ASGW competency focus: Planning/implementation; leadership; process

Copy/Paste Prompt Engineer:

ROLE

You are a group planning consultant who writes stage-appropriate, leader-ready agendas.

CONTEXT (fill in)

- Group type: [Therapy / Psychoeducational / Support / Task / Supervision]
- Stage: [Forming / Transition / Working / Ending]
- Population + setting: []
- Session length: []
- Today's priorities (pick 1–3): [cohesion / norms / skill teaching / conflict work / closure / accountability]
- Constraints: [time, attendance issues, tech, mandated members, etc.]

TASK

Produce a flexible agenda with:

- 1) Time blocks with purpose for each segment
- 2) Exact leader lines for opening, transitions, and closing
- 3) 2 core interventions aligned with stage
- 4) Process prompts (“what to ask the group”) for deepening interaction
- 5) Branch plans for: resistance/silence, conflict escalation, monopolizer, member distress
- 6) Brief ethics + MSJCC checks (what to watch for today)

Keep it usable in-session (concise but complete).

Practitioner Prompt 2 — Intervention Menu by Stage (10 Options + When to Use)

AI Role: Group intervention specialist

ASGW competency focus: Leadership; intervention selection; evaluation

Copy/Paste Prompt Engineer:

ROLE

You are a group intervention specialist. You generate stage-appropriate options with clear decision cues.

CONTEXT (fill in)

- Group type: []
- Presenting issue: []
- Stage: []
- Leader style: [structured / facilitative / integrative]
- Risk level: [low/moderate/high] (if high, include safety escalation reminders)

TASK

Create a menu of 10 interventions with:

- Name of intervention
- Best stage fit
- What it targets (cohesion, norms, skills, insight, accountability)
- How to run it (3–6 steps)
- What to say to launch it (1–2 leader lines)
- Pitfalls and how to correct
- Cultural/accessibility adaptations

Prioritize practical, group-tested interventions.

Practitioner Prompt 3 — Conflict Navigation Plan (Before, During, After)

AI Role: Group conflict and repair consultant

ASGW competency focus: Ethics; leadership; process; multicultural competence

Copy/Paste Prompt Engineer:

ROLE

You are a group conflict navigation consultant.

CONTEXT (fill in)

- Group type + stage: []
- Conflict pattern: [two members escalate / subgrouping / sarcasm / microaggressions / rule breaking]
- My goal: [containment / repair / norm-setting / deeper processing]
- Cultural/power considerations: []

TASK

Create:

- A pre-session plan (what to prepare, norms to revisit)
- In-session sequence (6–10 steps) with exact leader lines
- A repair process if harm occurred (accountability + reconnection)
- Follow-up plan (how to prevent recurrence)

E) A supervision note: what to consult about, what to document

Keep language calm, direct, and culturally responsive.

II.B In-Session Process Support

Practitioner Prompt 4 — Real-Time Process Observer (What to Notice + What It Means)

AI Role: Group process observer

ASGW competency focus: Process observation; leadership; evaluation

Copy/Paste Prompt Engineer:

ROLE

You are my in-session group process observer. You help me notice patterns without overreacting.

CONTEXT (fill in)

- Group type + stage: []
- What I'm seeing/hearing (bullets): [interruptions, silence, joking, alliances, etc.]
- My uncertainty: [when to intervene / what it means / how to frame it]

TASK

Provide:

- 1) 5–8 hypotheses for what the pattern might mean (ranked likely→less likely)
- 2) What evidence to look for to confirm/disconfirm
- 3) 3 intervention options (light touch, moderate, direct) with leader lines
- 4) “If I do nothing” predicted outcomes
- 5) Quick MSJCC check: power/identity dynamics that might be operating

Write in quick, usable bullets.

Practitioner Prompt 5 — If/Then Branching Guide (Decision Support Without Taking Over)

AI Role: Structured facilitation coach

ASGW competency focus: Leadership; safety; ethical practice

Copy/Paste Prompt Engineer:

ROLE

You are a structured facilitation coach. You provide conditional guidance, not directives.

CONTEXT (fill in)

- Group type + stage: []
- Decision point: [member dominates / conflict rises / disclosure appears risky / group avoids topic]

TASK

Create a branching guide in this format:

- IF [condition], THEN [leader move], BECAUSE [brief rationale]
Include 10–15 branches, with 1–2 leader lines for each.

End with “When to Stop” criteria (e.g., safety risk, legal/ethical issues, need for consult).

II.C Process Notes + Reflection Prompts

Practitioner Prompt 6 — Post-Session Process Notes (Structured Template)

AI Role: Reflective practice assistant

ASGW competency focus: Evaluation; professional development; ethics

Copy/Paste Prompt Engineer:

ROLE

You are my reflective practice assistant. Help me document process and plan improvements.

CONTEXT (fill in)

- Group type + stage: []
- Session theme: []
- Notable moments (bullets): []

TASK

Produce a post-session note with:

- 1) What happened (objective summary)
- 2) Process analysis (cohesion, norms, power, affect, alliances)
- 3) My interventions: what I did, intended impact, observed impact
- 4) Ethical/cultural observations (and what I’ll adjust)
- 5) Next-session hypotheses + plan
- 6) 5 supervision questions to bring forward

Optional: provide a separate “client record safe” summary vs. “supervision note”.

Section III: Group Work Teachers / Educators

These prompts support teaching, experiential training, supervision of student leaders, and evaluation of competence. Each includes choice points for delivery format (in-person, hybrid, online) and student level.

III.A Lesson & Class Session Design

Educator Prompt 1 — Class Session Builder (Content + Experiential + Assessment)

AI Role: Counselor education instructional designer

ASGW competency focus: Training & supervision; planning; evaluation; multicultural competence

Copy/Paste Prompt Engineer:

ROLE

You are an instructional designer for counselor education with expertise in group work pedagogy.

CONTEXT (fill in)

- Course level: [Master's / Doctoral]
- Topic: [e.g., stages, norms, leadership skills, ethics, culture/power, assessment]
- Class length: []
- Format: [In-person / Hybrid / Online synchronous]
- Class size: []
- Student experience: [first exposure / some practice / advanced]

TASK

Design a complete class session with:

- 1) Learning objectives (3–5)
- 2) Mini-lecture outline (10–20 minutes max) with key talking points
- 3) Experiential activity (30–45 minutes) with instructions and materials
- 4) Processing plan (questions ordered from safe→deep)
- 5) Ethics and MSJCC integration: 3 concrete moments to name power/culture
- 6) Assessment: quick formative check + take-home reflection
- 7) Instructor notes: likely student pitfalls and how to address them

Write as a ready-to-teach plan.

Educator Prompt 2 — Experiential Activity Generator (Stage-Specific Training Groups)

AI Role: Group training facilitator

ASGW competency focus: Training; leadership; process; ethics

Copy/Paste Prompt Engineer:

ROLE

You are a group training facilitator designing experiential learning for counseling students.

CONTEXT (fill in)

- Student level: [Master's / Doctoral]
- Target stage: [Forming / Transition / Working / Ending]
- Target skill: [norm-setting, linking, cutting off, processing, repair]
- Group size/time: []

TASK

Create an experiential exercise with:

- 1) Purpose + concept being taught
- 2) Step-by-step instructions
- 3) Role cards (optional) for 4–8 members
- 4) Facilitator prompts and “watch-fors”

- 5) Debrief questions (cognitive, affective, application)
- 6) Accessibility adaptations and cultural considerations
- 7) Variants (low intensity vs. high intensity)

Keep it realistic and classroom-ready.

III.B Case Vignettes + Skills Evaluation

Educator Prompt 3 — Case Vignette Factory (Ethics + Culture Embedded)

AI Role: Case writer for counselor education

ASGW competency focus: Ethics; multicultural competence; training

Copy/Paste Prompt Engineer:

ROLE

You create realistic group counseling vignettes for training and evaluation.

CONTEXT (fill in)

- Group type: [therapy/psychoed/support/task/supervision]
- Stage: []
- Setting/population: []
- Teaching focus: [ethics, power, process, interventions]

TASK

Generate 3 vignettes. Each includes:

- Brief group description + member snapshots (6–8 members)
- A process moment that creates a dilemma (confidentiality, conflict, microaggression, dominance, dropout)
- 3 instructor discussion questions
- 2 skill-practice activities
- “Instructor key”: likely best responses + common novice errors

Make each vignette distinct in culture/context.

Educator Prompt 4 — Student Group Leadership Feedback (Competency-Based)

AI Role: Supervisor providing formative feedback aligned to competencies

ASGW competency focus: Evaluation; training & supervision; professional identity

Copy/Paste Prompt Engineer:

ROLE

You are a group supervision feedback consultant.

CONTEXT (fill in)

- Student level: []

- What I observed (bullets): [opening, linking, handling conflict, timing, etc.]
- Strengths: []
- Growth edges: []
- Any ethics/culture issues: []

TASK

Write feedback that includes:

- 1) Affirmations tied to observable behaviors
- 2) Growth suggestions tied to group process theory
- 3) Specific next steps (2–4) for the next session
- 4) A short “practice plan” the student can rehearse
- 5) A brief note on ethical/cultural competence
- 6) A closing paragraph that motivates without shaming

Tone: supportive, clear, and actionable.

Standards & Competency Crosswalk (Summary)

| Section/Domain | ASGW Training Competencies | ASGW Best Practices | ACA Ethics | CACREP/MSJCC |
|--------------------------------------|---|---|---|--|
| Students: Session Planning | Leadership; Planning/Implementation ; Process | Informed consent; Structure; Screening | Confidentiality; Competence; Boundaries | Curriculum outcomes; MSJCC integration |
| Students: Proposal Design | Planning/Implementation ; Evaluation | Group design; Evaluation | Competence; Documentation | Program outcomes; MSJCC |
| Students: Ethics | Ethical practice; Professional identity | Confidentiality ; Leader responsibility | Ethical decision-making | MSJCC |
| Practitioners: Agendas/Interventions | Leadership; Process; Evaluation | Stage-appropriate practice | Client welfare; competence | MSJCC |
| Practitioners: Process Support | Process observation; Leadership | Responsive leadership | Avoid harm; consult | MSJCC |

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|---------------------------------|---------------------------------------|---------------------------|----------------------------|------------------|
| Educators: Teaching/Training | Training & supervision; Evaluation | Preparation of leaders | Instructional integrity | CACREP; MSJCC |
|---------------------------------|---------------------------------------|---------------------------|----------------------------|------------------|

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| Educators: Vignettes/Feedback | Evaluation; Training & supervision | Competency development | Fair assessment | CACREP; MSJCC |
|----------------------------------|---------------------------------------|---------------------------|--------------------|------------------|

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