

# ASGW AI Guidelines Series: Executive Summary

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This Executive Summary provides an overview of the ASGW Artificial Intelligence (AI) Guidelines Series for Group Practitioners, Students, and Teachers. These guidelines were developed to support ethical, reflective, and culturally responsive integration of AI into all dimensions of group work. They align with the ASGW Guiding Principles (2021), Best Practice Guidelines (2007), and the ACA Artificial Intelligence Guidelines (2024).

## **Group Practitioners**

Focuses on ethical, competent, and culturally aware integration of AI in clinical and psychoeducational group settings. Practitioners are encouraged to use AI for administrative efficiency, reflective practice, and supervision support while maintaining confidentiality, client consent, and relational integrity.

Highlights:

- Maintain ethical oversight and data protection.
- Use AI to enhance—not replace—facilitation and empathy.
- Apply multicultural and social justice frameworks to mitigate algorithmic bias.
- Engage in ongoing professional development on AI ethics.
- Reflect regularly on the human–technology balance in group relationships.

## **Students of Group Work**

Guides students in the responsible use of AI for learning and professional identity development. Students are expected to demonstrate ethical awareness, transparency, and critical thinking in all academic and practice-related uses of AI.

Highlights:

- Cultivate AI literacy within counselor education programs.
- Uphold academic integrity and transparency when using AI tools.
- Recognize potential cultural bias in AI data and outputs.
- Use AI reflectively to complement—not substitute—self-awareness and empathy.
- Prepare for evolving ethical expectations in digital counseling contexts.

## **Teachers of Group Work**

Provides direction for counselor educators on modeling ethical and pedagogical integration of AI. Emphasizes teaching through example, promoting social justice, and preparing students for the technological realities of contemporary counseling.

Highlights:

- Embed AI literacy in curricula and supervision.
- Model ethical reasoning and transparency in teaching.
- Evaluate digital tools for accessibility and bias.
- Promote culturally inclusive pedagogical practices.
- Lead scholarly and professional discourse on AI in counseling education.

## **Shared Vision and Looking Ahead**

Across all audiences, the ASGW AI Guidelines emphasize a unified vision: that artificial intelligence should serve as a tool to enhance human connection, not diminish it. Ethical integration of AI requires reflection, cultural awareness, and a commitment to equity. ASGW envisions practitioners, students, and educators collaborating to ensure that technology advances the goals of group work—empowerment, belonging, and social justice.

ASGW will review and update these guidelines every three years to ensure alignment with evolving technologies and the enduring values of the counseling profession.

# Artificial Intelligence Integration in Group Work: Introduction and Purpose Statement

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The Association for Specialists in Group Work (ASGW) affirms its commitment to ethical, socially just, and innovative practices in group work. As artificial intelligence (AI) increasingly shapes the counseling and educational landscape, these guidelines were created to help practitioners, students, and educators integrate AI responsibly while preserving the human-centered essence of group facilitation.

Drawing upon ASGW's Guiding Principles (2021), Professional Standards (2000), Best Practice Guidelines (2007), Multicultural and Social Justice Competence Principles (2012), and Ten Strategies to Transform Hate (2018), these documents align ASGW's values with the American Counseling Association's Artificial Intelligence Guidelines (2024). Together, they promote ethical AI use that honors diversity, transparency, equity, and professional accountability.

This unified statement introduces three companion guidance documents developed for: (a) Group Practitioners, (b) Students of Group Work, and (c) Teachers of Group Work. Each document provides aspirational yet directive guidance to help professionals integrate AI tools in ways that strengthen ethical decision-making, enhance reflective practice, and uphold the integrity of group work. These guidelines are reviewed every three years to ensure relevance and responsiveness to emerging technologies and ethical standards.

# ASGW Guidelines for Group Practitioners Integrating Artificial Intelligence in Group Work

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## **Preface: The Emerging Role of AI in Group Work**

Artificial intelligence (AI) technologies are increasingly present in the professional lives of counselors, supervisors, and group facilitators. These systems—ranging from language models and predictive analytic tools to scheduling software and virtual learning environments—offer opportunities to extend access, enhance reflection, and support documentation. At the same time, they introduce ethical, cultural, and relational challenges that require careful attention.

Group practitioners hold a unique role in ensuring that technological tools serve, rather than supplant, the human connection that is central to therapeutic and developmental group work. These guidelines were developed by the Association for Specialists in Group Work (ASGW) to assist practitioners in responsibly integrating AI into their practice, guided by the ASGW Guiding Principles (2021), Professional Standards for the Training of Group Workers (2000), and the ACA Artificial Intelligence Guidelines (2024).

## **Ethical and Professional Foundations**

AI integration begins with adherence to the ethical commitments of the counseling profession. Group practitioners remain bound by the ACA Code of Ethics (2014) and the ASGW Best Practice Guidelines (2007). Practitioners are accountable for all professional decisions made with or through AI systems. They must maintain client confidentiality, verify data accuracy, and disclose when AI is used in recordkeeping, scheduling, or analysis.

**Context:** AI tools can process and store sensitive information. Group leaders must therefore ensure data are encrypted, avoid entering identifying details into third-party systems, and maintain secure storage consistent with HIPAA or comparable protections.

**Example:** A counselor uses an AI-driven transcription service for session notes. Before using it, the practitioner confirms that the platform stores data locally, informs group members of the process, and documents consent.

**Practice Reflection:** How might I explain to my group members the benefits and limits of AI support while reinforcing their trust in my professional judgment?

## **Competency Domains for AI-Enhanced Practice**

Competent use of AI involves ongoing learning across three domains—knowledge, skills, and attitudes. Knowledge includes understanding how AI systems generate

outputs, potential data bias, and limits of algorithmic reasoning. Skills involve evaluating AI tools for ethical compliance, accessibility, and cultural responsiveness. Attitudes reflect humility, curiosity, and commitment to equity.

Practitioners are encouraged to:

- Seek continuing education on digital ethics and AI literacy.
- Evaluate AI tools using evidence-based criteria before use.
- Incorporate supervision or peer consultation when exploring new AI applications.

Example: Before adopting a group-screening chatbot, a clinician consults with colleagues about cultural language variations that might influence the AI's interpretation of client responses.

## **Integrating AI Tools in Group Facilitation and Supervision**

AI can augment many administrative and reflective aspects of group work when used ethically. Common applications include:

- Screening and assessment: AI can assist in identifying patterns in intake data while the practitioner maintains final interpretive authority.
- Scheduling and logistics: AI systems can coordinate group availability or reminders.
- Process monitoring: Text-analysis tools may help track group themes or emotional tone in transcribed sessions.
- Supervision and reflection: Practitioners may use AI to summarize supervision notes or generate case vignettes for discussion.

Cautions: AI outputs should never replace empathic observation or interpersonal insight. Practitioners must review all generated material for accuracy and relevance before sharing or documenting it.

Example: A facilitator uses AI to generate a weekly reflection summary highlighting group themes. They review and edit the draft, ensuring nuanced cultural expressions are preserved before using it in supervision.

Practice Reflection: Which parts of my facilitation process could AI reasonably support without diluting the relational core of the group experience?

## **Multicultural and Social Justice Considerations**

ASGW emphasizes that multiculturalism and social justice are inseparable from ethical group practice. AI systems are trained on human data and can perpetuate systemic bias. Group workers must evaluate AI tools through the lenses of equity, access, and representation.

Guidance:

- Assess whether the AI tool's language and cultural assumptions align with diverse member experiences.
- Prioritize technologies that offer multilingual or accessibility features.
- Advocate for equitable access so that clients from marginalized groups are not excluded from AI-supported services.

Example: An AI journaling app used for group homework lacks inclusive gender options. The facilitator contacts the developer to recommend inclusive language and provides members with alternative reflection formats.

Practice Reflection: How can I use AI to amplify marginalized voices in group spaces rather than unintentionally reproduce bias?

## **Ethical Cautions and Risk Management**

Ethical use of AI requires explicit boundaries:

1. Human oversight is mandatory. AI may inform but never replace professional judgment.
2. Transparency is ethical practice. Clients must be informed when AI tools are used in any part of their care.
3. Data protection is essential. Practitioners confirm compliance with privacy laws and institutional policies.
4. Bias mitigation is continuous. Review AI recommendations for potential discriminatory outcomes.

Example: A counselor receives an AI-generated suggestion to remove a member based on 'engagement metrics.' The practitioner instead reviews attendance contextually, consults supervision, and prioritizes relational dialogue over algorithmic conclusions.

## **Ongoing Professional Development**

Technological competence evolves rapidly. ASGW encourages practitioners to:

- Engage in professional learning on AI ethics every three years.
- Participate in interdisciplinary forums connecting counseling, technology, and ethics.
- Document AI training as part of continuing-education portfolios.

Example: A practitioner attends an ASGW webinar on digital ethics and revises their informed-consent form to reflect current best practices.

Practice Reflection: What is my current comfort level with AI literacy, and what steps will I take to strengthen it in the coming year?

## **Looking Ahead: The Future of AI in Group Practice**

ASGW envisions a future where technology enhances rather than replaces the relational essence of group work. Responsible integration of AI can expand access, improve evaluation, and foster innovation in multicultural engagement. Yet, as systems grow more complex, practitioners must remain the ethical compass of the profession—balancing technological advancement with compassion, equity, and reflective self-awareness.

ASGW commits to reviewing these guidelines every three years to align with emerging research and to uphold the organization's mission of using group work to promote human dignity, connection, and social justice.

# ASGW Guidelines for Students of Group Work: Responsible and Informed Use of Artificial Intelligence

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## **Preface: Learning in the Age of Artificial Intelligence**

Artificial intelligence (AI) has become an integral part of the educational and professional landscape, shaping how students learn, research, and communicate. For students of group work, AI offers tools that can enhance learning—such as digital simulations, reflective journaling support, and data analysis programs—while also presenting ethical and developmental challenges. The goal of these guidelines is to help students use AI responsibly, developing both technical literacy and ethical discernment consistent with ASGW and ACA standards.

Students are reminded that the purpose of AI use in counselor education is to augment human learning and reflection, not to replace critical thought, empathy, or interpersonal skill development.

## **Professional Identity and Ethical Engagement**

Developing a professional identity as a group worker includes learning how to engage ethically with emerging technologies. Students are expected to uphold the ACA Code of Ethics (2014) and ASGW Best Practice Guidelines (2007) in all uses of AI. AI should be approached as a collaborative learning partner rather than an authoritative source.

**Context:** Students who rely on AI for writing, reflection, or analysis must recognize that these systems may reproduce cultural bias or inaccuracies. Responsible engagement means verifying information, citing AI assistance transparently, and ensuring that human understanding remains primary.

**Example:** A student uses an AI program to summarize group process notes. Before submission, they review the summary for tone, accuracy, and alignment with confidentiality expectations.

**Practice Reflection:** How do I maintain authenticity and ethical accountability when using AI to support my academic or training work?

## **Developing AI Literacy in Group Work Education**

AI literacy involves the ability to understand, evaluate, and responsibly apply AI technologies within the context of counseling and group facilitation. AI-literate students learn to assess how digital tools function, where data come from, and what ethical

standards apply.

Students are encouraged to:

- Explore AI platforms under faculty supervision to understand their strengths and limitations.
- Discuss with instructors how AI-generated content can be integrated ethically into assignments.
- Reflect on how AI might influence their perception of human emotion, diversity, and empathy in group dynamics.

Example: During a class on group leadership, students use an AI simulation to practice responding to challenging member interactions. The instructor facilitates discussion on how digital modeling differs from in-person experiences.

## **Responsible Application of AI Tools in Coursework and Practice**

AI tools can enhance learning and practice readiness when used with transparency and professional discretion. Appropriate applications include:

- Reviewing scholarly literature through AI-supported research platforms.
- Generating mock case studies or role-play prompts to explore group themes.
- Using AI-assisted transcription to analyze recorded role-play sessions under faculty supervision.

Students must not upload confidential data or use AI to replace original reflective or conceptual work. All use should align with university policy and course-specific guidance.

Example: A student uses an AI writing assistant to improve grammar in a process paper but ensures all interpretations of group theory are their own.

Practice Reflection: How can I ensure that AI enhances my learning process without diminishing my own critical thinking or creativity?

## **Cultural and Social Justice Awareness in AI Use**

AI systems mirror the cultural assumptions and data sets on which they are trained. Ethical student use of AI includes recognizing that such tools may perpetuate stereotypes or marginalize certain voices. ASGW's Multicultural and Social Justice Competence Principles (2012) call students to examine issues of privilege, power, and representation even within technology.

Guidance:

- Critically evaluate whether AI tools include diverse perspectives.
- Reflect on how AI might unintentionally privilege certain cultural narratives.

- Seek out inclusive and accessible technologies when completing assignments or projects.

Example: When using an AI tool to generate example group scenarios, a student ensures that diverse member identities and cultural experiences are represented.

Practice Reflection: In what ways might the AI tools I use reinforce or challenge systems of bias?

## **Ethical Challenges and Reflective Practice**

Students will inevitably face moments of ethical ambiguity when engaging with AI. Questions may arise about plagiarism, overreliance, and data ethics. Reflective practice and consultation with faculty are key to navigating these challenges.

Students are encouraged to:

- Discuss AI-related dilemmas openly in class and supervision.
- Review institutional policies on AI use and academic integrity.
- Engage in self-reflection about how technology shapes their counselor identity.

Example: A student realizes that an AI-generated paper outline includes unsupported assumptions about cultural values. They revise it, research the topic, and discuss ethical concerns with the instructor.

Practice Reflection: When I feel uncertain about whether my AI use is ethical, who can I consult and what guiding principles should I revisit?

## **Continuing Growth and Accountability**

AI literacy, like counseling competence, develops over time. Students are expected to continue expanding their understanding of technology's role in counseling beyond graduation. ASGW encourages graduates to pursue continuing education related to AI ethics and to remain accountable to professional standards in all digital interactions.

Example: After graduation, a counselor-in-training subscribes to updates from ACA's Technology Interest Network and ASGW newsletters to stay informed about evolving standards.

Practice Reflection: How will I sustain my awareness of AI ethics and social justice as I transition from student to professional?

## **Looking Ahead: Preparing for Future Practice**

As AI becomes more sophisticated, students of group work will shape the next generation of ethical technology use in counseling. The future of group work depends on practitioners who can integrate digital tools thoughtfully while preserving empathy, authenticity, and cultural humility. ASGW invites students to approach technology with creativity, curiosity, and a commitment to justice, ensuring that AI supports—not replaces—the human heart of group work.

# ASGW Guidelines for Teachers of Group Work: Pedagogical Integration of Artificial Intelligence

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## **Preface: Educating the Next Generation in the AI Era**

Artificial intelligence (AI) is transforming counselor education, influencing how students engage with knowledge, develop competencies, and prepare for practice. For teachers of group work, AI represents both an opportunity and a responsibility—to model ethical, reflective, and socially just integration of technology within pedagogy. These guidelines are designed to support counselor educators in using AI tools to enhance instruction while preserving the relational and experiential essence of group work education.

Faculty are called to lead by example, demonstrating discernment, transparency, and creativity in their own AI use, thereby shaping a generation of counselors prepared for an evolving professional landscape.

## **Ethical and Educational Foundations**

Educators hold dual roles as teachers and ethical leaders. The ethical integration of AI begins with grounding in the ACA Code of Ethics (2014), ASGW Best Practice Guidelines (2007), and ASGW Guiding Principles (2021). These frameworks emphasize that technology should serve pedagogical goals without undermining human connection or cultural respect.

Faculty must make clear distinctions between responsible AI-assisted teaching tools and practices that risk academic integrity or bias reinforcement. Explicit conversations about ethics, consent, and confidentiality should be built into classroom dialogue whenever AI is demonstrated or assigned.

Example: Before using an AI system for group session transcription, the instructor discusses privacy protocols and demonstrates how data are anonymized.

Practice Reflection: How can I use AI to model professional ethical reasoning for my students rather than simply teaching about it?

## **Integrating AI into Curriculum and Supervision**

AI integration should enhance learning through purposeful alignment with course objectives and supervision outcomes. Group work educators can employ AI tools for teaching, feedback, and supervision that reinforce reflection and skill acquisition.

Applications include:

- **Classroom Simulation:** Using AI-based role-plays to illustrate challenging group

dynamics.

- **Feedback Tools:** Employing AI text analysis to help students identify communication patterns in mock transcripts.
- **Curriculum Design:** Generating culturally inclusive case studies to prompt discussion and analysis.
- **Supervision Support:** Encouraging students to use AI reflection prompts to examine leadership style and group process.

Cautions: AI-generated feedback should never replace supervision. Faculty remain responsible for interpreting, contextualizing, and modeling human understanding.

Example: An instructor uses AI to create sample group scenarios for discussion. Afterward, students compare AI-created examples to authentic cases, discussing what nuances were missed by the algorithm.

Practice Reflection: How can I align AI use in my teaching with developmental stages of student learning?

## **Supporting Student Development Through Reflective AI Practices**

AI can support reflective learning by helping students articulate their experiences and insights. Faculty can guide students in using AI to summarize reflections, generate feedback questions, or synthesize readings, provided they understand ethical boundaries.

Guidance:

- Encourage transparency when AI contributes to written reflections.
- Use AI as a starting point for critical dialogue rather than as an endpoint.
- Model self-awareness by sharing your own reflective process in using AI as an educator.

Example: After students use AI to generate self-assessment prompts about group facilitation, the instructor leads a class discussion on how technology might overlook emotional nuances.

Practice Reflection: How can reflective AI exercises be structured to deepen human understanding rather than flatten complexity?

## **Promoting Equity and Inclusion in AI Pedagogy**

Group work education must remain grounded in multicultural and social justice principles. Educators must assess AI tools for inclusivity, accessibility, and potential bias before integrating them into teaching.

Faculty responsibilities include:

- Vetting digital tools for equitable language and accessibility compliance.
- Discussing how AI reflects dominant cultural narratives and how to challenge these biases.
- Including diverse datasets or counterexamples in assignments to promote balanced understanding.

Example: Before assigning an AI-generated reading list, a faculty member checks for representation across authors, cultural perspectives, and theoretical approaches.

Practice Reflection: How can I use AI as a tool to expand, rather than narrow, students' exposure to cultural diversity and systemic awareness?

## **Research Integrity and Data Ethics in AI Applications**

Educators also guide future researchers. When AI is used for literature reviews, data synthesis, or qualitative analysis, faculty should model responsible inquiry. Ethical scholarship includes transparency about AI contributions, awareness of dataset limitations, and preservation of participant confidentiality.

Guidelines for faculty include:

- Instruct students to document AI use in research methods courses.
- Discuss consent and de-identification when using AI for transcript analysis.
- Clarify that AI does not replace researcher reflexivity or human coding in qualitative work.

Example: A doctoral instructor demonstrates how AI can support coding of open-ended survey responses but emphasizes that interpretation remains a human process rooted in counselor identity.

Practice Reflection: What role can I play in shaping norms of ethical research and authorship in the AI era?

## **Professional Leadership and Continuous Review**

ASGW encourages counselor educators to serve as advocates and innovators in AI ethics. Faculty can lead professional development initiatives, collaborate on policy formation, and contribute to the evolving discourse on AI in counselor education.

Recommended actions:

- Participate in ASGW and ACA task forces on technology and ethics.
- Incorporate AI literacy outcomes in program-level assessment.
- Mentor emerging scholars in balancing digital fluency with ethical depth.

Example: A faculty team develops an AI ethics workshop for practicum supervisors, integrating case studies and ASGW principles.

Practice Reflection: How might my leadership in AI pedagogy influence future standards of counselor education?

## **Looking Ahead: AI, Pedagogy, and the Future of Group Education**

The future of group work education will require balancing technological innovation with relational wisdom. AI can support access, creativity, and assessment, but only educators can ensure that compassion and cultural awareness remain central. ASGW envisions teacher-scholars who model technological competence, social justice, and reflective professionalism as inseparable elements of effective pedagogy.

Through intentional integration and ongoing dialogue, group work educators can prepare students for a professional world where AI is not a threat to human connection, but a tool guided by it.

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