

Group Counseling in the Schools

EDCO 6683

FALL

MONDAYS 5 P.M.– 8:35 P.M.



Professor:

Office:

Office Hours: by appointment

Phone:

E-mail:

Required Text:

Sink, C. A., Edwards, C. N. & Eppler, C. (2012). *School-based group counseling*. Cengage.

Selected readings and handouts (see canvas under each class meeting)

Recommended Text:

Aguilar, E. (2018). *Onward: Cultivating emotional*

resilience in educators. Wiley & Sons.

Course Rationale:

The American School Counselor Association's Ethical Standards for School Counselors (2016) Preamble stipulates that "all students have the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support."

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires programs to provide curricular and experiential offerings in multicultural and pluralistic trends (Ivey & Rigazio-DiGilio, 1991). ASCA's national model for school counseling programs proposes that comprehensive school counseling programs must include the concept of intentionality in the development of the program to ensure that underserved or under performing populations achieve the required competencies (ASCA website, retrieved March 4, 2003).

This course is required by Washington State for certification as a school counselor, and it is a major role of school counselors according to ASCA's statement on group counseling. Group counseling is a unique strategy for working with students with personal growth and skill-building needs. Moreover, a comprehensive guidance and counseling model necessitates school counselors conducting small groups for students. If conducted under the ethical guidelines of ACSA (2016) ethical standards and ACA (2014), the use of small groups can be an efficient and effective means of reaching more students who have emotional, social, and/or school-related difficulties

Group Experience Facilitators:

Office Hours:

Phone:

E-mail:

Office Hours: by appointment,

Phone:

E-mail:

Office Hours: by appointment

Phone:

E-mail:

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>).

Course Description:

This three-credit course focuses on the development and implementation of school-based (K-12) small groups. The course is organized around three components: 1) understanding group theory and process, 2) developing a group counseling program in a school setting, and 3) participating as a member of a group. This part of a series of four practicum courses designed to integrate counseling theory and research into the practice of group counseling skills.

Seattle Pacific University Mission Statement

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace filled community.

Department of Counselor Education Mission Statement

“Our task is to prepare individuals for service and leadership as school counselors in K - 12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

School Counseling Website:

<http://www.spu.edu/orgs/schoolcounseling/>

CACREP Standards (2016)

This course will address the following CACREP standards (2016):

- 2.F.6.a. theoretical foundations of group counseling and group work
- 2.F.6.b. dynamics associated with group process and development
- 2.F.6.c. therapeutic factors and how they contribute to group effectiveness
- 2.F.6.d. characteristics and functions of effective group leaders
- 2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members
- 2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings
- 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups
- 2.F.6.h. 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

Course Objectives:

Students in this class will:

1. Comprehend general group theory, processes, and dynamics relevant to group counseling in schools and learn the types of different groups and other considerations for the young children and adolescents from diverse cultural and ethnic experiences. (2.F.6.a., 2.F.6.b., 2.F.6.F)
2. Learn and experience therapeutic factors relevant to the stages of group development as a group member and observe group leader’s characteristics and functions. (2.F.6.c., 2.F.6.d.)
3. Design the small group counseling program which is appropriate for ethical standards; the process should include recruit, screen, and select group members. (2.F.6.e., 2.F.6.g.)
4. Use appropriate technology to access information and plan interventions.

Technology Integration:

1. As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Google Sites and Canvas to integrate technology.
2. If you have questions regarding canvas or topics related to technology (not course specific), please contact etmhelp@spu.edu or call 206.281.2170.
3. This course does require that you are familiar with Google Websites and Canvas as

indicated in the syllabus. Successful course completion requires the use of both.

Disability Support Services:

I am committed to facilitating a barrier-free experience in this course. Students with disabilities can contact Disability Support Services in The Center for Learning to request academic accommodations. Phone: (206) 281-2475 TTY: (206) 281-2224 or Email: disabilityservices@spu.edu

Emergency Services:

To prepare and prevent emergency, please consult SPU's Emergency and Crisis Management Plan: <http://www.spu.edu/info/emergency/index.asp>. Additional information can be found at the last page of syllabus.

Academic Integrity:

"Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26). In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students' work, represented someone else's work as one's own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course."

Diversity Statement:

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the "lens" that this viewpoint is shared. Diversity is appreciated and celebrated in this course. I look forward to hearing and learning from others through the sharing of experiences and views.

Inclement Weather School Closure Policy:

Full Closure—all classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

Emergency Preparedness Information:

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security (OSS) at 206-281-2911 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the OSS Dispatcher will contact the police and/or fire department with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU's emergency notification system. It can send information via text messages, emails, electronic reader boards, computer pop-ups (for SPU computers), loudspeakers, and recorded cell phone messages. In order to receive text messages from SPU-Alert, your cell phone number must be entered in the Banner Information System on the web, <https://www.spu.edu/banweb/>. To check if your number is entered, select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk (206-281-2982) if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown and you are NOT in immediate visible danger:

- Stay inside and await instruction.
- Move to a securable area (such as an office or classroom) and lock the doors and silence your phone.
- Close the window coverings then move away from the windows and get low on the floor.

- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are in a building at the time of a lockdown and you ARE in immediate visible danger: Run to escape or hide in a securable area, and plan to defend yourself if necessary.

If you are outside at the time of a lockdown: Leave the area and seek safe shelter off campus. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Everyone should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In an evacuation, gather your personal belongings quickly and safely proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use an elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. The assembly sites are also listed online at: <https://emergency.spu.edu/campus-emergency-procedures/evacuation-and-assembly-areas/>. Check in with your instructor or a BEC (they will be recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional Information

Additional information about emergency preparedness can be found on the SPU website at <https://emergency.spu.edu/>.

Last updated 8/26/19

Course Requirements:

All assignments are due at the beginning of class on the due date indicated in this syllabus.

Late assignments will not be accepted unless an alternative date is discussed with the course professor prior to the due date. In the event of technology issue, please reach out to ETM or CIS and notify the course professor. Assignment due date extensions are subject to a grade reduction of 10% if submitted the same day after due date and an additional 10% each day thereafter.

All assignments are to be submitted to canvas assignment feature by the due date/time. Per handbook policy, you must receive a “B” grade or better on the group video submission and a final grade to pass this course.

COURSE REQUIREMENTS AND EVALUATION

	Item	Percentage	Due date
1	Self-Evaluation of attendance, reading, and participation	10%	Week 10
2	Journals related to the experiential Group	40%	Ongoing, Week2-Week10
3	The experiential group attendance & participation evaluation	10%	By the facilitator
4	Group development proposal	40%	Week 9
Total		= 100%	

Grading Scale:

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C

Per program requirements, you must receive a B or higher grade in this course for course credit.

1. **Self-Evaluation of attendance, reading, and participation:** Students will complete assigned readings BEFORE each class meeting and be prepared to discuss the presented material. Active participation in class activities is important. You will be asked for a self- evaluation at the last day of class.

2. **GROUP PARTICIPATION/JOURNAL:** Students will participate in a 1.5-hour group session for 8 weeks and keep a *confidential* journal of your personal insights. Group attendance is mandatory and you must attend a minimum of 10 hours to pass the course by the CACREP standards.

Experiential Group Journal: Students are required to maintain a journal of their experience as a **group member** while they participate in the experiential group held at SPU.

FORMS/LENGTH are flexible for the A&B, No APA format is needed for the A&B. APA format is required for Section C.

Organize your journal into THREE separate sections as follows:

Part A: (1) **After the pre-group interview:** Write your overall *personal goals* for the group experience. (2) **After the last session:** *self-evaluate your attempt to meet your goals*. (Sample goal: “I hope to develop further insight into my stress triggers.” Sample self-evaluation: “This experience was useful, and in many ways, I learned that when I don’t take time for myself on a weekly basis...”). There is no page limit for this section however 1-2 pages should suffice.

Part B: Each week after your group experience --record your *personal feelings/reflections and insights about yourself, group process, therapeutic factors of the group, characteristics & effectiveness of the group facilitator each week* (i.e., what you learned about yourself and others) during the meeting. There is no page limit for this section however 1-2 pages per week should suffice;

Part C: After completion of the group experience, record your *reflections and insights (i.e., your metacognitions) about the group process, therapeutic factors of the group, characteristics & effectiveness of the group facilitator* (i.e., How does the leader use the skills discussed in class? Is the process similar to what is described in the text and in class? What might I have done differently?) These reflections should be **done at the end of the quarter**. APA format is required, At least 2 scholarly references are needed. This section should be 3-5 pages in length excluding cover sheet, references, and parts A & B of your journal.

Please **highlight specific examples from your group experience linked with the text and class presentation:** “I noticed the group leader doing the go-arounds in a similar way to our text and our in our class discussions in the following way” “For example, the leader would start by explaining the ground rules (pp. 89-91) and then she . . .”; “I noticed the group leader was then fully attentive to some members talking too much. I might have done something differently given that this experience is supposed to include equal participation. For example, perhaps it would be a good idea (see Sink et al., p. xx and Smyth & Barney, 2010, p. 7) to do such and such..”

NOTE: While Parts A & B are personal, Part C is to be more of a “scholarly” activity. This should be your most developed section.

For grading purposes, an emphasis on Part C to provide specific feedback and attend to grading rubric will occur. Alternative ways of grading your participation in the group can be arranged should you feel uncomfortable with turning in a journal.

3. **DESIGN A SMALL GROUP:** **Design** a structured and content-focused six-week group for elementary, middle school, or high school students.
1. For your group practicum course (subsequent to EDCO 6683) students will provide direct service hours within a K-12 environment for a minimum of 10 hours. This assignment is intended to provide you with the opportunity to design or organize group curriculum that may be used for this purpose. If you have a practicum site confirmed (it’s okay if you do not), you should consult with your site supervisor to ensure that the focus and topic of the group is appropriate for the site. You are not required to lead the group topic that you develop during your practicum or internship.

EVALUATION & CACREP standards

	Group Journal	Group Proposal
1. Demonstrate your understanding of processes, and dynamics relevant to group counseling in schools and considerations for the young children and adolescents from diverse cultural and ethnic experiences. (2.F.6.a., 2.F.6.b., 2.F.6.F)		X
2. Present your learning and experience therapeutic factors relevant to the stages of group development as a group member and group leader's characteristics and functions. (2.F.6.c., 2.F.6.d.)	X	
3. Design and implement the small group counseling program which is appropriate for ethical standards; the process should include recruit, screen, and select group members. (2.F.6.e., 2.F.6.g.)		X
4. Use appropriate technology to access information and plan Interventions		X

Steps in Developing Your Small Group Proposal

1. **If you have a site confirmed, contact the school counselor** and arrange a meeting with your school-site supervisor to discuss the small group.
2. **Develop your Group Proposal.**
The topic and curriculum are flexible, but **it must be pre-approved by the course professor and preferably by the school site.** A group of SIX (minimum) students (including ethnically diverse students) is suggested. Start with eight students to account for attrition and "no shows." *Examples* of group topics: the development of prosocial behavior (e.g., giving and taking compliments; friendships or positive relationships; conflict-resolution strategies), assertive behavior, stress and coping, confusion about colleges, study skills, test-taking skills, etc. Sample proposals are available.
3. **A formal proposal (see canvas for examples) should include at least these areas for full credit:**
 - a. Description and rationale of the small group. Include sample citations from the research literature supporting the need for your group's subject matter. E.g., what research supports the value of friendship groups in ES or MS?
 - b. Specific objectives, topics covered for each session, and brief outlines for each group meeting (with sample handouts used as catalysts, icebreakers, activities, and/or homework).
 - c. Logistics (With this area, include 1 sample recruitment procedure [e.g., a poster, flyer, school newspaper article, etc.])
 - d. Procedures (Make sure to include a sample parent permission form, procedures for selection [screening] of group members and "pre-group" interview questions, and a discussion of how you will handle issues of confidentiality, informed consent, and potential harm to students).
 - e. Evaluation methods (Please include at least one sample evaluation form of the pre- & post-test.)
4. Check out **Resources!** The topic you choose should be age-appropriate! There are loads of puppets, resources, curricula, and books are available in library and online (see sample resources below). Other sources are available in the school counseling lab for a three-day loan.
5. Develop a draft proposal and obtain feedback from the site- supervisor if possible. Post

your **one-two page informal draft proposal to the assignment feature.**

6. Develop, permission slips with a cover letter describing the group and its goals. Do not forget to tell your site supervisor (if applicable) and include consent form in your permission letter that you will be videotaping every meeting of the group. Permission forms should be included in your formal proposal.
7. Plan a pre-group interview. Think about what will be discussed (the subject matter, group member responsibilities, the limits of confidentiality, the videotaping or digitally recording process, how to say no to the students. etc.), and develop pre- and post- test. The pre-group interview process and questions should be included in your formal group proposal.
8. Combine the logistical aspects of your group proposal (e.g. recruitment tools/flyers, permission forms, pre-group interview process/questions, etc.) with your weekly group curriculum (see details above for content). Include an introduction and summary with scholarly support for the topic and it's appropriateness from a developmental and topic perspective. Consider, "Is this an appropriate group for this level?", "Does this group meet a need for this developmental level or demographics of this school?", "Does this group fit with the role of the school counselor to support academic success, social-emotional learning, and/or career and college support?" and related questions.

WEEK	<u>TENTATIVE COURSE CALENDAR</u> TOPIC	DUE
Week 1	<ul style="list-style-type: none"> ☐ Syllabus review ● Ethics and professional issues related to group counseling ● Setting up a school-based group: The formation process 	Chs. 1-3
Week 2	<p>Lecture</p> <ul style="list-style-type: none"> ● Setting up a school-based group: The formation process 	Chs. 4-5 Due: the draft of the proposal
Week 3	<p>Lecture</p> <ul style="list-style-type: none"> ● Introduction to stages of group process ● Groups for children and discipline issues ● Groups for adolescents 	Chs. 6-8 Due: Personal goal for the experiential group
Week 4	<p>Lecture</p> <ul style="list-style-type: none"> ● STAGE 1: Initial Process ● Group leadership skills: basic skills 	Chs. 9,10 Due: Weekly journal
Week 5	<p>Lecture</p> <ul style="list-style-type: none"> ● STAGE 2: Transition ● Group leadership skills: Advanced techniques ● Problems & Solutions 	Assigned Reading, See Canvas Due: Weekly journal
Week 6	<p>Lecture</p> <ul style="list-style-type: none"> ● STAGE 3: Working (Part I & II) ● Group leadership skills: Advanced (practice) 	Assigned Reading, See Canvas Due: Weekly journal
Week 7	<p>Lecture</p> <ul style="list-style-type: none"> ● Multicultural Group Counseling in the School Setting 	Assigned Reading, See Canvas
	<ul style="list-style-type: none"> ● Group leadership skills: Advanced (practice) 	Due: Weekly journal
Week 8	<p>Lecture</p> <ul style="list-style-type: none"> ● STAGE 4 Ending a group ● Group leadership skills: closing rituals ● Professional Issues 	Assigned Reading, See Canvas Due: Weekly journal
Week 9	<p>Lecture</p>	Assigned Reading, See Canvas Due: Weekly journal Group Proposal
Week 10	<p>Lecture</p> <ul style="list-style-type: none"> ● Following up: after ending a group ● Course review 	Due: Weekly journal Self-assessment forms, Group Process Journal (Journal A-2, weekly journal)

Sample Resources

- [American School Counselor Association](#) (ASCA) see [Resources for groups](#)
 - o You need to be a member to access these resources
- [American Counseling Association](#) (ACA) see [Resources at ACA](#)
- [Association for Specialists in Group Work](#) (ASGW)



**Excellent hands on websites:

- <http://www.missouricareereducation.org/project/smallgroup>
- <http://savvyschoolcounselor.com/category/small-groups/>
- <http://www.elementaryschoolcounseling.org/small-group-counseling.html> and http://guidance.spps.org/escp_support_groups (ES)
- <http://pinterest.com/marissarex/small-group-counseling/> (ES) and <http://pinterest.com/vanvan2289/small-group-ideas-for-school-counselors/> (ES and MS)

Teambuilders / Energizers / Ice-Breakers

- <http://cchealth.org/tobacco/pdf/activities.pdf> (posted on canvas)



Sample Research-based small group

- <http://www.studentsuccessskills.com/>

GROUP PARTICIPATION GUIDELINES:

General:

After course instruction, you will participate in a small group. As trained group counselors, we will facilitate A counseling experience to maximize your learning of how groups are conducted and growth experience. Groups will generally have a similar purpose and structure, but the techniques and approaches modeled may differ somewhat, reflecting the group leaders' orientation.

Confidentiality:

As the group facilitators, we take confidentiality very seriously. We will maintain confidentiality by not sharing the information discussed in the group with others outside of the group, including all faculty members. As you know there are expectations to confidentiality in cases of protecting people from being harmed by someone else or preventing people from harming themselves or others.

As group member, we expect you to maintain confidentiality for one another. Please refrain from sharing information about others with people outside of the group experience. We will discuss any questions and or comments that you may have on this topic during the first session and begin to create additional group ground rules that will build and maintain trust levels.

Attendance:

It is very important to attend all sessions on time. Group meets for 8 weeks and attendance impacts group dynamics and our ability to work together. However, if you must miss a session, please contact your group leader at the phone number or email address listed on page one of the syllabus. Attendance is reported to course professor and influences final grade in course.

To maximize your learning experience, please...

Take your personal goals seriously. Although it is a requirement for the class, by choosing a goal that is important to you, group will be a more "accurate"/richer experience. You will be able to better understand the difficulties, fears, persistence, ease etc. that your students might experience. Here are some personal goals for you to consider: increase self- awareness, expand acceptance of individual differences, practice honoring different perspectives, offer support and validation to others, and identify strategies for coping and growth.

Be prepared to both Think and Feel. You will have a multitude of feelings being in a group. Pay attention to them and try to understand them within the natural/understandable cycle of the group. Pace yourself so that you are comfortable with the amount of information shared in group.

Be ACTIVE during group sessions. Having reminded you of pacing yourself, we are functioning as a counseling group not a psychotherapy group. That means we will not be exploring personal history and underlying personality issues. Instead our time will be spent addressing group goals. Here are some topics/issues for you to consider: emotional or stress management; graduate school survival skills; and how graduate school is impacting relationships.

We understand that fall quarter is often a challenging one – even more so this year, so there is much opportunity for stress management. We look forward to meeting with you and finding out what your expectations are for group. Please let us know if you have any questions or concerns. Our contact information is on the first page of this syllabus

Group Counseling Program Proposal Rubric

	Standards	1	2	3	4	5
		Needs Improvement				Exceeds Expectations
Theme, topic, and types of groups were chosen appropriately for the school setting and the students' developmental stages.	CACREP: 2.F.6.f,					
Description and expected benefits of the group counseling program is reasonable based on evidence.	CACREP: 2.F.6.a					
Planned logistics include following: 1) a sample recruitment procedure (i.e., poster, flyer), 2) parent permission form, 3) procedures for screening/selecting group members, 4) specific way (or example) for the pre-test, and 5) specific way (or example) for the post-test (each item will get one point)	CACREP: 2.F.6.e.					
Each group session has its topic, objectives, outline/structure of the activities (ice- breakers, activities, etc.) based on group process and development.	CACREP: 2.F.6.b					
All the activities and process are ethical for the target students and their cultural background(s).	CACREP: 2.F.6.g					
Overall writing skills and APA formatting						
Score: (Total 30 points):						

Group Counseling Reflection Paper (Journal C) Rubric

	Standards	1	2	3	4	5
		Needs Improvement				Exceed Expectations
Theme and topic of the group and overall process/stages were explained in the paper.						
Personal reflections of the group experiences are well described and authentic.						
Experienced therapeutic factors of the group are addressed with references.	CACREP: 2.F.6.c.					
How the observed/experienced therapeutic factors contributed the group members' inner growth and/or goals of the group are described.	CACREP: 2.F.6.c.					
Students' understanding of the characteristics and functions of effective group leaders were demonstrated with references.	CACREP: 2.F.6.d.					
Students' knowledge of group leader's function and students' observation are closely connected. (Comparing similarities/differences between the skills/stages the students experienced and the skills/stages described from the textbook, lecture,, or any other articles)	CACREP: 2.F.6.d.					
Skills the group leader used are described and their effectiveness are reasonably evaluated (student's idea of what (s)he might have done differently is appropriate).	CACREP: 2.F.6.d.					
Overall writing skills and APA formatting						
Score: (Total 40 points):						