

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 651

### Course Title: Group Counseling in Schools (3 units)

###### **Term:** Term

**Days/Times:** Tuesdays 5:30-8:30 p.m.

**Class Location:** TBA

###### **Faculty:**

**Office Fax:**

**Phone:**

**E-mail:**

**Office Hours:**

*“A moment’s insight is sometimes worth a life’s experience.”*

*-Oliver Wendell Holmes*

**Catalog Course Description**

This course seeks to engage students around concepts related to the development and implementation of school-based (P-12) group counseling oriented toward various issues facing students in schools today. Students will also be introduced to group theory and techniques as it relates to the P-12 environment, along with group leadership skills.

**The following CTC Standards are partially addressed in this course:**

Generic Standard 2 Growth and Development

Generic Standard 3 Socio-Cultural Competence

Generic Standard 5 Comprehensive Prevention & Early Intervention for Achievement

Generic Standard 6 Professional Ethics and Legal Mandates

Generic Standard 8 Self-esteem and Personal and Social Responsibility

Generic Standard 10 Consultation

Generic Standard 12 Professional Leadership Development

Generic Standard 14 Human Relations

Specialization Standard 26 Group Counseling and Facilitation

Specialization Standard 27 Collaboration, Coordination and Team Building

**Course Objectives**

Students will have the opportunity to:

1. Differentiate between the skills necessary for individual counseling, group counseling, psycho-educational through the lectures and assigned readings. (CTC Standard 26)
2. Understand the dynamics of group counseling related to the various theories and techniques by means of lecture and class demonstration. (CTC Standard 26)
3. Demonstrate ethical as well as competent group behavior (both as a participant and as a leader) during group exercises and class projects. This will include ability to paraphrase, label feelings, focus on the “here and now,” and give accurate feedback, discuss ethical dilemmas, as well as receive feedback from peers in class. (CTC Standard 6)
4. Apply group screening standards that fully recognize the multi-cultural backgrounds of today’s diverse K-12 student population by role-playing intake interviews, showing cultural sensitivity and leading group counseling sessions. (CTC Standard 14)
5. Learn the techniques necessary for enhancing school staff cohesiveness, understanding personal and social responsibility and improving morale through group counseling methodology. (CTC Standards 8 & 27)
6. Achieve a high degree of competency regarding ethical standards related to the group process through the readings, lectures and appropriate case studies. (CTC Standard 6)
7. To demonstrate knowledge and application of the various theories and models for effective consultation skills. (CTC Standard 10)
8. Understand the leadership role of the school counselor as a systems change agent in promoting effective pupil learning. (CTC Standard 12)
9. To demonstrate an understanding of human relations in the areas of self-awareness, sensitivity to others, and overall skillfulness in relating to groups. (CTC Standard 14).
10. Identify the characteristics of an effective group leader and display ability to demonstrate group leadership skills. (CTC Standard 12)

**Required Readings**

Sink, C. A., Edwards, C. N., Eppler, C. (2012). *School Based Group Counseling.* Belmont, CA:

Brooks/Cole.

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss grade performance.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

* Be a self-disciplined “active” listener rather than a “side-bar” conversationalist.
* Be prepared with written work, oral presentations and willingness to participate in activities.
* Attend each class on time and remain for the entire class.
* Discuss with me ahead of time (if possible) if you must miss any class or need to leave early.
* Respect other people.
* Understand that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.
* Be “on-purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Attendance, Lateness, Tardiness**

As stated previously, active class participation and attendance is a required and vital part of this course. You will be allowed to do an alternative assignment for up to two classes that are missed. If you miss three or more classes, you will be asked to repeat the class at another time. You are expected to be on time for class.

**Assignments, Presentations, Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be typed. No hand-written assignments will be accepted. Oral presentations will be graded on the basis of content as well as delivery. Feel free to use visual displays, overheads, etc. to enhance the learning experience of your audience. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Late Work**

Any work that is turned in late will automatically earn one letter grade less, unless prior approval has been granted. All late work must be pre-approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and instructor.

**Candidate Assessment**

The requirements for this course support four essential components of student assessment, learning theory and outcome measures: (1) personal growth; (2) building group counseling and consultation skills utilizing multiple theoretical approaches; (3) professional development; and (4) the school counselor’s role in leadership development and professional ethics.

**All students are required to:**

1. Attend class weekly, on time and actively participate. Class attendance is imperative since the absence of a member from the group alters the inherent structure and dynamics of the group process. Active participation in class exercises and group sessions is also expected. There will be times that as part of your class participation will you be asked to do “homework” assignments to help facilitate group process the following week. 10% of your grade. (30 points)
2. Four quick-writes that will be completed in class. Each quick write will address either a specific theoretical orientation to group counseling or specific techniques of group counseling using a case study. You may use your text book, but NO notes for these quick writes. 20% of your grade. (30 points each) (CTC Standard 2, 3, 5, 10, 12 & 26)
3. Do an interactive presentation, with one colleague co-facilitating a specific group counseling technique. Each set of co-facilitators is to pick a topic, from the list provided, that they will present on. The presentation is to consist of leading the class in a small group role-play and providing information relating the chosen topic with the three developmental age groups. After co-facilitating, each group is to give a brief description on the developmental issues to be considered within their chosen topic and a brief description of the theory they are working from. 20% of your grade. (40 points) (CTC Standards 10 & 12)
4. Observe an actual group counseling session and turn in a written report of your observation and analysis of the effectiveness of the group. In the observation pay close attention to each group member’s level of self-esteem, personal responsibility for change, ability to work in a group setting, social skills, level of tolerance for peers, respect for group leader, and any behavioral or emotional concerns. Also observe the group leader for his/her ability to demonstrate self-awareness, sensitivity to others and skillfulness in facilitating the group process. This report will be 4 to 6 pages in length. 20% of your grade. (40 points) (CTC Standard 8 and 14)
5. Completion of a final examination project. Each student is to prepare a six-week curriculum for running a group. You may choose what grade level you will create the curriculum for and the topic of the group. You must include an outline of objectives, structure for the group format, relevant consent forms, what will occur in each week of the group, techniques you will use and group goals. Be sure that you consider developmental issues, age appropriateness and professionalism. This assignment is 30% of your grade. (60 points) (CTC Standards 10 and 26)

**Recap of Assignments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attendance & Participation** | **Quick Writes** | **Presentations** | **Analysis of Actual or Hypothetical Group** | **Final Project** | **Total** |
| 10% | 20% | 20% | 20% | 30% | 100% |

**Grading Scale (points= grade equivalent)**

200 – 189 = 4.0

188 – 179 = 3.7

178 – 169 = 3.3

168 – 159 = 3.0

158 – 149 = 2.7

148 – 139 = 2.3

138 – 129 = 2.0

128 – 119 = 1.7

Topic Outline, Readings and Activities

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Sessions** | Activities | Assignments | **California Standards** |
| **1** | Introductions – Review Syllabus  Pro’s & Con’s of Group Work  Guidelines of Group Counseling and Leadership Skills |  | CTC Standards 10, 26 & 27 |
| **2** | Screening/Interview Skills/Self-esteem  Review Counseling Skills and Process of Consultation  Group Leader/Member Characteristics/Sensitivity to Others | Read Chapter 1  Presentation Topics | CTC Standards 2, 3, 5, 8 & 12 |
| **3** | Relationship with School Administration  Ethical/Professional Issues of Group Counseling  Multicultural Issues in Group Counseling and Consultation | Read Chapters 4&10 | CTC Standards 14, 6 & 26 |
| **4** | Stages in Group Development | Read Chapter 3 | CTC Standard 26 |
| **5** | Role Play: Stages of Group | Read Chapter 5  Quick Write I | CTC Standards 3, 6, 26 & 27 |
| **6** | Psychodynamic Approaches to Group Counseling  Psychoanalytic, Adlerian, Psychodrama | Read Chapter 2  Quick Write II | CTC Standards 10,12, 26 & 27 CTC Standards 10,12, 26 & 27 |
| **7** | Existential & Gestalt Approach to Group Counseling  Person-Centered Approach to Group Counseling | Quick Write III Read Chapter 6 | CTC Standards 10, 12, 26 & 27 |
| **8** | Behavioral Approach to Group Counseling  Rational Emotive Behavior Therapy (REBT)  Reality Therapy in Groups | Read Chapter 7  Quick Write IV | CTC Standards 10, 12, 26 & 27 |
| **9** | Group Presentations | Read Chapter 8 | CTC Standard 10, 12, 26 & 27 |
| **10** | Group Presentations | Written Report Group Observation Due |  |
| **11** | Group Presentations | Read Chapter 9 | CTC Standard 10, 12,26 & 27 |
| **12** | Turn In Final Exam  Group Presentations (if needed)  Termination Group Exercise |  | CTC Standards 12 & 26 |

**Bibliography**

California Commission on Teacher Credentialing, *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials,* January 2001.