

## **SCED 511: Group Facilitation Skills for School Counselors**

Summer of 2005

Wednesday, Thursday June 29, 30 - 8:00 - 5:00

Wednesday, Thursday July 6, 7 - 8:00 to 5:00

### **Instructor:**

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### **Required Texts:**

1. Groups Process and Practice (7th ed.) Marianne Schneider Corey and Gerald Corey Thomson Brooks Cole, 2006
2. Group Techniques  
Gerald Corey, Marianne Schneider Corey, Patrick Callanan, J. Michael Russell Brooks Cole, 2004

### **Course Description:**

This course will cover principles and practices of group counseling, group dynamics, group leadership and group processes with students and parents. The course will specifically address group approaches for promoting academic, career and personal/social success for all students. Candidates will learn to plan, organize, facilitate and evaluate the success of small groups within the educational setting. Examples of groups would include: support, life skills, career planning and exploration, grief/loss, friendship and study skills. Ethical consideration in group work with all children and adolescents, including under served and underrepresented populations will be addressed utilizing the ASCA and ACA Code of Ethics.

### **Course Goals and Objectives:**

Upon course completion, the candidate will be able to:

1. Demonstrate an understanding of appropriate groups that can be conducted in the schools, including developmental, solution based, and topic specific;
2. Identify and demonstrate an understanding of group formation including identification of participants, size of group, length of and number of group meetings and group rules;
3. Demonstrate knowledge of appropriate group strategies to use with diverse populations based on data analysis;
4. Identify and demonstrate knowledge of group leadership skills;
5. Demonstrate knowledge of stages of group process;
6. Design an appropriate group for the school setting including population identification, ethical considerations, planning the activities and length of time of the group.

**Course Requirements:**

- Attendance and Participation:  
Students will be expected to be on time and attend all four sessions.
- Reading assignments:  
All assigned readings should be completed in advance of the class for which they are assigned.
- Formal paper designing your own group: Instructions provided on Assignment handout.
- Presentation:  
Proposal will be presented on last day of class.
- Active participation in class discussions:
- Feedback to others on their presentations:
- Reflections on professional growth

**Formal paper/presentation:**

We expect each student to create a conceptual model for a school counseling group which includes the concepts in the texts and the handout (ie: screening members, confidentiality, use of techniques, group stages, logistics, etc.)

The finished product should be a complete program from design through implementation for a school counseling group. We expect that all students will accurately cite their sources, and draw from both the class rubric and texts as sources for important information. Students will need to cite a minimum of 2 sources in addition to the Rubric and text for each individual's work.

**Written Responses:**

Hand written reflective responses to class group presentations will also be used for evaluation. We will collect these responses after each of the presentations. We expect that reflections would tie in learning from the text, speakers and research. We will use the criteria from the rubric to evaluate these responses.

**Evaluation:**

- Class participation will be 20% of a student's grade-  
Formal paper will be 30% of a student's grade
- Presentation & reflective responses to presentations will be 30% of a student's grade.
- Reflections on growth will be 20% of a student's grade.

All evaluation will be based on the School Counselor Performance Levels for the Initial License. We will use the class goals and objectives as the outline for our grading. Objectives for grading are as follows:

**A grade:** Student will complete a formal paper and presentation that demonstrates an advanced knowledge of concepts/ideas presented in readings, class discussions, online resources and speaker presentations. Student will consistently volunteer to participate in class discussions while showing a clear understanding of goals/objectives of the course. Student will provide feedback to peers reflecting his/her understanding of course materials.

**B grade:** Student will complete formal paper and presentation in which he/she demonstrates a good knowledge base of concepts/ideas presented in readings, class discussions, online resources and speaker presentations. Student will contribute to class discussions. Student will also demonstrate the ability to provide reflective feedback to peers on their performance.

demonstrates a basic understanding of goals/objectives of course. They may understand the ideas behind group practice but continue to need practice in implementation. They will have participated in group discussions at a minimum level. The student provided minimum reflective feedback to peers demonstrating understanding of course material

**D grade:** Student completed formal paper and presentation demonstrating a poor understanding of course goals/objectives. The student participated very little in class discussions. The student was not able to provide peers reflective feedback demonstrating knowledge of course material.

**F grade:** Student did not complete the formal paper and presentation. Student was not present for part of class time and did not contribute to class discussions and role plays.

### Class schedule:

#### Wednesday, June 29:

- Reading assignment for Day #1:
  - Groups: Process and Practice - Ch. 1, Ch. 4, Ch. 9, Ch. 10, Ch. 2, Ch. 3
  - Group Techniques - Ch. 1, Ch. 3, Ch. 2
- Personal introductions
- Requests and agreements for our working together as a group
  - Course overview
  - Introduction to Groups - Process and Practice
  - Assignment and Presentation
- Forming groups: Steps including ethical issues in forming groups
- Groups for Children
- Groups for Adolescents
- Self-evaluation of group leadership skills
- Ethical issues in doing groups
- Review and Preview

#### Thursday, June 30:

- Reading Assignment for Day #2:
  - Groups: Process and Practice - Ch. 5 & Ch. 6
  - Group Techniques - Ch. 4 & Ch. 5
- Check in: Observations, requests, agreements
- Multicultural Awareness, Knowledge, and Skill Survey
- Initial State of a Group
- Transition Stage of a Group
  - Challenges typically encountered in Initial and Transition Stages
- Using Motivational Interviewing in Groups
  - Review and Preview

#### Wednesday, July 6:

- Reading Assignment for Day #3:
  - Groups: Process and Practice - Ch. 7, Ch. 8
  - Group Techniques - Ch. 6, Ch. 7
- Check in: Observations, requests, agreements
- Working Stage of a Group
- Final Stage of a Group
- Using Motivational Interviewing in Groups
  - Review and Preview

Thursday, July 7:

- Check in: Observations, requests, agreements
- Formal papers due
- Presentations
- Written reflections
- Using Motivational Interviewing in Groups
- Debriefing
- Individual rubric evaluations
- Course Evaluations