# Course Description

This course will expose students to the process and implementation of school based counseling groups. Students will learn to become effective group leaders, cognizant of the process, functions and purpose of school based groups as a component of the ASCA National Model. Through active out of class and residency experiences and trainings students will develop basic group counseling skills. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. **This course has a residency requirement. This course must be taken concurrently with CNS 513 Practicum. Prerequisite: CNS 501. Only open to degree students or with permission of the Program Director.**

**University Learning Outcomes (ULO)**

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze the role of the counselor in forming and leading counseling groups.
* **CLO2**: Determine how to apply group-counseling techniques and theories to effectively lead and facilitate a group.
* **CLO3**: Analyze the ethical and legal issues that impact group counseling.
* **CLO4**: Determine how to effectively implement the beginning, middle, and final stages of group counseling.
* **CLO5**: Synthesize knowledge of the stages and processes of forming counseling groups to develop tools and lesson plans for group counseling.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, M.S., Corey, G., & Haynes, R. (2014). *Groups in action: Evolution and challenges* [DVD] (2nd ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Group Counselor Considerations | 2.5 | Thursday & Sunday |
|  | Theoretical Approach to Group Work | 2.5 | Thursday & Sunday |
|  | Personal Reflection Journal | 2 | Sunday |
|  | Cultural Backgrounds | 5 | Sunday |
| **Week 2** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Confidentiality Guidelines | 3 | Thursday & Sunday |
|  | Group Counselor’s Values | 3 | Thursday & Sunday |
|  | Responding to Challenging Situations | 4 | Friday & Sunday |
|  | Informed Consent | 4 | Sunday |
| **Week 3** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Counseling Referrals | 3 | Thursday & Sunday |
|  | Evaluating Outcomes | 3 | Thursday & Sunday |
|  | Group Counseling Planning Project—Proposal | 6 | Sunday |
| **Week 4** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Creating Trust | 3 | Thursday & Sunday |
|  | Identifying and Clarifying Rules and Goals | 3 | Thursday & Sunday |
|  | Opening and Closing Group Session | 3 | Thursday & Sunday |
|  | Group Counseling Planning Project—Lesson Plan Session 1 | 5 | Sunday |
| **Week 5** | |  |  |
|  | Participation | 1 | Ongoing |
|  | Challenging Situations and Behaviors | 3 | Thursday & Sunday |
|  | Scenarios for Exploration | 5 | Sunday |
|  | Group Counseling Planning Project—Lesson Plan Sessions 2 & 3 | 7 | Sunday |
| **Week 6** | |  |  |
|  | Participation | 1 | Ongoing |
|  | Working Stage | 2 | Thursday & Sunday |
|  | Therapeutic Factors | 2 | Thursday & Sunday |
|  | Group Counseling Planning Project—Lesson Plan Sessions 4 & 5 | 7 | Sunday |
| **Week 7** | |  |  |
|  | Participation | 1 | Ongoing |
|  | Termination Phase | 3 | Thursday & Sunday |
|  | Personal Reflection Journal | 2 | Sunday |
|  | Group Counseling Planning Project—Lesson Plan Session 6 | 5 | Wednesday |
|  | Group Counseling Program Presentation | 7 | Friday & Sunday |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Week One: Foundations of Group Counseling |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the advantages of group counseling for delivering services. | CLO2 | |
| * 1. Analyze how the cultural backgrounds of group leaders and members impact group dynamics. | CLO1 | |
| * 1. Determine the advantages and disadvantages of working within a single theoretical perspective, versus an integrative theoretical approach, for group work. | CLO2 | |
| * 1. Identify the criteria for effectively using group counseling techniques. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent what you currently teach or would like to teach, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday. | N/A | Presentation: private post, share, and comment = **1 hour** |
| **Read** Ch. 1, 2 & 4 of *Groups: Process and Practice*. | WEEK1 |  |
| **Read** the Examples of Group Counseling Accountability covered on p. 207–210 in the Pennsylvania School Counseling Association (PSCA) Companion Guide.  <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769> | 1.1 |  |
| **Read** the Sample Topics on groups in the PSCA Companion Guide (p. 164).  <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=774> | 1.1 |  |
| **Assignment Preparation**  Throughout this course, you will work on developing a 6-week group counseling plan. The purpose of this plan is to give you direct insight into the process of developing a group counseling program that can be used in the school counseling field.  **Note** While professionals may borrow pre-made lesson plans the expectation for the course is that students are creating 80% of the group project yourselves, and any borrowed materials need to be appropriately cited using APA formatting.  The group counseling plan is divided into seven components as outlined below:   * Informed Consent, due in Week Two * Group Counseling Proposal, due in Week Three * Group Counseling Planning Project—Lesson Plan Session 1, due in Week Four * Group Counseling Planning Project—Lesson Plan Sessions 2 and 3, due in Week Five * Group Counseling Planning Project—Lesson Plan Sessions 4 and 5, due in Week Six * Group Counseling Planning Project—Lesson Plan Session 6, due in Week Seven * Group Counseling Program Presentation, due in Week Seven   **Begin** thinking about a current issue or hot topic in a school or community setting for you to base your group counseling plan on. | N/A | N/A |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Below are tutorials available to you on how to use the technologies utilized in this course.  **Review** the tutorials available on Blackboard as needed.  **Click** the Technology Tutorials button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback located at <http://www.elwraydesign.com/feedback>. | N/A | N/A |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Group Counselor Considerations**  **Respond** to the following questions in the Group Counselor Considerations discussion forum by Thursday:   * What experiences have you had with groups, and how might these experiences influence the attitudes you bring to this group course? * What do you think are some of the advantages of a group format for delivering services? Support your response with examples.   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Theoretical Approach to Group Work**  **Respond** to the following questions in the Theoretical Approach to Group Work discussion forum by Thursday:   * What are the advantages and disadvantages of practicing within a single theoretical perspective? * Do you see value in developing an integrative stance that draws on concepts and techniques from diverse theoretical approaches for group work? Explain. * How does your theoretical orientation influence the kinds of interventions you will make in a group?   **Provide** constructive feedback to three of your classmates’ posts by Sunday.  **Adapted From**  Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Personal Reflection Journal**  **Complete** the “Attitude Questionnaire on Group Leadership” and the “Self-Assessment of Group Leadership Skills” in Ch. 2 of *Groups: Process and Practice*.  **Write** a 350- to 500-word entry in the Personal Reflection journal that answers the following questions by Sunday:   * Why do you think it is important for counselors to assess their attitudes towards group leadership? * What skills for leading a group do you already possess? * What specific skills do you need to acquire or improve to effectively lead groups? Why are these skills important, and how will they help you be more effective as a group leader? | 1.2 | Journal: one private post = **.5 hours** |
| **Cultural Backgrounds**  **Write** a 700- to 1,050-word paper on how your cultural background can impact group dynamics.  **Address** the following in your paper:   * How might your cultural background impact your ability to work with a diverse range of people? * What specific attitudes and beliefs might enhance or interfere with your ability to understand and work with a diverse group? * How might people’s backgrounds affect the way they present themselves in a group setting? How might you modify the group structure to fit the needs of its members?   **Submit** your paper to Blackboard by Sunday.  Adapted From:  Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. | 1.2 | Paper: one private post = **.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Ethical and Legal Issues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the guidelines for ethical and legal practice. | | CLO3 | |
| * 1. Analyze ethical techniques, issues, and approaches to group work. | | CLO3 | |
| * 1. Analyze how the group leader’s values influence group members. | | CLO1; CLO3 | |
| * 1. Design an informed consent or parental permission letter for a group. | | CLO2; CLO3; CLO5 | |
| * 1. Determine how to respond to challenging situations while preserving the effectiveness of the group. | | CLO1; CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 of *Groups: Process and Practice*. | | Week 2 |  |
| **Ethical Guidelines**  **Read** the following:   * Ethical Standards for School Counselors on Blackboard * “Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions” on the Association for Specialists in Group Work website: <http://www.asgw.org/pdf/Best_Practices.pdf> * “Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers” on the Association for Specialists in Group Work website: <http://www.asgw.org/pdf/ASGW_MC_SJ_Priniciples_Final_ASGW.pdf> | | 2.1, 2.2 |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Psychological Risks of Group Membership**  **Respond** to the following questions in the Psychological Risks of Group Membership discussion forum by Thursday:   * What psychological risks are associated with group membership? * How can these risks be minimized? | | 2.1 | Discussion: one post = **0.5 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Confidentiality Guidelines**  **Respond** to the following questions in the Confidentiality Guidelines discussion forum by Thursday:   * What measures would you take to ensure confidentiality in your group? * How would you deal with a member who broke confidentiality? * In what circumstances would you feel compelled to breach confidentiality of a member in a counseling group? Which ASCA ethical and legal guidelines determine how you would handle these situations?   **Post** constructive feedback and additional questions to three of your classmates’ responses by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Counselor’s Values**  **Review** the “Leader’s values” activity in the “Exercises” section of Ch. 3 of *Groups: Process and Practice*.  **Choose** three of the seven scenarios listed in the activity.  **Respond** to the following questions in the Group Counselor’s Values discussion forum by Thursday:   * How do your personal values differ from the values espoused by the group members in each scenario? * How might your personal values affect your response to each of these scenarios?   **Note.** Consider choosing the scenarios that you have the strongest reactions to and that will allow for the most introspection.  **Post** constructive feedback and additional questions to three of your classmates’ responses by Sunday. | | 2.3 | Case Study: Analysis and posting = **2 hours** |
| **Responding to Challenging Situations**  Your instructor will divide the class into small groups of two to three members and assign you to a specific group forum. It is in this forum that you will communicate and collaborate on this assignment with your partners.  **Read** the following scenarios in the “Exercises” section of Ch. 3 of *Groups: Process and Practice.*   * 1. Confronting gossiping * 2. Limits of confidentiality * 3. Dealing with parents * 5. Coping with reluctant group members * 7. Confronting an unhappy group member * 9. Diversity guidelines   **Split** the scenarios between your group members, equally. Each person will read their chosen scenarios and answer the accompanying questions.  **Submit** your responses to the scenarios within the group forum by Friday.  **Post** constructive feedback and additional questions to your partner’s responses by Sunday. | | 2.5 | Case Study: Analysis and posting = **2 hours** |
| **Informed Consent**  **Read** the assignment instructions for Group Counseling Planning Project, due in Week Three.  **View** the following examples:   * “Parent/Legal Guardian Consent” section in Ch. 10 of *Groups: Process and Practice.* * “Informed Consent/Permission” examples in Blackboard.   **Create** your own informed consent or parent permission form for the group you will develop in this course.  **Note.** This form must be appropriate to use with the group you will begin to develop in Week Three.  **Include** the following in your form:   * The general purpose and goals of the group * A clear and full description of the intended procedures * Members’ rights and responsibilities (i.e., opt-out option) * The group leader’s expectations of members * Other pertinent information, such as confidentiality   **Post** your completed form to your folder by Sunday. | | 2.4 | Case Study: Analysis and posting = **1 hours** |
| **Notes** | **Responding to Challenging Situations**   * Instructors must add themselves to each group in order to view the group forums. * Instructors have the discretion to change the number of students in each group according to the number of students enrolled in the course. For instance, if a course has 24 students, instructor could have four students per group instead of three. | | |

|  |  |  |
| --- | --- | --- |
| Week Three: Forming a Group |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the referral process for group counseling. | CLO4 | |
| * 1. Develop a proposal for a group. | CLO4; CLO5 | |
| * 1. Choose appropriate evaluation methods for a group. | CLO2; CLO4 | |
| * 1. Determine how to form and manage groups that meet the developmental needs of children and adolescents in a school setting. | CLO2; CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5, 10 & 11 of *Groups: Process and Practice*. | Week 3 |  |
| **Review** the referral form examples posted to Blackboard. | 3.1 |  |
| **Creating Lesson Plans:**  **Watch** the “New Teacher Survival Guide: Planning” video [13:14] on YouTube:  [https://www.youtube.com/watch?v=lQynxXbzHvw.](http://www.youtube.com/watch?v=lQynxXbzHvw)  **Review** the “Teaching Guide: Writing Lesson Plans” section of the Writing@CSU website: <http://writing.colostate.edu/guides/teaching/lesson_plans/>. | COURSE |  |
| **ASCA Webinar**  **Watch “Making Data Work” [01:02:00] ASCA Webinar presented by Anita Young, PhD and Carol Kaffenberger, PhD on YouTube at** <https://www.youtube.com/watch?v=lymsiy24BiM&list=UUWJXRymRFJA3Ja_yMqUb01Q>  **Note Evaluating data begins at [25:05]** | COURSE |  |
| **Review** the following sample lesson plans templates:   * American School Counselor Association (ASCA) Lesson Plan * Pennsylvania School Counselor Association (PSCA) Companion Guide (p. 126–128) at <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769> | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Counseling Referrals**  **Respond** to the following questions in the Counseling Referrals discussion forum by Thursday:   * In what ways could you collaborate with faculty and administration to determine student needs? * As a school counselor, how would you approach recruiting students for group counseling services? * Describe the ways students could be referred to the counseling office for group services.   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Evaluating Outcomes**  **Respond** to the following questions in the Evaluating Outcomes discussion forum by Thursday:   * Do you see any value in combining research and practice in group work? Explain your response. * What evaluation methods might you use to determine the effectiveness of the approaches you’ve chosen for your Group Counseling Planning Project? * Why are evaluation procedures appropriate to the purposes of groups? Support your response with examples.   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Counseling Planning Project—Proposal**  **Review** the following sections of the *Groups: Process and Practice* textbook:   * “Developing a Proposal for a Group” in Ch. 5 * Pages 335–350, 350–359, and 360–362 in Ch. 10 * Pages 371–375, 376–378, 379–383, 384–388, 390–394, 398–403, and 405–415 in Ch. 11   **Review** the ASCA Domains, Standards, and Student Competencies by clicking on the following link: [http://static.pdesas.org/ content/documents/ASCA\_ National\_Standards\_for\_ Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)  **Develop** a proposal for a 6-week group counseling plan for a counseling topic of interest targeted at the school level you would like to work with.  **Include** the following information in your proposal:   * A 700- to 1,050-word introduction:   + Describe the problem you will address in your group and the rationale for running the group.   + Include a statement of purpose that includes three specific, measurable, and attainable objectives. What will members gain from participating in this group?   + Practical considerations—format and structure (type of group, group members, size, frequency, duration, voluntary versus involuntary, open versus closed). Include the rationale for your choices.   + Methods of evaluating outcomes—what are the ways you would evaluate the outcomes of your group? What assessment techniques would you use at both the beginning and end of a group?   **Support** your proposal with research and format your paper and references according to APA guidelines.  **Complete** an action plan for forming and facilitating the group. Use the “Small Group Action Plan” template on Blackboard.    **Post** your proposal as an attachment by Sunday. | 3.1, 3.2, 3.4 | Case Study: Analysis and posting = **4 hours** |

|  |  |  |
| --- | --- | --- |
| Week Four: Initial Stage of a Group |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain ways to establish trust within a group. | CLO2 | |
| * 1. Analyze strategies to establish appropriate group norms and cohesion. | CLO4 | |
| * 1. Determine how to effectively open and close groups. | CLO2; CLO4 | |
| * 1. Determine the components necessary of the first group session. | CLO4; CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 6 of *Groups: Process and Practice*. | Week 4 |  |
| **Initial Stage Videos**  **Follow** these instructions to access the videos:   1. Insert the disc accompanying the textbook. 2. Click **First Program: Evolution of a Group**. 3. Click **Segment Two: The Initial Stage**.   **Watch** the following videos in “Segment Two: Initial Stage” section of the textbook videos:   * “Early Development and Interaction” [3:39] * “Some Teaching About Groups” [0:53] * “The Dyad Exercise” [0:47] * “Shared Responsibility” [2:12] * “Role Plays” [0:51] * “Making Contracts” [1:04] * “Direct Talk” [1:58] * “Look and See” [3:38] * “Dealing With Conflict” [3:16] * “What Will Get in Your Way in This Group” [4:11] * “Commentary” [2:28] | 4.1, 4.2, 4.3, 4.4 | Video: review = **1 hour** |
| **Initial Stage**  **Respond** to the following questions in the Initial Stage discussion forum by Thursday:   * What would you most want to accomplish in the initial stage of your group? * What ethical issues or limitations can you identify at this stage in your group? How would you address these issues? | 4.1, 4.2, 4.3, 4.4 | Discussion: one post = **0.25 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Creating Trust**  **Respond** to the following questions in the Creating Trust discussion forum by Thursday:     * What factors do you think are likely to lead to trust? How could you facilitate those factors during the first meeting of a group? * What do you see as barriers to the development of trust? * Imagine yourself as a group member at the first meeting. What would it take for you to feel a sense of trust in a group? What fears might you have about participating, and what could a group leader do to encourage a safe environment?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Identifying and Clarifying Rules & Goals**  **Respond** to the following questions in the Identifying and Clarifying Rules & Goals discussion forum by Thursday:   * Consider the group you are developing for this course. How would you, as the leader, establish concrete rules and goals? What will they be? Explain your responses. * What skills do you deem most important in assisting members to formulate the group rules? In formulating their personal goals?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Opening and Closing a Group Session**  **Read** the information found in the following link <http://www.sagepub.com/upm-data/11201_Chapter_5.pdf>.  **Respond** to the following questions in the Opening and Closing a Group Session discussion forum by Thursday:   * What specific leadership skills are essential in the opening of a group session? * What techniques would you use to open a session in a group you are leading? To close a session? * What strategies might you use to keep members’ comments brief and to the point?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Counseling Planning Project—Lesson Plan Session 1**  **Review** the following materials:   * Group Counseling Handout Sample (with a main focus on pp. 6-14) * ASCA Lesson Plan * Pennsylvania School Counselor Association (PSCA) Companion Guide (p. 126–128) at <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769>   **Create** one 40-minute lesson plan for the counseling group you developed for the Group Counseling Planning Project assignment in Week Three. This lesson plan must reflect the topic you chose in Week Two and must be appropriate for the initial stage of group counseling.  **Complete** the ASCA lesson plan template to format your lesson plan.  **Include** the following activities in the Procedures section of the lesson plan:   * An opening activity (icebreaker, energizer, check-ins, or another idea on ways to promote interaction among group members) * A dyad or role-play exercise * All other methods used to meet your objectives * A closing activity (check-outs or other ways to end a session)   **Post** your lesson plan as an attachment by Sunday. | 4.3, 4.4 | Case Study: Analysis and posting = **1.5 hours** |

|  |  |  |
| --- | --- | --- |
| Week Five: Transitional Stage of a Group |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how to handle problem behaviors and challenging situations in the transitional stage. | CLO4 | |
| * 1. Develop a lesson plan for a group going through the transitional stage. | CLO4; CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 7 of *Groups: Process and Practice*. | Week 5 |  |
| **Transition Stage Videos**  **Use** the following instructions to access the videos:   1. Insert the disc accompanying the textbook. 2. Click **First Program: Evolution of a Group**. 3. Click on **Segment Three: The Transition Stage**.   **Watch** the following videos in “Segment Three: The Transition Stage” section of the textbook videos:   * “Building Safety” [2:58] * “Linking the Work of Members” [3:12] * “How Was the Day” [3:21] * “Commentary” [2:16] * “Checking in With Members” [0:25] * “Furthering With Trust Building” [4:56] * “Creating Safety” [2:04] | 5.1, 5.2 | Video: review = **1 hour** |
| **Transition Stage**  **Respond** to the following questions in the Transition Stage discussion forum by Thursday:   * What would you most want to accomplish in the transition stage of your group? * What ethical issues and limitations can you identify at this stage in your group? How would you address these issues? | 5.1, 5.2 | Discussion: one post = **0.25 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Challenging Situations and Behaviors**  **Respond** to the following questions in the Challenging Situations and Behaviors discussion forum by Thursday:   * What member behavior would you find most difficult or challenging to deal with as a leader? Why? * How do you think this member’s behavior is likely to affect the way you lead the group? * How would you handle this situation? What are the possible consequences of ignoring challenging behavior or dealing with it ineffectively?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Scenarios for Exploration**  Your instructor divided the class into small groups of two to three members and assigned you to a specific group forum in Week Two. This week, you will continue working with the same group in the Scenarios for Exploration forum within your group. This assignment requires more collaboration, and it is important that you meet with your partners by Tuesday to organize the work and complete it in a timely manner.  **Read** the following scenarios in the “Exercises” section of Ch. 7 of *Groups: Process and Practice.*   * Working With Member Fears * Moving Beyond Playing it Safe * Confronting Conflicts * Challenging the Leader * Intervening With a Silent Member * Redirecting a Questioner * Confronting a Member Who is Storytelling * Identifying Countertransference * Addressing Hostility of Group Members   **Work** with your partners to collaboratively answer the questions associated with each scenario. Each group should submit one document.  **Submit** one document withyour final response to the scenarios to the Scenarios for Exploration forum within the group forum by Sunday. | 5.1 | Case Study: Analysis and posting = **3 hours** |
| **Group Counseling Planning Project—Lesson Plan Sessions 2 and 3**  **Review** the following materials:   * Group Counseling Handout Sample * ASCA Lesson Plan * Pennsylvania School Counselor Association (PSCA) Companion Guide (p. 126–128) at <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769>   **Create** two 40-minute transition phase lesson plans, building upon the Group Counseling Planning Project—Lesson Plan Session 1 you created in Week Four. These lesson plans must reflect the topic you chose in Week Two and must be appropriate for the transitional stage of group counseling.  **Complete** the ASCA lesson plan template to format your lesson plans.  **Include** the following activities in the Procedures section of each lesson plan:   * An opening activity and a closing activity * Rounds, writing, arts and crafts, or dyad activities * All other methods used to meet your objectives   **Post** your lesson plans as an attachment by Sunday. | 5.1, 5.2 | Case Study: Analysis and posting = **3 hours** |

|  |  |  |
| --- | --- | --- |
| Week Six: Working Stage of a Group |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare differences between a working and nonworking group. | CLO4 | |
| * 1. Determine therapeutic factors that operate during the working stage of a group. | CLO2; CLO4 | |
| * 1. Choose interventions for group members that require additional support. | CLO2 | |
| * 1. Develop lesson plans for a group going through the working stage. | CLO5 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 8 of *Groups: Process and Practice*. | WEEK6 |  |
| **Working Stage Videos**  **Use** the following instructions to access the videos:   1. Insert the disc accompanying the textbook. 2. Click **First Program: Evolution of a Group**. 3. Click **Segment Four: The Working Stage**.   **Watch** the following videos in “Segment Four: The Working Stage” section of the textbook videos:   * “Who wants to work” – [2:02] * “Commentary” – [4:30] * “Symbolic exploration through role play” – [8:20] * “Jyl’s loss of her father” – [1:25] * “Never good enough” – [1:36] * “Wanting approval” – [1:51] * “Working with metaphors” – [6:51] * “Working with relationships” – [9:40] * “Andrew’s struggle of keeping pain inside” – [7:59] * “Commentary” – [2:24] | 6.1, 6.2, 6.3 6.4 | Video: review = **1.5 hours** |
| **Working Stage**  **Respond** to the following questions in the Working Stage discussion forum by Thursday:   * What would you most want to accomplish in the working stage of your group? * What ethical issues and limitations can you identify at this stage in your group? How would you address these issues? | 6.2, 6.3 | Discussion: one post = **0.25 hour** |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Working vs. Nonworking Group**  **Respond** to the following questions in the Working vs. Nonworking discussion forum by Thursday:   * What are the major differences between a working and nonworking group? Between a working and nonworking member? * What prevents a group from reaching a working stage?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Therapeutic Factors**  **Respond** to the following questions in the Therapeutic Factors discussion forum by Thursday:   * What are the major therapeutic factors that bring about change in clients? * How can you apply these factors at the elementary level? At the middle school level? At the high school level?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Group Counseling Planning Project—Lesson Plan Sessions 4 and 5**  **Review** the following materials:   * Group Counseling Handout Sample * ASCA Lesson Plan * Pennsylvania School Counselor Association (PSCA) Companion Guide (p. 126–128) at <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769>   **Create** two 40-minute lesson plans building upon the Group Counseling Planning Project—Lesson Plan Sessions 2 and 3you created in Week Five. These lesson plans must reflect the topic you chose in Week Two and must be appropriate for the working stage of group counseling.  **Complete** the ASCA lesson plan template to format your lesson plans.  **Include** the following activities in the Procedures section of the lesson plan:   * An opening activity and a closing activity * Rounds, triad and/or movement activities * All other methods used to meet your objectives   **Post** your lesson plans as an attachment by Sunday. | 6.3, 6.4 | Case Study: Analysis and posting = **3 hours** |

|  |  |  |
| --- | --- | --- |
| Week Seven: Final Stage of a Group |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Synthesize ways to effectively support group members during the termination of the group experience. | CLO2; CLO4 | |
| * 1. Evaluate group effectiveness during the final stage of a group. | CLO4; CLO5 | |
| * 1. Develop a lesson plan for a group in the final stage. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 9 of *Groups: Process and Practice*. | WEEK7 |  |
| **Ending Stage Videos**  **Use** the following instructions to access the videos:   1. Insert the disc accompanying the textbook. 2. Click **First Program: Evolution of a Group**. 3. Click on **Segment Five: The Ending Stage**.   **Watch** the following videos in “Segment Five: The Ending Stage” section of the textbook videos:   * “Reflecting on after thoughts” – [1:04] * “Preparing members for termination” – [2:21] * “Dealing with unexpected conflict” – [1:22] * “Keeping members focused” – [8:47] * “Commentary” – [3:30] | 7.1, 7.2, 7.3 | Video: review = **1 hour** |
| **Ending Stage**  **Respond** to the following questions in the Ending Stage discussion forum by Thursday:   * What would you most want to accomplish in the ending stage of your group? * What ethical issues and limitations can you identify at this stage in your group? How would you address these issues? | 7.1, 7.2 | Discussion: one post = **0.25 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.**A recorded lecture will be made available to those who are unable to attend the live session. | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Termination Phase**  **Respond** to the following questions in the Termination Phase discussion forum by Thursday:   * What are the major challenges you expect to face as your group moves towards termination? How would you address these challenges? * Explain the leader’s responsibilities when bringing a group to an end. * How would you prepare members for the termination phase of a group at the elementary level? At the middle school level? At the high school level?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Personal Reflection Journal**  **Write** a 350- to 500-word entry in the Personal Reflection journal that includes both Part 1 and Part 2 below by Sunday.  **Part 1**  **Retake** the “Self-Assessment of Group Leadership Skills Checklist” in Ch. 2 of *Groups: Process and Practice*.  **Answer** the following questions in your reflection:   * How did your results from taking this self-assessment in Week One change? * What skills have you acquired or improved upon throughout this course to effectively lead groups? * What specific strategies can you design to work on the skills where you see yourself as being most limited?   **Part 2**  **Consider** the Group Counseling Planning Project you developed throughout this course.  **Answer** the following questions in your reflection:   * What are the potential limitations to the group you designed? Are there any legal or ethical considerations? Explain your answer with examples. | 7.2 | Journal: one private post = **.5 hours** |
| **Group Counseling Planning Project—Lesson Plan Session 6**  **Review** the following materials:   * Group Counseling Handout Sample * ASCA Lesson Plan * Pennsylvania School Counselor Association (PSCA) Companion Guide (p. 126–128) at <http://associationdatabase.com/aws/PSCA/asset_manager/get_file/83830?ver=769>   **Create** one 40-minute lesson plan building upon the Group Counseling Planning Project—Lesson Plan Sessions 4 and 5you created in Week Six. This lesson plan must reflect the topic you chose in Week Two and must be appropriate for the final stage of group counseling.  **Complete** the ASCA lesson plan template to format your lesson plan.  **Include** the following activities in the Procedures section of the lesson plan:   * An opening activity and a closing activity * Rounds, dyads, triads or role-play activities * All other methods used to meet your objectives   **Post** your lesson plan as an attachment by Sunday. | 7.3 | Case Study: Analysis and posting = **1.5 hours** |
| **Group Counseling Program Presentation**  **Create** a narrated presentation by Thursday using Microsoft® PowerPoint® or an online tool of your choice—such as Prezi [(http://www.prezi.com)](http://www.prezi.com/) or PowToon [(http://www.powtoon.com)](http://www.powtoon.com/).  **Outline** your Group Counseling Program, and demonstrate how you will develop and implement your group counseling plan.  **Post** a link of your presentation to the Group Counseling Program Presentation discussion forum by Friday.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. In addition to the feedback, consider and answer the following question for each of your three chosen classmates’ presentations:   * How would you adapt this group for a different developmental age range? Explain your response. | 2.4, 3.1, 3.2, 3.4, 4.3, 4.4, 5.1, 5.2, 6.3, 6.4, 7.3 | Reviews and posts response =  **1 hour** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 4 |
| Supplemental |  | 1 |
| **Week 2** |  |  |
| Required |  | 7 |
| Supplemental |  | 0.5 |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
| **Week 4** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
| **Week5** |  |  |
| Required |  | 8 |
| Supplemental |  | 0 |
| **Week 6** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
| **Week 7** |  |  |
| Required |  | 5 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2.5 |
| **Total Hours** |  | 44.5 |