# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course will provide you an overview of the principles, theories, strategies, and structural components associated with running short-term group counseling strategies within school settings from elementary through high school. The legal and ethical guidelines associated with group interventions, group leadership skills, developmentally and culturally informed group interventions, crisis intervention, and group interventions for typical challenges for students will be explored.

# Professional Standards Alignment

|  |  |  |
| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Explain the basic principles of Group work, specifically Group formulation, evaluation, and evidence based treatment used by School based Mental Health professionals.  | Leadership, Engagement, Application | 1, 5 | 26 | 20 | -Quiz-Written assignments-Presentation |
| **CLO2**: Analyze different leadership styles and characteristics of a good Group facilitator.  | Leadership, Application  | 6, 10 | 22 | 21 | Written assignments |
| **CLO3**: Determine the relevance of socio cultural competence and working in a multi -cultural community when doing group work.  | Engagement, Application | 3, 5, 7, 10 | 23, 27 | 23 | -Written assignments-Presentation |
| **CLO4**: Analyze the different stages and phases of Group work, while considering the stages of human development and different age ranges.  | Engagement, Application | 1, 2, 8 | 26 | 17, 21 | -Quiz-Written assignments-Presentation |
| **CLO5**: Apply current legal and ethical considerations as a practitioner.  | Leadership, Application  | 6 | 18 | 19 | -Written assignments-Presentation |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**(Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**(reading, major assignments, homework) |
| Week 1 | 5 hours | 5 hours |
| Week 2 | 6 hours | 12 hours |
| Week 3 | 8 hours | 12 hours |
| Week 4 | 6 hours | 12 hours |
| Week 5 | 6 hours | 12 hours |
| Week 6 | 6 hours | 12 hours |
| Week 7 | 6 hours | 12 hours |
| Week 8 | 6 hours | 12 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x # of units) / # of weeks
* Preparation time: (30 x # of units) / # of weeks

# Required Course Materials

Corey, G., Schneider Corey, M, & Haynes, R. (2014). *Groups in action: Evolution and challenges*. (2nd ed.). Belmont, CA: Cengage Learning.

ISBN: 9781285095141

Note. You want to make sure you purchase the text that comes with a DVD.

Sells, J. E. (2012). *Lost and found: Healing troubled teens in troubled times*. Redmond, CA: Siren Swan Press.

ISBN: 978-1467544160

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: The Universality of Groups 16](#_Toc503358112)

[Week 2: The Importance of Self-awareness as a Group Leader 20](#_Toc503358113)

[Week 3: Residency 23](#_Toc503358114)

[Week 4: Role of Group Leader; Styles & Approaches to Facilitation 25](#_Toc503358115)

[Week 5: Theoretical Approaches 28](#_Toc503358116)

[Week 6: Conducting Groups in School Culture 30](#_Toc503358117)

[Week 7: Challenging Situations & the Appropriateness of Groups 32](#_Toc503358118)

[Week 8: Group Curriculum for School Based Needs 35](#_Toc503358119)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 34 |
| Activity | 40 |
| Small Group | 18 |
| Journal | 8 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Introductions |  | Discussion | 2 |
|  | Discussion: Interventions |  | Discussion | 2 |
|  | Discussion: Group Work in Schools |  | Discussion | 2 |
|  | Assignment: Natural Groups Paper |  | Activity | 10 |
| **Week 2** |  |  |  |
|  | Discussion: Hope & Altruism |  | Discussion | 2 |
|  | Discussion: Boundaries |  | Discussion | 2 |
|  | Assignment: Self Inventory |  | Activity | 5 |
|  | Assignment: Reference Search |  | Activity | 5 |
| **Week 3** |  |  |  |
|  | Discussion: Safety & Trust |  | Discussion | 2 |
|  | Discussion: Check In |  | Discussion | 2 |
|  | Assignment: Residency Feedback Sheet |  | Activity | 10 |
| **Week 4** |  |  |  |
|  | Discussion: Leadership Skill |  | Discussion | 2 |
|  | Discussion: Group Dynamics |  | Discussion | 2 |
|  | Assignment: Small Group Discussion–Stages of a Group |  | Small Group | 2 |
|  | Assignment: Process Journal–Entry #1 |  | Journal | 2 |
|  | Assignment: Quiz |  | Activity | 10 |
| **Week 5** |  |  |  |
|  | Discussion: Group Counseling Approaches |  | Discussion | 2 |
|  | Assignment: Small Group Discussion–Theories to Support Group Work |  | Small Group | 2 |
|  | Assignment: Process Journal–Entry #2 |  | Journal | 2 |
| **Week 6** |  |  |  |
|  | Discussion: Group Rules or Norms |  | Discussion  | 2 |
|  | Discussion: Group Intervention |  | Discussion | 2 |
|  | Assignment: Small Group Discussion–Working Together |  | Small Group | 2 |
| **Week 7** |  |  |  |
|  | Discussion: Scenarios |  | Discussion | 2 |
|  | Discussion: Elements of Intervention |  | Discussion | 2 |
|  | Assignment: Small Group Discussion–Theories to Support Group Work |  | Small Group | 2 |
|  | Assignment: Process Journal–Entry #3 |  | Journal | 2 |
|  | Assignment: Small Group Curriculum Plan Presentations |  | Small Group | 10 |
| **Week 8** |  |  |  |
|  | Discussion: Team of Collaborators |  | Discussion | 2 |
|  | Discussion: Creating Goals |  | Discussion | 2 |
|  | Discussion: Curriculum Plan Presentations |  | Discussion | 2 |
|  | Assignment: Process Journal–Entry #4 |  | Journal | 2 |
| **Total Points** |  |  | **100** |

Week 1: The Universality of Groups

Learning Objectives

|  |  |
| --- | --- |
| * 1. Define the universality of groups.
 | CLO1  |
| * 1. Identify needs that groups address on a global or national scale.
 | CLO1 |
| * 1. Define ways in which groups can address the needs of students in schools and communities.
 | CLO1, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| ***Article*** **Read** the following article: Young, E. (2017). [Iceland knows how to stop teen substance abuse – but the rest of the world isn’t listening](http://www.abc.net.au/triplej/programs/hack/iceland-teen-substance-abuse/8208214). ABC.net. |
| ***Website*****Read** the following webpage: [Group Counseling in a School Setting](http://www.school-counselor.org/topics/group-counseling.html) from School-Counselor.org.  |
| ***Video*****View** “[The power of introverts | Susan Cain](https://youtu.be/c0KYU2j0TM4)” TEDTalk [19:04] from YouTube.  |

|  |  |
| --- | --- |
| **Preparation: Residency** | N/A |
| **Begin** reading, over the next three weeks, the following case studies in *Lost and Found*: * Sonia and Denise
* Han
* Camile
* Elke
* Esther
* Marlon
* Anthony

**Note**. These cases will be used in a future activity.During the Residency day, small work groups will be established with the focus of creating the experience of being in a group, with the opportunity to switch to a variety of roles: * Facilitator or leader
* Timekeeper
* Scribe

Each week, after the residency day, the small groups will: * Have a task or discussion question to work on collectively, and then summarize for a grade.
* Collaborate to create a curriculum plan, which will be due in Week 7.

**Note**. In Week 8, each group will work on reviewing and commenting on the syllabi created, with commentary due at the end of the course. Requirements will be reviewed during the Residency. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Introductions** | 1.1, 1.2 |
| **Respond** to the following prompts, in a few sentences, in the Introductions discussion forum by Wednesday: * Introduce yourself in terms of your personal and professional interests:
* Hobbies
* What kind of work you are interested in?
* What populations do you want to work with?
* How familiar are you with group work?
* What are your expectations for the course?

**Note**. Information from this forum will be used for your assignment this week.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Interventions** | 1.1, 1.2, 1.3 |
| **Respond** to the following prompts in the Interventions discussion forum by Thursday: * What needs did you identify from the article about the Iceland intervention?
* How many different types of interventions do you see in this study?
* What three ways might you see these interventions in your school community?
* What are some obstacles and challenges that might make it difficult to implement a similar program in your school community?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Group Work in Schools** | 1.3 |
| **Respond** to the following prompts in the Group Work in Schools discussion forum by Friday: In what respects do the ideas from the Iceland intervention and the TED talk on the Power of Introverts, influence your thinking about potentially doing group work in schools?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Natural Groups Paper** | 1.1, 1.2, 1.3 |
| **Consider** natural groups. **Review** the information from our shared Introductions forum. **Determine** if there are potential groupings we could create based on the shared information, i.e. according to interests, goals, or any information that was shared. **Write** a 150-to 200-word summary of your findings: * How many groups can you image?
* What might be the benefits of grouping homogeneously? Heterogeneously?

**Submit** your summary as a Word document by Sunday.  |

Week 2: The Importance of Self-awareness as a Group Leader

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the importance of self-awareness as a Group Counselor and co-facilitator.
 | CLO1, CLO5 |
| * 1. Define transference and counter transference dynamics in groups.
 | CLO1, CLO5 |
| * 1. Analyze the importance of boundaries in Group Counseling.
 | CLO1, CLO2, CLO5 |
| * 1. Analyze elements of evidence based practice.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4 |
| ***Groups in Action***Introduction |
| ***Webpages**** [Irvin Yalom Biography](https://www.goodtherapy.org/famous-psychologists/irvin-yalom.html) from GoodTherapy.org.
* [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) by the American School Counselor Association.
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Hope & Altruism** | 2.2, 2.3 |
| **Review** Yalom’s 11 Factors.**Respond** to the following prompts, in a few sentences, in the Hope & Altruism discussion forum by Wednesday: * How might a group instill hope to a student struggling with ADD, if he is in a group with other students with Attention and learning issues?
* In general, how might any group situation instill a sense of altruism and purpose for a group participant?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Boundaries** | 2.1, 2.2, 2.3 |
| **Review** the ASCA Ethical Standards for School Counselors, focusing on the sections that address leadership and facilitator behaviors. **Respond** to the following prompt in the Boundaries discussion forum by Friday: Which one specific ethics code, addressing boundaries, do you feel is important to be included in the standards? Why? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Self Inventory** | 2.1, 2.2, 2.3 |
| **Review** pages one through eight of *Groups in Action*. **Complete** questions one through eight of the Self Inventory on page 14. **Submit** a one page summary of your results by Sunday. **Note**. We will be referring to these results as part of our discussion during the Residency day.  |

|  |  |
| --- | --- |
| **Assignment: Reference Search** | 2.4 |
| **Review** a recent evidenced based study on conducting groups for children and adolescents from the Alliant Library. You will need to conduct your own search to locate a study. **Write** a 150-to 200-word summary on the helpfulness of the study as a resource for School Psychologists or School Counselors in training. **Include** an APA citation of the study. **Submit** your summary as a Word document by Sunday.  |

Week 3: Residency

Learning Objectives

|  |  |
| --- | --- |
| * 1. Apply elements of leadership qualities thru role play and self-reflection.
 | CLO1, CLO2, CLO4, CLO5 |
| * 1. Define the elements of group work as it pertains to task oriented groups, prevention groups, support groups, and therapy groups.
 | CLO1, CLO2, CLO4 |
| * 1. Determine the appropriateness of group work thru role play.
 | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***Groups in Action*****Review** the Group Leadership Skill: A Checklist on pages 7 & 8. **View** the first program from the DVD provided with the text: Evolution of a Group. **Read** thru the First Program: pages 11 to 63 after viewing the video. Focus on the brief descriptions of the Group members in the video and on page 16 in the workbook. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Safety & Trust** | 3.1, 3.2, 3.3 |
| **View** the Initial Phase segments from the DVD provided with *Groups in Action*. **Respond** to the following prompts in the Safety & Trust discussion forum by Tuesday: * How did the facilitators help to create safety and trust for the group?
* What specific actions from the facilitators stood out to you?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by *Friday, or before your scheduled Residency Day*. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Check In** | 3.1, 3.2, 3.3 |
| **Respond** to the following prompt in the Check In discussion forum by Wednesday: Why is ‘Check In’ a helpful and important process in groups?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by *Friday, or before your scheduled Residency Day*. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Residency Feedback Sheet** | 3.1, 3.2, 3.3 |
| **Complete** the Residency Feedback Sheet by Sunday.  |

Week 4: Role of Group Leader; Styles & Approaches to Facilitation

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze different leadership styles.
 | CLO2 |
| * 1. Define phases of a group.
 | CLO1, CLO4 |
| * 1. Analyze different socio-cultural backgrounds and resulting impacts on group work.
 | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Groups in Action*****Review** the Group Leadership Skill: A Checklist on pages 7 & 8. **Review** the first program from the DVD provided with the text: Evolution of a Group. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Leadership Skill** | 4.1 |
| **Select** one of the leadership skills from the Group Leadership Skill: A Checklist on pages 7 & 8 of *Groups in Action*.**Respond** to the following prompt in the Leadership Skill discussion forum by Wednesday: How might this skill be particularly helpful when conducting a group with children? Adolescents? Both?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Group Dynamics** | 4.1, 4.3 |
| **Review** the first program from the DVD provided with *Groups in Action*: Evolution of a Group.**Respond** to the following prompts in the Group Dynamics discussion forum by Friday: * How might Casey's sharing of her concerns for her mother's reaction to her being gay impacted the other members of the group?
* What are your thoughts on the facilitator's suggestions of a role play with Casey and the facilitation of the role play?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Small Group Discussion–Stages of a Group** | 4.2 |
| **Assign** the following roles to the small groups created during your Residency Day: * Leader
* Timekeeper
* Scribe

**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:* Identify the stages of a group according to the text and video of *Groups in Action*.
* During the early stages of the group, what norms are important to establish? Why?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus. **Submit**, individually, the summary as a Word document by Sunday.  |

|  |  |
| --- | --- |
| **Assignment: Process Journal–Entry #1** | 4.1 |
| **Write** a 50-to 100-word reflection on group leadership skills: * Which are most comfortable with?
* Which of those skills might be the most challenging?

**Submit** your reflection as a Word document by Sunday.  |

|  |  |
| --- | --- |
| **Assignment: Quiz** | CLO1, CLO2, CLO3, CLO4, CLO5 |
| **Complete** the quiz on material presented thus far, including this week’s material by Sunday.  |

Week 5: Theoretical Approaches

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the elements of long term and short-term group counseling.
 | CLO1, CLO2, CLO3 |
| * 1. Determine the most appropriate group for your client.
 | CLO1, CLO2, CLO5 |
| * 1. Explain differences between skill building and insight oriented approaches of group work.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| ***Website*****Read** the following webpage: [Group Counseling in a School Setting](http://www.school-counselor.org/topics/group-counseling.html) from School-Counselor.org. |
| ***Groups in Action*****View** the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling. |

|  |  |
| --- | --- |
| **Preparation: Small Group Curriculum Plan Presentations** | N/A |
| **Begin** working on your Small Group Curriculum Plan Presentations. You will work on this assignment in the small groups created during your Residency Day. **Review** complete instructions for this assignment in Week 7.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Group Counseling Approaches** | 5.1, 5.3 |
| **Respond** to the following prompts, based on the Lecturette on Theories and Techniques of Group Counseling, in the Group Counseling Approaches discussion forum by Wednesday: * Which approach do you feel is the best fit for a short-term group?
* Which approach would be the best fit for a long-term group?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Small Group Discussion–Theories to Support Group Work** | 5.1. 5.2, 5.3 |
| **Assign** the following roles to the small groups created during your Residency Day: * Leader
* Timekeeper
* Scribe

**Note**. Assign different roles from Week 4.**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:* How might you use any of these theories to create and support a school year group for students with attendance issues in high school?
* What theories might work for a short-term group with bullies?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus. **Submit**, individually, the summary as a Word document by Sunday.  |

|  |  |
| --- | --- |
| **Assignment: Process Journal–Entry #2** | 5.3 |
| **Write** a 50-to 100-word reflection on the following: * What ideas stood out to you in this week's coursework?
* Is there a specific theory for working with groups that you prefer? Which one? Why?

**Submit** your reflection as a Word document by Sunday.  |

Week 6: Conducting Groups in School Culture

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the essential elements of school based interventions.
 | CLO1, CLO4 |
| * 1. Determine appropriate group goals in the context of educational settings.
 | CLO1, CLO4 |
| * 1. Define your professional support network in school settings.
 | CLO3, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***Lost and Found***Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group |
| ***Groups in Action*****Review** the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling. |
| ***Website*****Review** the following webpage: [Group Counseling in a School Setting](http://www.school-counselor.org/topics/group-counseling.html) from School-Counselor.org. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Group Rules or Norms** | 6.1, 6.2 |
| **Respond** to the following prompts in the Group Rules or Norms discussion forum by Wednesday: How do you explain the group rules or norms when working with different age groups, and populations, such as those with different cultural backgrounds? Provide an example. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Group Intervention** | 6.1, 6.2, 6.3 |
| **Respond** to the following prompts in the Group Intervention discussion forum by Wednesday: * What were your initial thoughts on the grief group and school intervention from Ch. 15 of *Lost and Found*?
* What did you appreciate about the group intervention?
* Would you have done anything differently? Explain your response.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Small Group Discussion–Working Together** | 6.2, 6.3 |
| **Assign** the following roles to the small groups created during your Residency Day: * Leader
* Timekeeper
* Scribe

**Note**. Assign different roles from Weeks 4 & 5.**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:* How could school support staff work together in order to address a community crisis situation, such as a large-scale fire?
* How many different groups might be formed at a school site?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus. **Submit**, individually, the summary as a Word document by Sunday.  |

Week 7: Challenging Situations & the Appropriateness of Groups

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify key elements of addressing confidentiality within groups, including legal and ethical issues of communicating with families and others about group issues.
 | CLO5 |
| * 1. Determine the factors involved in assessing an individual for potential group participation.
 | CLO1, CLO3, CLO5 |
| * 1. Analyze the key elements of working with others outside of your culture in a group capacity.
 | CLO1, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Lost and Found***Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group |
| ***Groups in Action*****Read** page 59: Ethical issues in the Practice of Group Counseling. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Scenarios** | 7.2, 7.3 |
| **Respond** to the following prompts in the Scenarios discussion forum by Wednesday: * What would you say to a group member who tells you that, according to his or her culture, it is impolite to speak without being asked? What are some factors to consider in this circumstance?
* What if the student revealed that he or she is very depressed and thinking of suicide?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Elements of Intervention** | 7.2 |
| **Respond** to the following prompt, based on Ch. 15 of *Lost and Found*, in the Elements of Intervention discussion forum by Wednesday: What do you think were the most important elements of the intervention? Why?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Small Group Discussion–Theories to Support Group Work** | 7.1, 7.2 |
| **Assign** the following roles to the small groups created during your Residency Day: * Leader
* Timekeeper
* Scribe

**Note**. If possible, assign different roles from Weeks 4, 5, & 6.**Engage** in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:* What are some potential psychological risks that might exist in group participation?
* How might you discuss these risks with the students and families that you are working with?
* Based on page 59 of *Groups in Action*, What specific issue might exist?

**Create** a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus. **Submit**, individually, the summary as a Word document by Sunday.  |

|  |  |
| --- | --- |
| **Assignment: Process Journal–Entry #3** | N/A |
| **Write** a 50-to 100-word reflection on how comfortable you feel in dealing with a potential conflict in a group situation?**Submit** your reflection as a Word document by Sunday. |

|  |  |
| --- | --- |
| **Assignment: Small Group Curriculum Plan Presentations** | CLO1, CLO3, CLO4, CLO5 |
| **Select** one of the following types of groups: * Impulse control issues group of primary school aged children
* Social skills group of middle school aged children
* Emotional needs group of Special Education students
* At risk for dropping out group of high school students

**Note**. Your small group may have already selected one of these groups during your Residency Day. **Develop** a curriculum plan, in the small groups created during your Residency Day, for your selected group that includes the following: * Number of students in the group
* Criteria for referrals and selection of students
* Number of sessions
* Time range of the group
* Potential goals
* Rationale or theory for the group and any evidence-based information or research

**Ensure** you follow legal and ethical standards. **Create** a 15-to 20-minute presentation of your curriculum plan using PowerPoint, Prezi or other online tool of your choice. **Submit** your presentation as a link by Sunday. If you used PowerPoint, upload it to a shred drive such as Google Drive or OneDrive and share a link to the presentation.  |
| **Faculty Note**: You will need to assign students to groups for this assignment. Even though groups were created during the Residency Day you will still want to go into the assignment and create the groups so you only have to grade the item once. * **Navigate** to the assignment item in Week 7.
* **Follow** the “[How do I automatically assign students to groups?](https://community.canvaslms.com/docs/DOC-12807-415255491)” Canvas guide to set-up the groups.
 |

Week 8: Group Curriculum for School Based Needs

Learning Objectives

|  |  |
| --- | --- |
| * 1. Apply elements of group work to address a given school based population.
 | CLO1, CLO2, CLO3, CLO4, CLO5 |
| * 1. Define the structure, evidenced based approach, and goals for a given theme when creating a group.
 | CLO1, CLO3, CLO4, CLO5 |
| * 1. Determine criteria for working with other professionals in conjunction with group work.
 | CLO1, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***Website*****Read** the following webpage: [Group Counseling in a School Setting](http://www.school-counselor.org/topics/group-counseling.html) from School-Counselor.org. |
| ***Webpages***[ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) by the American School Counselor Association. |
| ***Article*** Baker, S. B. (2012). [A new view of evidence-based practice](http://ct.counseling.org/2012/12/a-new-view-of-evidence-based-practice/). CT Daily. American Counseling Association. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Team of Collaborators** | 8.1. 8.3 |
| **Respond** to the following prompt in the Team of Collaborators discussion forum by Wednesday: When working in a school setting, who would be your ideal team of collaborators? Rank them in order of importance and provide rationale for your ranking. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Creating Goals** | 8.2 |
| **Respond** to the following prompt in the Creating Goals discussion forum by Wednesday: How are the ASCA Ethical Standards for School Counselors and the Baker article helpful in terms of creating goals and evidence-based practice in schools?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Curriculum Plan Presentations** | 8.1, 8.2, 8.3 |
| **Post** a link your Curriculum Plan Presentation by Tuesday. Only have one member of your group post the link and identify each member of your group. **Respond** to the following prompt in the Curriculum Plan Presentations discussion forum by Thursday: After viewing the presentations, share any new ideas or inspirations about groupwork in schools? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Process Journal–Entry #4** | N/A |
| **Write** a 50-to 100-word reflection on the following: * What are you noticing about yourself as a participant in the small group discussions?
* Are you a more active, or a more passive participant? Provide rationale for your selection.

**Include** a response to the following, separate from your reflection: * Name 3 skills that you feel you possess, or are developing as a group leader or facilitator
* Rate your confidence level as a Group Leader or Facilitator:
	+ 1-Not confident
	+ 2-Developing some confidence
	+ 3-Confident

The main intention of this course was to provide you, as School Psychology and School Counseling students, with an overview of Group counseling, with a focus of becoming aware of the necessary skills needed in order to work comfortable and effectively, with a group, as well as to begin to prepare you with the awareness of how counseling groups can be helpful in schools. You were exposed to a lot of information and be assured that you are not expected to have full expertise as a facilitator. Learning to be a counselor is a process!You will get much more experience and opportunity to learn in your internships. Now that you have nearly completed the course, and have worked with the material from the Groups in Action workbook and DVD: **Select** one or more of the following: which aspect(s) of the course worked best for you as a learner?* Whole class discussion forums
* Independent assignments
* Articles and workbook materials
* Video
* Residency Day
* Small group discussions

**Submit** your final journal as a Word document by Sunday.  |