**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6530 Group Counseling for School Counselors**

3 Credits

CRN, Semester

Faculty Name and Rank

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| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office: Phone: Fax: E-mail: SKYPE:  |  Day, Time, Room |  Days/TimesOr by appointmentvia officeor SKYPEor On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| An experimental study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in school settings. Includes skill building through supervised practice. |
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**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

1. **ASGW Core Training Knowledge Competencies**
	1. State for the four major group work specializations identified in this document (task groups, psychoeducational groups, counseling groups, psychotherapy groups) the distinguishing characteristics of each, the commonalities shared by all, and the appropriate instances in which each is to be used.
	2. Identify the basic principles of group dynamics.
	3. Discuss the basic therapeutic factors of groups.
	4. Identify the personal characteristics of group workers that have an impact on members; knowledge of personal strengths, weaknesses, biases, values, and their effect on others.
	5. Describe the specific ethical issues that are unique to group work.
	6. Discuss the body of research on group work and how it relates to one's academic preparation in school counseling, student personnel education, community counseling, or mental health counseling.
	7. Define the process components involved in typical stages of a group's development (i.e., characteristics of group interaction and counselor roles.
	8. Describe the major facilitative and debilitative roles that group members may take.
	9. State the advantages and disadvantages of group work and the circumstances for which it is indicated or contraindicated.
	10. Detail therapeutic factors of group work.
	11. Identify principles and strategies for recruiting and screening prospective group members.
	12. Detail the importance of group and member evaluation.
	13. Deliver a clear, concise, and complete definition of group work.
	14. Deliver a clear, concise, and complete definition of each of the four group work specialties.
	15. Explain and clarify the purpose of a particular form of group work.
2. **ASGW Core Training Skill Competencies**
	1. Encourage participation of group members.
	2. Observe and identify group process events.
	3. Attend to and acknowledge group member behavior.
	4. Clarify and summarize group member statements.
	5. Open and close group sessions.
	6. Impart information in the group when necessary.
	7. Model effective group leader behavior.
	8. Engage in appropriate self-disclosure in the group.
	9. Give and receive feedback in the group.
	10. Empathize with group members.
	11. Ask open-ended questions in the group.
	12. Confront group members' behavior.
	13. Help group members attribute meaning to their experience.
	14. Help group members to integrate and apply learnings.
	15. Demonstrate ASGW ethical and professional standards in group practice.
	16. Keep the group on task in accomplishing its goals.
3. **ASGW Task Group Knowledge Competencies**
	1. Identify organizational dynamics pertinent to task/work groups.
	2. Describe community dynamics pertinent to task/work groups.
	3. Identify political dynamics pertinent to task/work groups.
	4. Describe standard discussion methodologies appropriate for task/work groups.
	5. Identify specific ethical considerations in working with task/work groups.
	6. Identify program development and evaluation models appropriate for task/work groups.
	7. List consultation principles and approaches appropriate for task/work groups.
4. **ASGW Task Group Skill Competencies**
	1. Focus and maintain attention on task and work issues.
	2. Obtain goal clarity in a task/work group.
	3. Conduct a personally selected task/work group model appropriate to the age and clientele of the group leader's specialty area(s) (e.g., school counseling).
	4. Mobilize energies toward a common goal in task/work groups.
	5. Implement group decision-making methods in task/work groups.
	6. Manage conflict in task/work groups.
	7. Blend the predominant task focus with appropriate attention to human relations factors in task/work groups.
	8. Sense and use larger organizational and political dynamics in task/work groups.
5. **ASGW Psychoeducational Group Knowledge Competencies**
	1. Identify the concepts of primary prevention and secondary prevention in psychoeducation groups.
	2. Articulate the concept of "at risk" in psychoeducation groups.
	3. Enumerate principles of instruction relevant to psychoeducational groups.
	4. Develop a knowledge base relevant to the focus of a psychoeducational group intervention.
	5. List principles involved in obtaining healthy and/or at risk members for psychoeducational groups.
	6. Describe human development theory pertinent to psychoeducational groups.
	7. Discuss environmental assessment as related to psychoeducational groups.
	8. Discuss principles of structure as related to psychoeducational groups.
	9. Discuss the concept of empowerment in psychoeducational groups.
	10. Identify specific ethical considerations unique to psychoeducational groups.
	11. List advantages of psychoeducational groups and where indicated or contra-indicated.
6. **ASGW Psychoeducational Group Skill Competencies**
	1. Plan a psychoeducational group in collaboration with "target" population members or representatives.
	2. Match a relevant psychoeducational topic with relevant (and currently "unaffected") target group.
	3. Conduct a personally selected psychoeducation group model appropriate to the age and clientele of the group leader's specialty area (e.g., student personnel education).
	4. Design a psychoeducational group plan that is developmentally and practically sound.
	5. Present information in a psychoeducational group.
	6. Use environmental dynamics to the benefit of the psychoeducational group.
	7. Conduct skill training in psychoeducational groups.
7. **ASGW Counseling Group Knowledge Competencies**
	1. State for at least three major theoretical approaches to group counseling the distinguishing characteristics of each and the commonalities shared by all.
	2. Identify specific ethical problems and considerations unique to group counseling.
	3. List advantages and disadvantages of group counseling and the circumstances for which it is indicated or contra-indicated.
	4. Describe interpersonal dynamics in group counseling.
	5. Describe group problem-solving approaches in relation to group counseling.
	6. Discuss interpersonal assessment in group counseling.
	7. Identify referral sources and procedures in group counseling.
	8. Describe group formation principles in group counseling.
8. **ASGW Counseling Group Skill Competencies**
	1. Recruit and screen prospective counseling group members.
	2. Recognize self-defeating behaviors of counseling group members.
	3. Conduct a personally selected group counseling model appropriate to the age and clientele of the group leader's specialty area(s) (e.g., community counseling).
	4. Develop reasonable hypotheses about nonverbal behavior among counseling group members.
	5. Exhibit appropriate pacing skills involved in stages of a counseling group's development.
	6. Intervene effectively at critical incidents in the counseling group process.
	7. Work appropriately with disruptive counseling group members.
	8. Make use of the major strategies, techniques, and procedures of group counseling.
	9. Use procedures to assist transfer and support of changes by group counseling members in the natural environment.
	10. Use adjunct group counseling structures such as homework (e.g., goal setting).
	11. Work cooperatively and effectively with a counseling group co- leader.

 Use assessment procedures in evaluating effects and contributions of group

**Implementation Strategies**

**Primary Method of Instruction**

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| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
| x | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid  | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

1. Jacobs, E., Masson, R.L., Harvill, R.L., & Schimmel, C.J. (2011). Group counseling: Strategies & Skills (7th ed). Pacific Grove, CA: Brooks/Cole. (ISBN: 0840033931)

Assigned classroom readings and virtual documents (see ANGEL)

2.LIVETEXT license.

3. Classroom handouts

4. Any assigned classroom readings or virtual documents (see Course Management System)

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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|  **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Exams/Quizzes |  |
| Planning and Delivery of Group Counseling |  |
|  |  |
| Professionalism and Participation |  |
|  TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
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**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**Florida Educator Accomplished Practices**

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| **FEAP.8** | ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter |

**FGCU’s School Counseling Program is approved by the Florida Department of Education.**

**College and University Competencies**

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| **Competency** | **Evaluation** |
| FL-FGCU-COE-2011-DP.7 | COE 7.1 Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards. (KS)COE 7.2 Believe that all people can achieve high standards. (D) |

**CACREP Standards Matrix and Assessment**

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| 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: | a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; | MHS 6530 Group Couns for SC Planning and Delivery Rubric: The candidates will plan and create a series of large group lesson plans with educationally and developmentally appropriate activities at a high level of competency. Subject Area KnowledgePlanning and Delivery Rubric |
| 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: | b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; | MHS 6530 Group Couns for SC Planning and Delivery Rubric: The Candidate will demonstrate effective communication skills with a variety of techniques to improve verbal and nonverbal communication. They will also demonstrate appropriate large and small group management techniques at a high level of competency.  |
| 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: | c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; | MHS 6530 Group Couns for SC Planning and Delivery Rubric: The Candidate will demonstrate effective communication skills with a variety of techniques to improve verbal and nonverbal communication. They will also demonstrate appropriate large and small group management techniques at a high level of competency. Subject Area Knowledge RubricPlanning And Delivery Rubric |
| 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: | d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; | MHS 6530 Group Couns for SC Planning and Delivery Rubric: The candidates will plan and create a series of large group lesson plans with educationally and developmentally appropriate activities at a high level of competency. Subject Area Knowledge RubricPlanning and Delivery Rubric |
| 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: | e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. |  |
| Specialty Standards: School Counseling C.1 | Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. | Subject Area Knowledge RubricPlanning and Delivery Rubric |
| Specialty Standards: School Counseling.C.5 | Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. | Planning and Delivery RubricSubject Area Knowledge Rubric |
| Specialty Standards: School Counseling.K.3 | Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. | Planning and Delivery Rubric |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review5 14 2013**

**Form Date 2 18 2013**