



SYLLABUS
 Lewis & Clark College
 Graduate School of Education

Course Name	Group Facilitation Skills for School Counselors
Course Number	SCED 511
Term	Summer 2011
Department	School Counseling
Faculty Name	Heather Hadraba PhD NCC

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

Conceptual Framework Strands Addressed in Course:

Conceptual Framework Strand	
Liberal Arts Education	
Equity and Diversity	X
Collaboration and Consultation	X
Reflective Practice	X
Inquiry	
Action and Leadership	X
Technology	

Authorization Levels:

This course addresses preparation for teaching at specific authorization levels as noted.

Early Childhood (Level 1) Age 3-4 th Grade (Birth-4 th Grade for EI/Special Ed.)	Elementary (Level 2) 3 rd -8 th Grades in an Elementary School	Middle Level (Level 3) 5 th -10 th Grades in a Middle or Junior High School	High School (Level 4) 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School
	X	X	X

*R = Readings and In-class Discussions

*P = Practicum

SCED 511: Group Facilitation Skills for School Counselors

Summer of 2011-

Location-Howard Hall 202

Tuesday, Wednesday July 5, 6- 8:00 to 5:00

Friday, Saturday July 8, 9 - 8:00 to 5:00

Instructor:

Heather Hadraba Phd NCC

Email: hadraba@lclark.edu

Home Phone: 503-550-0631

Required Texts:

Groups Process and Practice (8th ed.)

Marianne Schneider Corey and Gerald Corey

Thomson Brooks Cole

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grief/loss, friendship, and study skills. Ethical consideration in group work with all children and adolescents, including under-served and under-represented populations will be addressed utilizing the ASCA and ACA Code of Ethics.

Course Goals and Objectives:

Upon course completion, the candidate will be able to:

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

Course Requirements:

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

Assignment #1: Formal paper/presentation

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

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

Assignment #2 Reflections

Evaluation:

- Class participation will be 30% of a student's grade
- Formal paper and presentation will be 40% of a student's grade
- Reflections on growth will be 30% of a student's grade.

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

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

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

C grade: Student will complete formal paper and presentation that demonstrates a basic understanding of goals/objectives of course. They may understand the ideas behind group practice but continue to need practice in implementation. They will have participated in group discussions at a minimum level. The student provided minimum reflective feedback to peers demonstrating understanding of course material

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

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

Class schedule:

Tuesday July 5:

- Reading assignment for Day #1:
Groups: Process and Practice – Ch. 1, Ch. 2, Ch. 3, Ch. 4,
Scan Ch. 9, Ch. 10

You will receive an email with three attached articles one for elementary school, one for middle school, and one for high school pick the article for the school level which you are interested in and please read article before class.

- Personal introductions-Warm up activity
- Requests and agreements for our working together as a group
- Coat of arms
- Course overview- syllabi review
- Group formation
- Introduction to Groups – Process and Practice
- Assignment and Presentation Information
- Forming groups: Steps including ethical issues in forming groups
- Energizer break and assignment
- Group planning time for energizers
- Groups for Children
- Groups for Adolescents
- Self-evaluation of group leadership skills
- Ethical issues in doing groups
- Review and Preview

Wednesday, July 6:

- Reading Assignment for Day #2:
Groups: Process and Practice – Ch. 5 & Ch. 6

- Check in: Observations, requests, agreements
- Energizer Activities- all groups present
- Multicultural Awareness, Knowledge, and Skill Survey
- Johari Window Information
- Evolution of a group DVD
- Initial State of a Group
- Transition Stage of a Group
- Challenges typically encountered in Initial and Transition Stages
- Review and Preview

Friday, July 8:

- Reading Assignment for Day #3:
 Groups: Process and Practice – Ch. 7, Ch. 8, Ch. 9, Ch. 10
- Check in: Observations, requests, agreements
- Guest Speakers
- Johari window fishbowl presentation
- Working Stage of a Group
- Final Stage of a Group
- Review and Preview

Saturday, July 9:

- Check in: Observations, requests, agreements
- Formal papers due
 NOTE: We will discuss an option for you to submit your Assignment #1 electronically after 7/9.
- Presentations of your Assignment #1 to your team
- Debriefing
- Small group activity- role play small groups in teams
- Termination and Closure- activity
- Individual rubric evaluations
- Course Evaluations
- Assignment #2: Written reflections are to be e-mailed to the instructor 7/16.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and

spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Resources

1. Abbamont, Gary, and Brescher, Antoinette. Test Smart: ready to use test taking strategies and activities for grades 5 – 12. The Center for Applied Research in Education, 1997.
2. Begun, Ruth, and Huml, Frank. Ready-to-Use Violence Prevention Skills: Lessons and Activities for Secondary Students. The Center for Applied Research in Education, 1998.
3. Blair, Sally Jo. Group Activities for Kids who Hurt – (Grades 3-8). Innerchoice, 2001.
4. Brigman, G. & Webb, L. (2004). Student Success Skills: Helping Student Develop the Academic, Social and Self-management Skills They Need to Succeed. Group Counseling Manual. www.studentsuccessskills.com
5. Brigman, Greg and Earley-Goodman, Barbara (2001). Group Counseling for School Counselors: A practical guide. J. Weston Walch, Portland, ME
6. Butler, Linda Bruene. Social Decision Making/Social Problem Solving for Middle School Students: Skills and Activities for Academic, Social and Emotional Success. Research Press, 2005.
7. Carrell, Susan. Group Exercises for Adolescents: A Manual for Therapists. Sage Publications, 2000.
8. Elias, M., Butler, L.B., Bruno, E.M., Papke, M.R., Shapiro, T.F. Social Decision Making/Social Problem Solving: A Curriculum for Academic, Social and Emotional Learning: Grades 2-3. Research Press, 2005.
9. Hamilton, Martha, and Weiss, Mitch. How and why stories: world tales kids can read and tell. August House, 1999.

10. Hazouri, Sandra, and McLaughlin, Miriam. Warm Ups and Wind Downs: 101 activities for moving and motivating groups. Educational Media Corporation, 1993
11. Holt, David, and Mooney, Bill. More Ready to Tell Tales from Around the World. August House, 2000.
12. Holt, David, and Mooney, Bill. Ready to Tell Tales from Around the World. August House, 1995.
13. Khalsa, SiriNam S. Exercises for Enhancing Social Skills & Self-Esteem. Professional Resources Press, 1996.
14. Perschy, Mary. Helping Teens Work through Grief. Accelerated Development, 1997.
15. Pransky, Jack & Carpenos, Lori. Healthy Thinking, Feeling, Doing From the Inside Out – A Middle School Curriculum and Guide for the Prevention of Violence, Abuse, and Other Problem Behaviors. Safer Society Press, 2000.
16. Shechtman, Zipora. Group Counseling and Psychotherapy with Children and Adolescents – Theory, Research, and Practice. Earlbaum Associates, 2007
17. Schilling, D., Johnson, R., & Wentz. Z. 50 Activities for Teaching Emotional Intelligence: Level 1, Grades 1-5. Innerchoice, 1996.
18. Schilling, D., Johnson, R., & Wentz. Z. 50 Activities for Teaching Emotional Intelligence: Level 2, Grades 6-8. Innerchoice, 1996.
19. Schilling, D. 50 Activities for Teaching Emotional Intelligence: Level 3, Grades 9-12. Innerchoice, 1999.
20. Smead, Rosemarie. Skills for Living: Group Counseling Activities for Young Adolescents - Volume Two. Research Press, 1997
21. Schmidt, John. Making and Keeping Friends: Ready to use lessons, stories, and activities for building relationships. The Center for Applied Research in Education, 1997.
22. Waterman, Jill, and Walker, Elizabeth. Helping at Risk Students: A group counseling approach for grades 6-9. The Guildford Press, 2000.

23. Zins, J.E. & Elias, M.J. Promoting Student Success Through Group Interventions. Haworth Press, 1993.