

# COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

**Course Number**

**SCED 511**

**Course Name**

**Group Facilitation skills for school counselors**

**Term**

**Summer 2014**

**Department**

**Educational Leadership**

**Faculty Name**

**Heather Hadraba Ph.D.**

## Catalogue Description:

*First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.*

## GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

*(please fill in which class meeting or assignment addresses each principle or standard)*

GSEC GP (1) Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.

*Class meeting(s) or assignment(s) addressing this standard: Addressing this standard: Assignment 1 and classroom activities*

GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

*Class meeting(s) or assignment(s) addressing this standard: Addressing this standard: Assignment 1 and class discussions weekly*

TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

*Class meeting(s) or assignment(s) addressing this standard: Addressing this standard: Assignments: 1 and group role plays*

TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

*Class meeting(s) or assignment(s) addressing this standard: Addressing this standard: Assignments: 1*

TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.

*Class meeting(s) or assignment(s) addressing this standard: Addressing this standard: Assignments 1 and 2*

## Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.
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<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

### **Student Performance:**

Student performance criteria appear on page(s) 5-6 of this syllabus (student performance includes goals, evidence, and levels of performance).

### **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.



**SYLLABUS**  
Lewis & Clark College  
Graduate School of Education

<b>Course Name</b>	Group Facilitation Skills for School Counselors
<b>Course Number</b>	SCED 511
<b>Term</b>	Summer 2014
<b>Department</b>	School Counseling
<b>Faculty Name</b>	Heather Hadraba Ph.D. 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.

**SCED 511-Section 1: Group Facilitation Skills for School Counselors**

Summer of 2014-

Location-Howard Hall 202

Monday, Tuesday May 19th, 20th - 8:00 to 5:00

Friday, Saturday May 24th, 25th - 8:00 to 5:00

**Instructor:**

Heather Hadraba Ph.D. NCC

Office: Rogers 311

Email: [hadraba@lclark.edu](mailto:hadraba@lclark.edu)

Office Phone: 503-768-6138

Office hours by appointment

**Required Texts:**

Groups Process and Practice (9<sup>th</sup> ed.)

Marianne Schneider Corey and Gerald Corey

Thomson Brooks Cole



### **Course Description:**

This course will cover principles and practices of group counseling, group dynamics, group leadership and group processes with students and parents. The course will specifically address group approaches for promoting academic, career and personal/social success for all students. Candidates will learn to plan, organize, facilitate and evaluate the success of small groups within the educational setting. Examples of groups would include: support, life skills, career planning and exploration, grief/loss, friendship, and study skills. Ethical consideration in groupwork 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 theoretical and experiential understandings of group purpose, development, dynamics, theories, and methods;
4. Demonstrate knowledge of appropriate group strategies to use with diverse populations;
5. Identify and demonstrate knowledge of group leadership skills;
6. Demonstrate knowledge of stages of group process;
7. 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. Missing four or more hours of class time constitutes an automatic failure for the course, according to college and TSPC regulations
- 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
- Lead a small group counseling session
- Feedback to others on their presentations
- Reflections on professional growth



### **Assignment #1: Group Proposal- 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 (APA) in addition to the Rubric and text for each individual's work.

### **Assignment #2 Group Leadership and Membership Assessment**

#### **Evaluation:**

- Group 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.

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 an 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

**NOTE: Course syllabus/schedule is subject to change as needed**

### **Class schedule:**

#### **Monday, May 19th:**

- Reading assignment for Day #1:  
Groups: Process and Practice – Ch. 1, Ch. 2, Ch. 3, SKIP 4 Ch. 5,  
Scan 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

Tuesday, May 20<sup>th</sup>:

- Reading Assignment for Day #2:  
Groups: Process and Practice – Ch. 6 & Ch. 7
- 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, May 24<sup>th</sup>:

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

Saturday, May 25<sup>th</sup>:

- Check in: Observations, requests, agreements



- Formal papers due
- Presentations of your Assignment #1 to your team
- Debriefing
- Guest speakers
- Small group activity- role play small groups in teams
- Termination and Closure- activity
- Individual rubric evaluations
- Course Evaluation

### 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](http://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 Though Group Interventions.



Haworth Press, 1993.