



**P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology**

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course and Credits: COUN 518, 3.0 credits
Title: Field-Based Group Counseling
Room: TBA
Day of the week/hours: Thursday/4:30-7:10pm
Term: Winter 2009

INSTRUCTOR

Instructor: Kelly Stinson M.Ed., N.C.C.
Office: Loyola Hall Room 201 #2
Office hours: By Appointment
Phone: 206-296-2698 (O) 425-831-4026(W.O.)
FAX: 206-296-1892
Email: stinsonk@seattleu.edu or
stinsonk@svsd410.org

COURSE MATERIALS

Required Texts and/or Readings:

Group Counseling in K-12 Schools: A Handbook for School Counselors
Kenneth R. Greenberg, *University of Maryland*
ISBN-10: 020532195X
ISBN-13: 9780205321957

Required Articles:

Additional Reading May be Assigned by the Instructor of this Class.

COURSE DESCRIPTION

Graduate Bulletin Description

Supervised experience co-counseling groups on internship sites. Closed to non-matriculated students. Pre-requisite: COUN 517, and COUN 554 or 564.

COURSE OBJECTIVES

By the end of quarter student will:

1. *Demonstrates culturally appropriate counseling interventions when working with diverse clients*
2. *Is able to apply knowledge of group counseling theories, methods, leadership styles, and methods to effectively lead groups.*
3. *Demonstrates effective use of group methods and skills.*
4. Is able to utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.
5. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner (SC)
6. Describe the interplay between child development theory, group counseling theory and the inherent implications for group work;
7. Describe various group counseling philosophies, theories, models, processes, and techniques as they apply to working with children and adolescents;
8. Apply legal, ethical, and moral standards of acceptable conduct in their work with and adolescents;
9. understand the differences and similarities between and among various types of child-centered groups (task, psychoeducational, counseling and therapy groups.);
10. Describe group leadership styles and their potential impact on child groups of various ages and stages.
11. Understand the ASGW standards of practice and their applicability to their own training.
12. Plan, organize, implement, and evaluate child-centered/adolescent counseling groups, including:
 - a. Structuring specialized groups as to content and purpose as well as group membership composition,
 - b. Coordinating and sequencing a client's participation in both group counseling sessions,
 - c. Demonstrating an ability to use some of the core leadership skills (e.g. blocking, linking, rounds, tracking, group processing).
 - d. Describing current research related to group counseling and specific issues groups that are the focus of their implemented groups with children.
 - e. Developing a system of evaluation to determine the effectiveness or impact on the client of each session and the group experience as a whole.
 - f. Develop skills and strategies for consulting with caregivers and service providers regarding specific issues related to child needs, including skills in facilitating psychoeducational groups for parents and

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II.K.6. Group Work

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

Standards for School Counseling Program:

- C.2.a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all.
- C.2.b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development.

Standards for Community Counseling Program:

- C.7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

COURSE INSTRUCTIONAL METHODS

This course is designed to include students with a variety of learning styles. The instructional methods in this class will include and integrate kinesthetic, audio and visual learning activities throughout the curriculum.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. Clearances/Paperwork

All students are required to have the assigned paperwork turned into the instructor **prior to the second week of class.** (Form #7 & #10) Students are not to engage in the group process until the appropriate paperwork has been turned into the instructor of this course.

2. Field Based Counseling Group

As this is a field based course, each student is to conduct at least one group: psycho-educational, counseling or therapy group. A group must meet for a minimum of **6 sessions** and have a minimum of **4 members** plus the counselor. **Groups should begin no later than the third week of the course.** These sessions are to run approximately 30- 45 minutes in length and are to be video/audio taped for supervision purposes.

Authorized permission (using the Seattle University consent form) *must* be obtained from members (and/or parents, if the group involves children) prior to recording. Suggestions for group themes/topics include (but are not limited to):

- Children of divorce
- Family Changes
- Children of stepfamilies
- Anger management
- Conflict management
- Coping with death, grief, and loss
- Self-esteem enhancement
- Social skills training
- Stress management
- Diversity groups
- Other

The children to be selected for groups are to be developmentally well-adjusted children who are seeking to strengthen or enhance some aspect or dimension of themselves. Group membership may also include developmentally well-adjusted children who are experiencing some difficulty in making life adjustments. Each group is to consist of no fewer than 3 children and no more than six children, between the ages of 5-18 years, with an age range not to exceed two years.

5. Session Transcription: (30pts)

Students are to transcribe 10-15 minutes of 3 of the 6 sessions with your group. Preferably, sessions transcribed will be the first, last, and the session you use for your group presentation. Goals for the next session are to be written to reflect previous session outcomes and which give direction to the next session. At the conclusion of each group transcription, students are to detail their feelings, thoughts, concerns, questions, and suggested changes.

6. Supervision: (30pts)

- a) **Group-** Group supervision will be conducted during class time, in which tapes will be reviewed and critiqued in a larger group forum. Students should come to each class prepared to show a segment of his/her work and to provide as well as receive constructive feedback. Each student will present one tape during the quarter. Group Conceptualization will be included in each class.
- b) **Site Supervision-** The student/counselor will meet with a site supervisor for a minimum of 1 hour each week to discuss the group and review tapes (the supervisor may be the co-counselor). The 518 supervisor form must be completed. The 518

Agreement must also be signed. Meeting with you internship supervisor is **key** in your group development. The instructor will be in contact with your supervisor to check on your group development.

Per NCATE and departmental guidelines clinical skills will be assessed at the end of the semester using the attached rubric.

In both supervision forums, the instructor will make use of the teacher/consultant/counselor model of supervision that will focus on personalization, conceptualization and intervention. Students will be graded on session completion, skill development and approach to supervision. The focus of supervision may be on the content and/or process of the group counseling experiences.

NOTE: Students should be aware that in this class, the class instructor serves multiple roles, including that of educator, supervisor and gatekeeper. Students should consult the 2005 ACA Code of Ethics to fully understand the complexity of these roles and the implications for participation in this class. More will be discussed regarding this issue in class. In particular to this concern, students should be familiar with Section F of the Code of Ethics, which pertains to training experiences.

7. Group Counseling Skills Fundamental's Portfolio: (10pts)

Students will be asked to create useful tools that encompass the many aspects of creating a group within the school setting. Each week, students will bring in the assigned tool and enough copies for all students within the class. These tools will include: Needs Assessments, Permission Slips, Weekly Assessments, Group Evaluations, Group Awards/Completions and Group Notes.

8. Group Plan: (30pts)

Students are expected to demonstrate and turn in a completed 8 week group plan to be used in a school setting. These plans will be shared with your colleagues. More information to be provided.

Grading:

Grading

Session Transcription	30	
Supervision Participation		30
Group Counseling Skills Assessment	10	
Group Plan and Discussion	30	

TOTAL POINTS 100

The final grades will have the following point ranges:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

Acceptable grades for graduate studies are A's or B's. The student must maintain a 3.0 GPA to remain in good academic standing. If a student's cumulative GPA falls below a 3.0, the student is placed on academic probation. If the student remains on academic probation for more than three quarters, the student will be dismissed from the University by the Dean of the College of Education.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENT

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1	Course Mechanics Intro to Group Counseling in School Ethics <i>Sign up for Group Sup & Group Demo</i>	II.K.6. a,d,f,g	Ch 1	II.K.6. a,d,f,g
Class #2	Getting Started Classroom Guidance-Class Meetings-The Class as a Group	C.2.a,b II.K.6. b,c,d	Ch 2 <i>Needs Assessments & Permission Slips Due</i>	C.2.a,b II.K.6. a,d,f,g
Class #3	Group Counseling Elementary, Middle, High	C.2.a,b II.K.6 b	Ch 3, 4, 5 Group Sup 1, 2, <i>Group Tools Due</i>	C.2.a,b II.K.6 b
Class #4	Group Leadership	C.2.a,b II.K.6 b	Ch 6 Group Sup 3, 4, 5, <i>Group Notes-Follow Up Due</i>	C.2. a,b II.K.6. a-g
Class #5	Group Plans	C.2. a,b II.K.6. a-g	Ch 9-10 Group Sup 6, 7, 8, <i>Weekly Student Assessments Due</i>	C.2. a,b II.K.6. a-g
Class #6	Problems and Solutions in Groups	C.2. a,b II.K.6. a-g	Ch 7 Group Sup 9, 10,	C.2. a,b II.K.6. a-g
		C.2. a,b	Ch 8	C.2. a,b

Class #7	Multicultural Group Counseling	II.K.6. a-g	Group Sup 11, 12, <i>Group Awards/Certificates</i>	II.K.6. a-g
Class #8	Group Activity Demonstrations and Discussions	II.K.6. a,d,f,g	Ch 9-10 Group Demo 1-6 <i>Group Lesson Plans Due</i>	II.K.6. a,d,f,g
Class #9	Issues with Groups in Schools	C.2. a, II.K.6. a-g	Group Demo 9 - 12	C.2. a,b II.K.6. a-g
Class #10	Closure Activities	C.2. a,b II.K.6. a-g		C.2. a,b II.K.6. a-g

LIABILITY INSURANCE

Seattle University provides students with liability insurance for 1million dollars. Students are encouraged to join ASCA to reap the many benefits, including additional insurance.

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are

encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

GRADING GRIEVANCE – Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

PARTICIPATION AND ATTENDANCE

Graduate students are training to be professional counselors. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client concerns in a variety of ways, including through their participation and attendance in class meetings. Through participation and attendance faculty evaluate the readiness and preparedness of each student to enter the profession.

Participation and attendance constitute a portion of your class grades. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance

CELL PHONE POLICY

Cell Phones are expected to be silenced during class and activity time.

References

- Andrews, H. B. (1995). *Group design and leadership: Strategies for creating successful common theme groups*. Boston: Allyn & Bacon.
- Bonkowski, S. (2005). Group Work with children of divorce. *Group work with populations at risk (2nd ed.)* (pp. 135-145). Oxford University Press.
- Chan, K., Yeung, K., Chu, C., Tsang, K., & Leung, Y. (2002). An evaluative study on the effectiveness of a parent-child parallel group model. *Research on Social Work Practice, 12*(4), 546-557.
- Conyne, R. K. (1999). *Failures in group work: How can we learn from our mistakes?* Thousand Oaks, CA: Sage.
- Corey, M.S., & Corey G. (1993). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Corey, M.S., & Callanan, P. (1993). *Issues and ethics in the helping professions* (4th ed.). Monterey, CA: Brooks / Cole.
- Davey, T., & Neff, J. (2001). A shelter-based stress-reduction group intervention targeting self-esteem, social competence, and behavior problems among homeless children. *Journal of Social Distress & the Homeless, 10*(3), 279-291.
- DeRosier, M. (2004). Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child and Adolescent Psychology, 33*(1), 196-201.
- Erickson, E.H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Fox, R. (1990). Social skills training: Teaching troubled youths to be socially competent. *Choices in caring: Contemporary approaches to child and youth care work* (pp. 39-64). Child Welfare League of America, Inc.
- Gerrity, D., & Mathews, L. (2006). Leader Training and Practices in Groups for Survivors of Childhood Sexual Abuse. *Group Dynamics: Theory, Research, and Practice, 10*(2), 100-115.
- Gettinger, M., & Guetschow, K. (1998). Parent and parent/child groups for young children with disabilities. *Handbook of group intervention for children and families* (pp. 345-360). Allyn & Bacon.
- Gibson, R.L., Mitchell, M.H., & Basile, S.K. (1993). *Counseling in the elementary school: A comprehensive approach*. Needham Heights, MA: Allyn & Bacon.
- Ginalt, H.G. (1991). *Group psychotherapy with children*. New York: McGraw-Hill.

- Gorey, K., & Richter, N. (2001). Guilt, isolation and hopelessness among female survivors of childhood sexual abuse: Effectiveness of group work intervention. *Child Abuse & Neglect*, 25(3), 347-355.
- Havighurst, R.J. (1953). *Human development and education*. New York: David McKay.
- Holmgren, V.S. (1996). *Elementary school counseling: An expanding role*. Needham Heights, MA: Allyn & Bacon.
- Jacobs, E. E., Masson, R. 1., & Harvill, R. 1. (2002). *Group counseling: Strategies and skills* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Johnson, A. (2006). Activities for group work with school-age children; Helping teens work through grief. *Social Work with Groups*, 29(1), 82-85.
- Leichtentritt, J., & Shechtman, Z. (1998). Therapist, trainee, and child verbal response modes in child group therapy. *Group Dynamics: Theory, Research, and Practice*, 2(1), 36-47.
- Maslow, A.H. (1970). *Motivation and personality*. (2nd ed.). New York: Harper and Row.
- McCaffrey, T., & Lyon, E. (1993). Teaching children to be good friends: Developmental group work with vulnerable children. *Educational and Child Psychology*, 10(3), 75-77.
- Morgonett, R.S. (1994). *Skills for living: Group counseling activities for elementary students*. Champaign, IL: Research Press.
- Muris, P., Meesters, C., Vincken, M., & Eijkelenboom, A. (2005). Reducing children's aggressive and oppositional behaviors in the schools: Preliminary results on the effectiveness of a social-cognitive group intervention program. *Child & Family Behavior Therapy*, 27(1), 17-32.
- Orton, G.L. (1996). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks/Cole.
- Riva, M., & Smith, R. (1997). Looking into the future of group research: Where do we go from here?. *Journal for Specialists in Group Work*, 22(4), 266-276.
- Rose, C., & Rose, S. (1992). Family change groups for the early school age child. *Special Services in the Schools*, 6(3), 113-127.
- Schmidt, J.J. (1996). *Counseling in the schools: Essential services and comprehensive programs*. (2nd ed.). Needham, MA: Allyn & Bacon.
- Schopler, J., & Galinsky, M. (1993). Support groups as open systems: A model for practice and research. *Health & Social Work*, 18(3), 195-207.
- Shechtman, Z. (2004). Group counseling and psychotherapy with children and adolescents: Current practice and research. *Handbook of group counseling and psychotherapy* (pp.

429-444). Sage Publications Ltd.

Streng, I. (2002). Group work with children and adolescents using lifegames. *Groupwork*, 13(2), 9-71., CO: Love Publishing Company.

Department of Counseling and School Psychology
College of education
Seattle University

#4 Clinical Competencies Assessment Form

This document is completed by faculty for every counseling and school psychology student when a clinical course is completed. The competencies and the rubric for evaluating the competencies are included in each respective clinical course syllabus. The weight of clinical competency completion varies; for example, in Fundamental Counseling Skills, COUN 510, 75% of the final grade is based on clinical competencies; 100% of the grade is based on clinical competencies in Counseling Lab, COUN 551, Group Practicum, COUN 518, and Individual Practicum, COUN 554/564. Clinical competencies are included in the overall evaluation in internship. All clinical competencies are based on a demonstration of counseling knowledge and skills and relate to the “professional” disposition as defined by the College of Education. A description of that disposition can be found in the student handbook.

This document complements the Personal and Professional Competencies document that is used to evaluate students at candidacy and internship.

Group Clinical Competencies (per NCATE requirements)

Competency	Unsatisfactory/ Inconsistent demonstration of behavior, knowledge and skills or Unobserved	Satisfactory Frequent Demonstration of behavior, knowledge and skills	Exceptional Consistent demonstration of behavior, knowledge and skills	Total points (range)
COUN 518	[F (Fail)]	[CR (Credit)]	[CR (Credit)]	
Keeps the focus on the group				
Uses a wide range of group				

counseling responses and interventions				
Implements feedback				
Gives effective feedback				
Articulates the group counseling process				
Adapts responses and interventions to specific populations				
Adapts responses and interventions appropriate to the stage of group development				
Works effectively with a co-counselor				
Establishes an appropriate professional relationship				
Sub- Total	0 points per item:	1 point per item:	2 points per item:	(0-18):

*A student must receive over half of the items in each column to get the grade equivalent in that column. The instructor and teaching assistant will decide on the B or B+, or A- or A, (column 3 and 4) depending on the number of respective evaluations in each column (all in each column= the higher grade; less than all, but more than half, the lower grade in that column).