

EDCP 651: Group Counseling in the Schools

Fall 2004

Instructor: Cheryl C. Holcomb-McCoy, Ph.D., NCC
3214 Benjamin Building
Phone: (301) 405-2864 Fax: (301) 405-9995
ch193@umail.umd.edu

Class Meeting Site: 0206 Benjamin Building

Class Meeting Time: Wednesdays 4:15– 7:00 p.m.

Office Hours: Tuesdays 2:30 – 3:30 p.m. or by appointment

Course Summary:

This course outlines the basic issues and key concepts of group process and illuminates how group leaders can apply these concepts in working with children and adolescents. Counselor trainees will acquire experience in-group counseling as well as classroom/group guidance skills. The methods and strategies that are discussed in class will be implemented with children at the internship site under supervision. This course is for those who want to learn the practical aspects of designing and conducting groups (i. e., psychoeducational and support groups) and group guidance in schools. Students will learn to facilitate groups by personally and actively participating in a 10-week self-growth group. *Students taking this course must be concurrently enrolled in EDCP 888G or EDCP 619 in order to have access to a school population enabling this course to be a “hands-on” experience with both classroom guidance and group counseling techniques.*

Objectives:

By the completion of this course, students will be able to:

1. State the four major group work specializations and articulate the distinguishing characteristics of each, the commonalties 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 ingredients of groups.

Identify the personal characteristics of group leaders that have an impact on group members

Describe the specific ethical issues that are unique to group work.

Explain why classroom guidance and group counseling are integral components of comprehensive school counseling programs.

Identify appropriate topics for classroom guidance in a K-12 setting.

8. Define the process components involved in typical stages of a group's development (i.e., characteristics of group interaction and counselor roles).
9. Describe the major facilitative and debilitative roles that group members may take.
10. Detail the importance of group and member evaluation.

REQUIRED READINGS:

Greenberg, K. (2003). *Group counseling in K-12 schools: A handbook for school counselors*. Boston: Allyn & Bacon.

O'Rourke, K., & Worzbyt, J. C. (1996). *Support groups for children*. Philadelphia: Accelerated Development.

Smead, R. (1995). *Skills and techniques for group work with children and adolescents*. Champaign, IL: Research Press.

COURSE REQUIREMENTS

LECTURE COMPONENT

Class attendance and participation: Since this is an experiential class, it is vital that all students attend and fully participate. Arriving late or leaving early counts as 1/2 of an absence. Those students who miss more than one class will result in a loss of points according to the following: 2 absences –10 points, three absences –20 points, four absences –30 points, five or more absences will result in an F grade.

Midterm: An in-class midterm covering all class and book materials will be given on **October 12**. The midterm will only cover material up to that point in the semester. (30 pts.)

Final: Take home final essay exam. Exams will be distributed on December 4. Exams are due **December 14** (30 pts.)

Group Reaction Papers: A 7-10 page paper highlighting your group leadership style and its impact on the process and outcome of a group. Discuss at length your anxieties, strengths, weaknesses, and personality characteristics that surfaced while leading the group. Students are to include the results of the "Group Leadership Skills" and "Self-Assessment" forms. More details regarding the paper's content will be announced in class. **DUE DATE: December 3rd** (30 pts.)

Group Observation Experience: Students are required to observe a group (e.g., task group, counseling group, psychoeducational group) at their internship or practicum site. After observing the group for at least 50 minutes, students will respond to questions on a Group Observation Sheet.

Due Date: September 24th (30 points)

Classroom Guidance Project: Students are required to develop and implement one classroom guidance lesson. An outline (i.e., lesson plan) describing the lesson should be given to the practicum supervisor by **November 9th**. In-class classroom guidance presentations (15 min. each) are scheduled for **November 16th, 23rd, and 30th**. (30 pts.)

Lesson Plan: 15 pts.

Presentation: 15 pts.

Group Counseling Proposal and Implementation: Students are required to develop a clear and convincing proposal for a group (4-6 sessions) at their internship site. Following the development of a proposal, the group should be implemented at the site. A summary of each session is due to the practicum supervisor each week that the group meets (see group counseling summary sheet). Group Proposals should include sections outlining a rationale, objectives, practical considerations, procedures, and evaluation. Group proposals are due to the practicum supervisors by **October 5th**. (40 points)

Proposal: 15 pts.

Summaries: 15 pts.

PRACTICUM COMPONENT (10 weeks)

Group Counseling Sessions and Process Journals (20 pts.): Students are required to participate in an 10 session, in-class group (i.e., 5:45 - 6:45) led by a doctoral student. The group will be structured as a personal growth group where students are to develop personal goals and to use the group as a means for achieving their goals. Students are expected to self-reflect in order to become more self-aware. Other goals of the group experiences are for students to be able to observe an advanced group leader, to observe group dynamics, and to experience being a group member.

Students are also required to keep a journal during this group experience. Entries should be made into the journals following each group session. The journal entries should include: (a) your level of participation (b) self-awareness, (c) group communication patterns, (d) observation of non-verbal behaviors, (e) group feeling tone, (f) counseling skills used, (g) and group facilitator skills. Journals are confidential and only the practicum supervisors will read them.

POLICY ON INSTRUCTIONAL MODIFICATIONS

Students who have a disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria, are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

ACADEMIC INTEGRITY

Academic integrity is a foundation for learning. The University has approved a Code of Academic Integrity available on the web at <http://www.inform.umd.edu/jpo/>. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Any member of the campus community can report allegations of academic dishonesty directly to the Honor Council (314-8206).

RELIGIOUS OBSERVATIONS

Students should inform the instructor of any intended absences for religious observances in advance. Prior notification of an absence is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

GRADING CRITERIA

A	180 – 200 pts.
B	160 – 179 pts.
C	140 – 159 pts.

Tentative Course Schedule

Date	Session Content/ Assignment
September 3	Icebreaker; Introduction to group work; Types of Groups; Ethical Issues READINGS: Smead--Section 1; Ripley & Goodnough, 2000; Zins & Elias, 1993
10	Organizing the Group Experience READINGS: Greenberg--Ch. 1-2
17	Understanding Group Process (Stages of Groups) READINGS: Smead--Section 2 PRACTICUM BEGINS!
24	Understanding Group Process; Multicultural Issues READINGS: Worzbyt-Ch. 1-3; Greenberg- Ch. 8; Baca & Koss-Chionino, 1996
October 1	Problem Situations and Group Leadership READINGS: Greenberg-Ch. 6-7; Smead-Section 3
8	MIDTERM
15	Group Leadership Skills RESERVE READINGS: Ivey-Ch. 4-5; Akos, 2000 GROUP COUNSELING PROPOSALS DUE
22	Introduction to group guidance; Developing a lesson plan for group guidance RESERVE READINGS: Bruce, Shade, & Cossairt, 1996; Gerler & Anderson, 1986; Lee, 1993
29	Implementing/Leading group guidance lessons RESERVE READINGS: Dinkmeyer
November 5	Evaluating group guidance READINGS: Free Week!! CLASSROOM GUIDANCE LESSONS DUE

	12	Groups in Elementary Schools (Speakers from PDS)
	19	Groups in Middle Schools (Speakers from PDS)
	26	Classes Cancelled (Happy Thanksgiving!)
December	3	Groups in High Schools (Speakers from PDS) GROUP REACTION PAPERS DUE
	10	Sharing of Group Guidance Lessons; Final Exams Distributed
	17	Finals Due by 5:00 p.m. in Dr. Holcomb-McCoy's mailbox

SUPPLEMENTARY READING

Akos, P. (2000). Building empathic skills in elementary school children through group work. *Journal for Specialists in Group Work, 25*, 214-223.

Baca, L. M., & Koss-Chioino, J. D. (1996). Development of a culturally responsive group counseling model for Mexican American adolescents. *Journal of Multicultural Counseling and Development, 25*, 130-141.

Bruce, M. A., Shade, R. A., & Cossairt, A. (1996). Classroom-tested guidance activities for promoting inclusion. *School Counselor, 43*, 224-231.

Capuzzi, D., & Gross, D. R. (1998). *Introduction to group counseling*. Denver, CO: Love Publishing.

Chau, K. L. (1992). Educating for effective group work practice in multicultural environments of the 1990s. *Journal of Multicultural Social Work, 1*, 1-15.

Collison, C. R. (1984). Grappling with resistance in group psychotherapy. *Journal of Psychosocial Nursing and Mental Health Services, 22*, 7-12.

Corey, G., Corey, M. S., Callahan, P. J., & Russell, J. M. (1992). *Group techniques*. Pacific Grove, CA: Brooks/Cole.

Gladding, S. T. (1991). *Group work: A counseling specialty*. Englewood Cliffs, NJ: Merrill.

Lee, I. & Kelly, E. (1996). Individualistic and collective group counseling: Effects with Korean clients. *Journal of Multicultural Counseling and Development, 24*, 254-266.

Lee, R. S. (1993). Effects of classroom guidance on student achievement. *Elementary Guidance and Counseling, 27*, 163-171.

MacDevitt, J. W. (1987). Conceptualizing therapeutic components of group counseling. *The Journal for Specialists in Group Work, 12*, 76-84.

Napier, R., & Gershenfeld, M. (1993). *Groups: Theory and experience*. Boston: Houghton-Mifflin.

Ripley, V. V., & Goodnough, G. E. (2000). Planning and implementing group counseling in a high school. *Professional School Counseling, 5*, 62-66.

Zins, J. E., & Elias, M. (1993). Promoting student competence through school based group interventions: An introduction. *Special services in the schools, 8*, 1-7.

Wheelan, S. A. (1994). *Group processes: A developmental perspective*. Boston: Allyn & Bacon.

Yalom, I. (1995). *The theory and practice of group psychotherapy*. (4th edition) New York: Basic Books.

GROUP SUMMARY SHEET

Intern Name: _____

Group Topic: _____

Session # _____ Date: _____

Time of Session: _____ No. of Students in Attendance: _____

What were the session's goals and objectives and how were they established?

In your opinion, how well did you accomplish the established goals for this session?

Were there client statements and/or behaviors you chose to ignore? If so, why?

Immediate Thoughts of Group Leader After Session (e.g., What would you change about this session if you could.):

Please identify your (i.e., the group leader) strengths and weaknesses in this group session.

What are the goals of your next session, based on the outcome of this session.