

COURSE SYLLABUS

EDCE 512: STRUCTURED GROUPS INTENSIVE (IN-RESIDENCE)

COURSE DESCRIPTION

This course enables students to understand the types of groups, their purpose, development, and dynamics, counseling theories, and group counseling methods and skills with an emphasis on structured group work in the elementary and secondary schools. Participation in small groups is required for educational and self-assessment purposes.

RATIONALE

Based on a Biblical world view, the goal is to synthesize academic knowledge and skills with Biblical values, moral dimensions, and ethical implications. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical world view for Christian, public, and private schools. This course enables students to understand the types of groups, their purpose, development, and dynamics, counseling theories, and group counseling methods and skills with an emphasis on structured group work in the elementary and secondary schools. Ethical and legal considerations of group counseling underscoring group work with minors in the school setting. This course is taught in one-week residency, format only. Students are required to participate in small groups for educational and self-assessment purposes.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Required Materials

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd edition). Alexandria, VA: American School Counselor Association. ISBN: 1929289325.

Corey, G. (2016). *Theory and Practice of Group Counseling* (9th ed.). Cengage (With Mindtap) (ISBN: 9781305714663).

Erford, B.T. (2011). *Group Work: Processes and Applications*. Pearson (ISBN: 9780131714106).

[Association for Specialists in Group Work \(ASGW\) Best Practice Guidelines](http://www.asgw.org/PDF/Best_Practices.pdf)
(www.asgw.org/PDF/Best_Practices.pdf)

[School Counseling Program Handbook](http://www.liberty.edu/academics/behavioralsciences/counseling/index.cfm?PID=14634)
(<http://www.liberty.edu/academics/behavioralsciences/counseling/index.cfm?PID=14634>)

[ASCA National School Counseling Standards](http://www.schoolcounselor.org/)

(www.schoolcounselor.org/)

[ASCA School Counseling Ethical Standards](http://www.schoolcounselor.org/)

(www.schoolcounselor.org/)

LiveText subscription to www.LiveText.com. This is your self-assessment and benchmark assignment portal, which is required for all courses in the school counseling program. This is a one-time purchase and needs to be taken care of immediately so as to be fully prepared to submit work by established deadlines in this course. Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Bb, including those submitted to SafeAssign.

Required Articles

Schellenberg, R., & Grothaus, T. (2009). Promoting cultural responsiveness and closing the achievement gap with standards blending. *Professional School Counseling*, 12, 440-449. Article available at www.CultivatingPerformance.com.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate knowledge of group dynamics, facilitation, theories, and methods with diverse populations.
(CACREP – II.G.2.d, G.5.b., G.5.d, G.6.a-d; SC A.2, C.1, C.5); assessed with Discussion Board Posting, Quiz #1 and Quiz #4, Structured Small Group Program, and Group Facilitation.
- B. Demonstrates the ability to provide ethical, legal, and multicultural sensitive group counseling and group assessment to promote the academic, career, and personal/social development of students.
(CACREP – II.G.1.j, G.5.c, G.7.b, G.7.f; SC: B.1, D.2, F.1, H.2); assessed with Discussion Board Posting, Quiz #1, Quiz #2, Quiz #3, Quiz #4, Structured Small Group Program, and Group Facilitation.

- C. Designs and implements prevention and intervention activities related to student learning and development using group facilitation and participation in in small group activities for a minimum of 10 clock hours during this course.
CACREP – II.G.6.e; SC: D.1, D.3, K.3); assessed with Structured Small Group Program and Group Facilitation.
- D. Demonstrates the ability to analyze assessment information to design needs driven, research-supported, measurable small group programs and evaluate group programs that enhance the academic, career, and personal/social development of students.
(CACREP – II.G.8.a, G.8.b, G.8.d, G.8.e, G.8.f; SC: C.2, G.3, H.3, H.5, I.1-I.5, J.1-J.3); assessed with Quiz #4, Structured Small Group Program, and Group Facilitation.
- E. Understands the relationship of the school counseling program to the academic mission of the school, and conducts programs designed to enhance student academic development and close the achievement gap, and prevent students from dropping out of school.
(CACREP – SC: K.1, K.2, L.1, M.3); assessed with Quiz #4, Structured Small Group Program, and Group Facilitation.

V. METHODS OF INSTRUCTION

Student-led discussions and group facilitation, group activities, video presentations and lectures delivered through Blackboard learning environment, article/text readings, and case studies.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations and articles
- B. Class Participation and Attendance

Participation in all in-residence classes is critical to evaluating the mastery of the learning objectives for this course; by demonstrating understanding and the ability to apply knowledge gleaned from course texts, lecture presentations, and assigned research articles. Students **will not use work from other classes** to satisfy requirements for this course. Please know that you must be present for the full day for all intensive class meetings in order to pass the course. So, please do not schedule appointments during the dates you plan to be in-residence for the intensive. And, since homework is a part of the intensive week, please do not make plans after class meetings that would interfere with you ability to complete homework assignments. Students must also complete the self-assessment in **LiveText**.

Group Membership

Students will participate in small groups for a minimum of 10 clock hours during this course. As participating members, students will provide valuable feedback to fellow students regarding group facilitation using the *Group Facilitation Feedback*

by *Group Members/Observers* form on Bb. Each group member/observer will print enough hard copies of the form for each member of the class and bring those to the intensive classes. Students earn points as participating members and group observers, therefore failure to bring hard copies of the feedback forms to class will result in a 10 point deduction for each student that the member/observer is unable to provide with a completed feedback form.

C. Structured Small Group Program (**BENCHMARK**)

Students will develop a structured small group program that consists of **ONLY** two sessions. The topic will be selected by the student from a list of topics available on Bb. Topics are selected on a first-come-first-served basis. To select your topic go to the Discussion Board Forum for the course. Create a posting for that discussion board that simply states “My selected topic is _____”. Topics do not require approval from the instructor. **ONLY** select from those topics listed. **Students will need to check the discussion board forum to be sure a topic has not already been selected.**

Students will follow the instruction sheet and the rubric to complete this assignment. Once the student has selected the topic he or she should begin creating the program prior to the first class meeting. Students will be given limited time during the first day or two of the intensive to work on group programs, individually, while the instructor is available for questions.

Students DO NOT submit this assignment to Bb gradebook or via email. This assignment is NOT to be submitted as a file in LiveText. This assignment is completed via the template in **LiveText ONLY**. **Students need to paste or type directly into LiveText template for this assignment. Read the assignment instructions sheet and rubric carefully.** Contact LiveText if you have any issues (do not contact me). LiveText support is available and can walk you through submission. Please become familiar with LiveText prior to the date of your submission.

D. Group Facilitation

Students will facilitate a 15-minute structured small group. This will be **session #1** of the two-session structured small group program submitted as the benchmark assignment for this course (see D above). Students complete the *Group Facilitator Summary for Instructor* form located in Bb and submit it to the instructor immediately BEFORE group facilitation begins. Students review the *Group Facilitation Feedback by Group Members/Observers* prior to facilitation, which will be used to provide useful feedback to the group facilitator by classmates. Students should also refer to the *Group Leadership Skills* handout in Bb for a summary and review of key group facilitation skills, as well as the *Instructor Group Facilitation Feedback and Scoring* form, which will be used to assess the student’s group facilitation knowledge and skills.

E. Discussion Board Posting (1)

Students complete one discussion board posting as part of the pre-intensive assignments. Participation in Discussion Board forums is critical to evaluating your

mastery of the learning objectives for this course; by demonstrating your understanding and ability to apply knowledge gleaned from course texts/assigned research articles. Your original thread must be at least 500 words and no more than 550 words. Each original thread must include one source from a peer-reviewed journal article, outside of assigned course readings, and be cited in APA format. For each forum, the student must reply to at least one other student's thread. Your response must be a minimum of 250 words and a maximum of 300 words. One Discussion Board forum will be completed in this course as part of your pre-intensive work. The original and the one response in the discussion board forum must be completed by 11:59 p.m. (ET) on the day before the first intensive class meeting.

Throughout this course you will study group dynamics, leadership, processes, stages, group theory and techniques. While the focus is on K-12 student populations in a school setting and psychoeducational groups, school counselors are "counselors" and need to be familiar with the variety of types of group work with diverse populations in varied settings.

Respond to the following questions and related your responses to each population listed below:

- 1) Name five challenges in group work with each population.
- 2) Name the setting(s) where you would most likely find a need for these groups (e.g., private practice, hospital, college, agency, non-profit community).
- 3) Identify special issues that may be of consideration of each population (e.g., life style, sexual orientation, addiction, divorce, aging, grief, loss, career, retirement, family, developmental issues).
- 4) Identify group types that may be most beneficial for each population and topic to be addressed in the group work (e.g., psychoeducational, task facilitation, psychotherapy).

Populations: Adults
Elderly
Persons with a Disability
College Students
Diverse Cultures

F. Reading Quizzes (4)

Students complete four 2.5 hour, multiple choice, timed quizzes that cover content from the Erford and Corey text books. Students have access to all quizzes from the first day of the course. The quizzes must be completed by 11:59 p.m. (ET) on the day before the first intensive class meeting.

Students may use the text book, however, the student has limited time per quiz,

which means that the student would need to have read the chapters in order to do well on the assessment. Only material covered in the Erford and Corey text books will be on the quizzes. Please read and study your text book material prior to the quizzes. Once you access the quiz the timer begins. Students will know their scores immediately and the correct responses will be given to promote student learning. Students should anticipate technological issues and have a back-up plan in place prior to starting each quiz. **Quizzes taken after the first day of the intensive will not be considered.** There are 50 items per quiz. Each item is worth 1 point for a total of 50 points per quiz. Students who exceed the allotted 2.5 hours: 1 point will be deducted for every 5 minutes over the allotted timeframe.

Quiz #1: Erford Chapters 1-5

Quiz #2: Erford Chapters 6-9

Quiz #3: Corey Chapters 6, 8-10, 12, 13, 16

Quiz #4: Erford Chapters 10-22

VII. COURSE GRADING AND POLICIES

A. Points

Class Participation (self-assessment in LiveText worth 20 points)	100
Group Membership	100
Structured Group Facilitation	200
Structured Group Program (Benchmark)	300
Discussion Board Posting	100
Reading Quizzes (4 at 50 pts ea)	200
Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

C. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Absolutely no Discussion Board threads or replies will be accepted late.
5. No final benchmark assignments or any assignments will be accepted after the final day of the course. The late policy does not apply to this final assignment or any outstanding assignments not yet completed.
6. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.
7. Late Discussion Board postings are not accepted after due dates; therefore, the late policy does not apply to original or response discussion board postings.

D. Other Policies

1. Dress Code: Students are expected to come to class dressed in a manner consistent with The Liberty Way.
2. Honor Code: We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.
3. Limits of Confidentiality: Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.

However, in the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

3. Academic Misconduct: Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.
4. Disability Statement: Students with a documented disability may contact the Office of Disability Academic Support (ODAS) to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center is the officially designated place for all tests administered outside of the regular classroom.

5. Drop/Add Policy: A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week (see academic calendar for exact date), a Fall/Spring course may be withdrawn with a grade of “W”.

6. Classroom Policies: The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

E. Notice of Non-Discrimination

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian mission and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University’s compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luoodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Executive Director of Title IX at (434) 592-4999 or TitleIX@liberty.edu.

F. Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university’s Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence. Thus, **if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office.** This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though the faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.

VIII. BIBLIOGRAPHY

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