Independent Study Course Syllabus

Course Number: EDUC 904
Course Title: Group Counseling in Schools

☐ Online      X Distance Learning

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Units: 3
Grade Level: Graduate

Course Description

This course is designed to strengthen the student’s ability to develop and provide group counseling in schools for grades K-12. The course is designed for counselors, school psychologists, and educators interested in helping children and youth develop the relationships, skills, attitudes, and behaviors needed for success in school and in life. The course includes both theoretical and practical information about group counseling. Participants will create and provide a setting in which group counseling occurs in their own school context, as well as evaluate the process and outcome of the counseling project.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Students will receive a course booklet from the instructor after registering for the course. The following additional books are required and are to be purchased by student.


**Course Requirements**

- Read the required textbooks listed above.
- Complete the course booklet, including worksheets and response sheets as textbooks are read.
- Additional required readings, included in the course booklet.
- 250 additional pages of selected required and self-selected readings, and an annotated bibliography.
- A group counseling program project.
- Research state or district standards as related to the course subject matter.
- Email interactions with instructor.

**Learning Objectives / Outcomes**

Learning objectives in this course are aligned to the standards of the National Board for Professional Teachings Standards (NBPTS), the U.S. Education National Standards for Physical Education (NPH), and the American School Counselor Association (ASCA).

1. Students will be able to demonstrate ability to identify and respond to those students who would benefit from participating in group counseling. (NBPTS 1, 4) (NPH 4.1, 4.3, 4.5, 4.6) (ASCA A1, A2, B1, C1).
2. Students will be able to identify and formulate a response to students in a group counseling setting who demonstrate academic, social, emotional, or behavioral difficulties. (NBPTS 1, 3, 4) (NPH 4.1, 4.3, 4.5, 4.6) (ASCA A1, A2, B1, C1).
3. Students will be able to demonstrate and describe their knowledge of physical abuse, sexual abuse, and neglect, and how these stressors relate to developmental, social, and academic functioning (NBPTS 1, 3, 5) (NPH 4.1, 4.3, 4.4, 4.5) (ASCA A1, A2, B1, C1).
4. Students will be able to formulate strategies that aid in the development of prevention, intervention, and support in the classroom, playground, and community (NBPTS 1, 2, 3, 5) (NPH 4.1, 4.2, 4.3, 4.4, 4.5) (ASCA A1, A2, B1, C1).
5. Students will be able to identify and compare school and community resources, professionals, and agencies. (NBPTS 1, 3, 5) (NPH 4.1, 4.2, 4.3, 4.4, 4.5) (ASCA A1, A2, B1, C1).
CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

Schedule of Topics and Assignments

Students will follow the sequence of assignments as presented in the course workbook. Required readings must be completed prior to beginning the student intervention project. Research on the state standards as related to the course is to be done as the student begins the course. Scheduled email communication with the instructor is clearly outlined in the workbook and should be done three times: prior to reading selected readings, before beginning student intervention project and a final contact before turning in the work.

Instructor/Student Contact

Students are required to have three contacts with the instructor during the duration of this course. These contacts are to be made through e-mail. The first instructor/student communication will take place prior to students selecting their readings. The second contact will take place prior to students beginning their student intervention project and will involve any clarification or adjustments that are necessary. The final e-mail communication will take place prior to the student turning in their course work. Communication with the instructor will include assisting the student with integrating course material with the course assignments, and providing general developmental and theoretical information related to instructor experience.
Evidence of Learning

• Course instructor observed evidence of understanding of course objectives as demonstrated through students’ reflective writing assignments.
• Course instructor observed evidence of understanding of course objectives as demonstrated through students’ presentation of their student intervention project.
• Student demonstrated their understanding of appropriate hands-on methods of interacting with student through their selected readings, short essays, interaction with the instructor, and their student intervention plan.
• Student included the use of critical thinking skills and made connections to their state content and/or professional teaching standards, or how they might use the strategies, techniques, teaching, and interacting with students in the future.

Grading Policies and Rubrics

Grades will be assigned according to the following scale:
- A or credit = 90 - 100 points
- B or credit = 80 - 89 points
- No credit = 79 points or below

To receive an “A,” the following general criteria must be met:
- All assignment directions followed correctly
- All assignments attempted and completed satisfactorily
- Work contains very few if any errors in spelling/grammar/mechanics

To receive a “B,” the following general criteria must be met:
- Most of the assignment directions followed correctly
- All assignments attempted and completed satisfactorily
- Work contains a few errors in spelling/grammar/mechanics that do not interfere significantly with comprehension

To earn credit for the course, students who enroll for a letter grade must achieve a grade of “A” or “B.”

For students who enroll for credit/no credit, to receive credit, students must complete the “B” level requirements in the rubric provided below. Students will not receive credit, or fail, if they perform at the “No Credit” level listed below.

Individual assignments will be graded according to the following specific rubrics:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>No Credit</th>
<th>To earn a “B” or “credit”</th>
<th>To earn at “A”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of workbook (30 points possible)</td>
<td>Did not complete all questions in workbook.</td>
<td>Completed all essay questions in workbook.</td>
<td>Provided thorough, clear, and thoughtful responses to workbook essay questions.</td>
</tr>
<tr>
<td></td>
<td>Did not respond to or initiate contact with instructor.</td>
<td>Initiated required communication with instructor.</td>
<td>Expanded on responses with additional information, or integrated own professional experiences with course material.</td>
</tr>
<tr>
<td></td>
<td>Did not provide information on how state/district standards apply to course.</td>
<td>Provided information regarding state/district standards as applied to course.</td>
<td>Demonstrated integration of course with their professional context in communication with instructor.</td>
</tr>
<tr>
<td>Selected readings (20 points possible)</td>
<td>Did not complete 300 pages of readings.</td>
<td>Completed 300 pages of readings and demonstrated how they pertained to the course.</td>
<td>Completed 300 pages of readings and selected timely and current readings of a broad nature.</td>
</tr>
<tr>
<td></td>
<td>Did not choose readings that applied to course subject.</td>
<td>Completed 300 pages of readings and provided brief summary of each.</td>
<td></td>
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</tbody>
</table>
Student intervention project (50 points possible)

<table>
<thead>
<tr>
<th>Did not complete all required for this project.</th>
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<tbody>
<tr>
<td>Completed all requirements.</td>
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<tr>
<td>Integrated required and self-selected readings into project.</td>
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<tr>
<td>Assessed the project as required following the intervention.</td>
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<tr>
<td>In addition to items in “B” column,</td>
</tr>
<tr>
<td>Assignments were presented in a clear, organized and thoughtful manner.</td>
</tr>
<tr>
<td>Demonstrated thorough assessment and evaluation of intervention plan, as well as providing recommended changes in assessment of intervention strategies.</td>
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Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.
FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

**Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

**Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

**Moral Reasoning:** Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

**Service:** Students will demonstrate service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

**Quantitative Reasoning:** Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

**Information Literacy:** Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Credit Hour Documentation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Brigman: Group Counseling for School Counselors (294 pages @ 35 pages/hour)</td>
<td>8.4</td>
</tr>
<tr>
<td>Greenberg: Group Counseling in K-12 Schools (290 pages @ 25 pages/hour)</td>
<td>11.6</td>
</tr>
<tr>
<td>Additional selected readings (250 pages @ 20 pages/hour)</td>
<td>12.5</td>
</tr>
<tr>
<td>Workbook (30 pages @ 1 page/hour)</td>
<td>30.0</td>
</tr>
<tr>
<td>Program project</td>
<td>28.0</td>
</tr>
<tr>
<td>Email contact</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91.5</strong></td>
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</tbody>
</table>