

## Syllabus

### Course Overview

This course is delivered in the GuidedPath format. This course is a bit unique in that the majority of your studies will involve watching experts utilize and discuss effective group leadership skills. Instead of spending the bulk of your time reading peer-reviewed articles, be prepared to spend your time reviewing videos and integrating what you discover throughout the course.

The videos will be a distinct opportunity for you to be as optimally prepared as possible to facilitate group counseling sessions after you complete this course. The videos are instructive and they will inform your work as a future practitioner.

The focus of this course is designed for working in a school setting. For some of you, this may not be applicable, nor part of your envisioned future. Please adjust any of the discussions and assignments as you need to apply them to your own work setting. For example, if you will be working in a community setting, apply the core concepts to that venue, and just mention that in your posts and papers or presentations. No penalties will apply for that minor adjustment to better meet your needs.

This group counseling course is designed to prepare you to become an effective group facilitator. It is an introduction to the research, theory, and practice of small group procedures in a variety of settings.

Topics covered in the course will include theoretical foundations, group dynamics process and development, therapeutic factors, characteristics of effective group leaders, approaches to group formation, considerations that affect group work, multicultural counseling competencies, and ethical standards for designing and facilitating groups.

At the conclusion of the course, you will have the foundational skills to implement the research and techniques to effectively facilitate groups.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze theoretical foundations of group counseling and group work.
- 2 Identify the principles of group dynamics, types of groups, and counseling methods that contribute to the successful application of group leadership and approaches.
- 3 Identify ethical and culturally relevant strategies as a group counseling leader and co-facilitator.
- 4 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to current APA formatting and style.

### Course Prerequisites

Prerequisite(s): COUN-R5811

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Miscellaneous Item

Corey, G., Corey, M. S., & Haynes, R. (2014). *Groups in action: Evolution and challenges* (2nd ed.) [Access code]. Belmont, CA: Brooks/Cole. ISBN: 9781285095141.

Book

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Boston, MA: Cengage. ISBN: 9781305865709.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bemak, F. (2005). [Reflections on multiculturalism, social justice, and empowerment groups for academic success: A critical discourse for contemporary schools](#). *Professional School Counseling*, 8(5), 401–406.
- Clark, M. A., & Breman, J. C. (2009). [School counselor inclusion: A collaborative model to provide academic and social-emotional support in the classroom setting](#). *Journal of Counseling and Development*, 87(1), 6–11.

- DeKruyf, L., Auger, R. W., & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *Professional School Counseling*, 16(5), 271–282.
- DeLucia-Waack, J. L. (2000). Effective group work in the schools. *The Journal for Specialists in Group Work*, 25(2), 131–132.
- Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership*, 68(1), 16–20.
- Furr, S. R. (2000). Structuring the group experience: A format for designing psychoeducational groups. *The Journal for Specialists in Group Work*, 25(1), 29–49.
- Gray, T. M., & Rubel, D. (2018). "Sticking together": The adolescent experience of the cohesion process in rural school counseling groups. *The Journal for Specialists in Group Work*, 43(1), 35–56. doi:10.1080/01933922.2017.1370049
- Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, 58(6), 6–11.
- Hines, P., & Fields, T. (2002). Pregroup screening issues for school counselors. *The Journal for Specialists in Group Work*, 27(4), 358–376.
- Jones, K. A., Jones, J., & Vermette, P. J. (2011). Six common lesson planning pitfalls – Recommendations for novice educators. *Education*, 131(4), 845–864.
- Jones, K. D., & Robinson, E. H., III. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *The Journal for Specialists in Group Work*, 25(4), 356–365.
- Kaffenberger, C. J. (2012). A call for school counseling practitioner research. *Professional School Counseling*, 16(1), 59–62.
- Marzano, R. J. (2010). High expectations for all. *Educational Leadership*, 68(1), 82–85.
- Okech, J. E. A., Pimpleton-Gray, A. M., Vannatta, R., & Champe, J. (2016). Intercultural conflict in groups. *The Journal for Specialists in Group Work*, 41(4), 350–369.
- Rowell, L., & Hong, E. (2013). Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling*, 16(3), 158–171.
- Rubel, D. J., & Kline, W. B. (2008). An exploratory study of expert group leadership. *The Journal for Specialists in Group Work*, 33(2), 138–160.
- Steen, S., & Bauman, S. (n.d.). Group counseling with adolescents: A multicultural approach [Video].
- Steen, S., Henfield, M. S., & Booker, B. (2014). The achieving success everyday group counseling model: Implications for professional school counselors. *The Journal for Specialists in Group Work*, 39(1), 29–46.
- Steen, S., & Kaffenberger, C. J. (2017). Integrating academic interventions into small group counseling in elementary school. *Professional School Counseling*, 10(5), 516–519.
- Van Velsor, P. (2009). Task groups in the school setting: Promoting children's social and emotional learning. *The Journal for Specialists in Group Work*, 34(3), 276–292. doi:10.1080/01933920903033495
- Young, A., & Kaffenberger, C. J. (2013). Making data work: A process for conducting action research. *Journal of School Counseling*, 11(2), 1–31.
- Young, A., Dollarhide, C. T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling*, 19(1), 36–45.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). 2014 ACA code of ethics [PDF]. Retrieved from <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2016). ASCA ethical standards for school counselors [PDF]. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- CengageBrain. (n.d.). Retrieved from <https://www.cengagebrain.com/shop>
- Mat Min, R., & Abu Baker, M. Y. (2015). Therapeutic factors in group counselling promotes self development. *Asian social science*, 11(10), 113–119. Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/view/47759/25650>
- Thomas, R. V., & Pender, D. A. (2007). Association for Specialists in Group Work: Best practice guidelines 2007 revisions [PDF]. Retrieved from <http://www.tandfonline.com.library.capella.edu/doi/abs/10.1080/01933920801971184>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Integrated Materials

Many of your suggested books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Corey, G., Corey, M. S., & Haynes, R. (2014). *Groups in action: Evolution and challenges* (2nd ed.). Belmont, CA: Brooks/Cole. ISBN: 9781285095059.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Basic Issues in Group Work

### Introduction

This unit provides an introduction to group work. The Evolution of a Group video by Dr. Gerald Corey and Marianne S. Corey is a seminal work and viewed by most graduate students in any field of counseling, including mental health counseling and school counseling, to demonstrate and reflect on the skills necessary to lead groups effectively. This video provides an informative grounding in what can be expected at this point in your educational attainment as you prepare to facilitate groups with students, adolescents, or adults.

In this unit, you will discuss five types of groups, along with considerations for the types of setting in which they might be used. You will learn about task, psychoeducational, counseling, psychotherapy, and brief groups. You will also examine multicultural perspectives and skill sets. You will have the opportunity to explore your own background as well as consider different perspectives for greater competency.

### Learning Activities

#### u01s1 - Studies

## Video

Use the access code procured at the bookstore to access video segments produced by the publisher of your course textbook.

- Familiarize yourself with the instructions that accompany the code from the Capella Bookstore to establish an account at publisher's digital learning environment.
- Enter [CengageBrain](#) and follow the directions within the e-mail sent to your Capella preferred e-mail to register with your individual access code.
- Access the landing page on CourseMate associated with *Groups in Action* workbook (second edition) by Corey, Corey, and Haynes and select **Videos** from the left navigation pane.
- Choose the first program, "The Evolution of a Group" | Transcript.
  - Watch the introductory segment (7:19 run time) for this study. The first segment explains that, in this video series, you will view excerpts from an actual group as it moves through the various phases of its existence.

**Note:** A corresponding workbook associated with these videos is cited in this course as a suggested resource.

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 1, "Introduction to Group Work: A Multicultural Perspective," pages 3–24.

Use the Capella University Library to read or view the following:

- DeKruffy, L., Auger, R. W., & Trice-Black, S. (2013). [The role of school counselors in meeting students' mental health needs: Examining issues of professional identity](#). *Professional School Counseling*, 16(5), 271–282.
- Haycock, K. (2001). [Closing the achievement gap](#). *Educational Leadership*, 58(6), 6–11.
- Okech, J. E. A., Pimpleton-Gray, A. M., Vannatta, R., & Champe, J. (2016). [Intercultural conflict in groups](#). *The Journal for Specialists in Group Work*, 41(4), 350–369.
- DeLucia-Waack, J. L. (2000). [Effective group work in the schools](#). *The Journal for Specialists in Group Work*, 25(2), 131–132.
- Steen, S., & Bauman, S. (n.d.). [Group counseling with adolescents: A multicultural approach \[Video\]](#).
  - Introduction.
  - Introduction Session With Group.

- Session 1: Part 1.
- Session 1: Part 2.
- Session 1: Processing.
- Session 2: Processing.

#### u01s1 - Learning Components

- Identify types of groups, including task, psychoeducational, counseling, psychotherapy, and brief groups.

#### u01s2 - Preparing for the Academic Learner Review (ALR) Meeting

By now, you are probably aware all learners in the School Counseling program are enrolled in a tuition-free Faculty Advising Forum (FAF). This forum is not a course but a resource area filled with information about residency, licensure, fieldwork, and more.

In addition to resources, through the FAF you have the opportunity to connect with your faculty advisor, who will follow your progress and lend support throughout your program as needed. You may also engage with other learners in the program through the FAF.

Within the next two weeks, you will need to reach out to your faculty advisor to schedule an Academic Learner Review (ALR) meeting. This meeting should fall about halfway through your program, so it is the perfect time to review your progress thus far and to discuss upcoming program milestones.

In most cases, you will be directed to an online calendar to schedule the ALR meeting with your faculty advisor. Information about how to schedule a meeting with your faculty advisor can be found in the COUNFAF6199 section in which you are currently enrolled.

The meeting can take place any time this quarter, but ideally you should meet with your faculty advisor before Unit 8, because you have a reflection paper assignment due in Unit 8, which is based on the content of your ALR. **You may submit this reflection paper at any time during the quarter; you do not have to wait until Unit 8.**

Below are some helpful guidelines to follow when meeting with your faculty advisor:

- General guidelines:
  - Be flexible when scheduling your ALR. The faculty advisor is responsible for meeting with several learners this quarter.
  - Once you set the appointment date and time, be sure to keep the appointment unless there is an emergency.
  - If you need to change your appointment, reach out as far in advance as possible.
  - Keep the meeting to no more than 30 minutes.
- Topics for discussion:
  - Review your academic history (courses taken so far, grades, et cetera).
  - Discuss your personal and professional development thus far. Where have you grown and where do you need to continue to develop? Think in terms of knowledge, skills, and abilities.
  - Discuss your plan for attending residency.
  - Discuss your plan for locating a fieldwork site and applying for fieldwork.
  - Reflect on your ability to engage in self-care and find life balance in the midst of your academic and professional journey.

#### u01d1 - Task, Psychoeducational, Counseling, Psychotherapy, and Brief Groups

Consider what you have learned, and then describe the basic foundations of group counseling. Provide an overview of the various types of groups and consider how each type of group may be utilized in a school setting (or again, the setting most appropriate for your specialization). Also consider DeKruyf, Auger, and Trice-Black's 2013 article, "The Role of School Counselors in Meeting Students' Mental Health Needs: Examining Issues of Professional Identity," and your overall role in meeting the needs of your students or clients via group counseling. Finally, consider Delucia-Waack's 2000 article "Effective Group Work in the Schools," as you apply and discuss your understanding of the different types of groups.

### Response Guidelines

Respond to one learner. As you consider his or her post, describe what kind of group you would be most interested in forming and leading. If you could create a psychoeducational group to address the career domain, how might you go about that task? For example, you could hold an after-school meeting with parents and students to host a psychoeducational group about "Paying for College." You could share information about financial aid, scholarships,

and grants from an information-sharing perspective. Have some fun sharing with your peer what type of group you might like to lead and what the group members would gain from attending the group.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[The Role of School Counselors in Meeting Students' Mental Health Needs](#)

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[Effective Group Work in the Schools](#)

u01d1 - Learning Components

- Identify types of groups, including task, psychoeducational, counseling, psychotherapy, and brief groups.

### **u01d2 - A Multicultural Perspective**

Consider your own cultural background and how likely it is to influence your ability to work with a diverse range of people. Describe specific attitudes and beliefs that might enhance or interfere with your ability to understand and work with diversity. Reference Haycock's 2001 article, "Closing the Achievement Gap," and Okech, Pimpleton-Gray, Vannatta, and Champe's 2016 article, "Intercultural Conflict in Groups," noting key takeaways from the articles as you synthesize your post.

## **Response Guidelines**

Respond to one learner. As you consider his or her post, share your plan of action to improve the area you identified in your post to enhance your ability to work with diversity.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Closing the Achievement Gap](#)

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[Intercultural Conflict in Groups](#)

u01d2 - Learning Components

- Research culturally relevant strategies for group work.

## **Unit 2 >> The Group Counselor**

### **Introduction**

This unit will introduce the group counselor as a person and as a professional. You will explore characteristics of effective group leaders, as well as applicable leadership skills. It will be important to differentiate those topics and reflect on the differences between therapeutic factors and effective leadership skills. As you complete your unit readings, consider the role of co-leadership and how it can benefit the entire group.

### **Learning Activities**

#### **u02s1 - Studies**

## **Readings**

Use your *Groups: Process and practice* text to read the following:

- Chapter 2, "The Group Counselor," pages 27–55.

Use the Capella library to read or view the following:

- Rubel, D. J., & Kline, W. B. (2008). An exploratory study of expert group leadership. *The Journal for Specialists in Group Work*, 33(2), 138–160.
- Young, A., Dollarhide, C. T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling*, 19(1), 36–45.
- Steen, S., & Bauman, S. (n.d.). Group counseling with adolescents: A multicultural approach [Video].
  - Session 3.
  - Session 3: Processing.
  - Session 4.
  - Session 4: Processing.
  - Session 5.
  - Session 5: Processing.

Use the Internet to read the following:

- Mat Min, R., & Abu Baker, M. Y. (2015). Therapeutic factors in group counselling promotes self development. *Asian social science*, 11(10), 113–119. Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/view/47759/25650>

u02s1 - Learning Components

- Research therapeutic factors of group counseling.

#### **u02a1 - Scheduling the Academic Learner Review (ALR) Meeting**

By the end of this week (Unit 2), you should have scheduled an appointment to meet with your faculty advisor. Your faculty advisor contact information can be found in the section of COUNFAF6199 in which you are enrolled. The meeting should occur before Unit 8 to allow ample time for completion of the ALR Reflection Paper, which is due in Unit 8.

Once you have confirmed the date and time for your ALR meeting, submit the following statement to this assignment by the end of Unit 2:

"I am scheduled to meet (or have already met) with my faculty advisor, Dr. (insert name of faculty advisor), for an Academic Learner Review on (insert date) at (insert time)."

**Note:** You may submit the ALR Reflection Paper at any time during the quarter; you do not have to wait until Unit 8.

#### **u02d1 - Therapeutic Factors**

Consider Mat Min and Abu Baker's 2015 article, "Therapeutic Factors in Group Counselling Promotes Self Development," on therapeutic factors and Young, Dollarhide, and Baughman's 2015 article, "The Voices of School Counselors: Essential Characteristics of School Counselor Leaders," on leadership skills used for group counseling. Describe some of your personal characteristics that will enable you to be an effective counselor. For example, you might discuss presence, genuineness, and an awareness of subtle cultural issues.

## **Response Guidelines**

Respond to one learner. As you reflect on his or her post, address one therapeutic factor you will need to work on to be a more effective group counselor. For example, describe how you might increase your belief in the group process.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[The Voices of School Counselors](#)

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[Therapeutic Factors in Group Counselling Promotes Self Development](#)

u02d1 - Learning Components

- Identify the characteristics of group leaders.

### u02d2 - Effective Group Leadership Skills

Consider what effective group leadership skills look like. Describe at least three skills and how they are demonstrated in the group setting. For example, you may review active listening, interpreting, and linking. Also refer to Rubel and Kline's 2008 article, "An Exploratory Study of Expert Group Leadership."

## Response Guidelines

Respond to one learner. Consider his or her post and synthesize the research on using questioning as a group leadership skill. Discuss how you might stay away from questioning, and the reasoning behind that decision.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[An Exploratory Study of Expert Group Leadership](#)

u02d2 - Learning Components

- Identify the characteristics of group leaders.

## Unit 3 >> Ethical and Legal Issues in Group Counseling

### Introduction

As a standard expectation, many states require that licensed professionals take at least one course, annually, addressing ethics and our professional standards of practice. When you attend a conference, consider making it a goal to attend at least one session on ethics, as this will help keep you cognizant of current best practices.

This unit will examine ethical issues for group membership. A significant topic includes confidentiality, addressing the unique considerations when working with minors.

It will also examine our guiding ethical standards, including ACA, ASGW, and ASCA, as well as review competence and training, along with compliance to legal requirements.

You may also want to look ahead to the Unit 4 assignment, as that will be due next week.

### Learning Activities

#### u03s1 - Studies

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 3, "Ethical and Legal Issues in Group Counseling," pages 59–95.

Use the Capella library to view the following:

- Steen, S., & Bauman, S. (n.d.). [Group counseling with adolescents: A multicultural approach \[Video\]](#).
  - Session 6.
  - Session 6: Processing.
  - Session 7.
  - Session 7: Processing.

- Session 7.
- Session 7: Processing.

Use the Internet to read the following:

- Thomas, R. V., & Pender, D. A. (2007). *Association for Specialists in Group Work: Best practice guidelines 2007 revisions* [PDF]. Retrieved from [https://docs.wixstatic.com/ugd/513c96\\_93df348d51134a08b789df5374b6dfb7.pdf](https://docs.wixstatic.com/ugd/513c96_93df348d51134a08b789df5374b6dfb7.pdf)
  - Pay special attention to Section C.2, "Reflective Practice."
- American School Counselor Association. (2016). *ASCA ethical standards for school counselors* [PDF]. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
  - Pay special attention to Section A.7, "Group Work."
- American Counseling Association. (2014). *2014 ACA code of ethics* [PDF]. Retrieved from <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>
  - Pay special attention to Section A.9, "Group Work."

u03s1 - Learning Components

- Review ethical standards and best practices.

### u03d1 - Protecting Clients

Imagine that you are currently co-leading a group for adolescents who have recently experienced their parents divorcing. The group focuses on identifying reasons for divorce, improving communication skills with parents and other family members, and identifying coping strategies for dealing with difficult emotions and situations. The counseling group has been successful so far, and your relationship with your co-leader, another counselor, appears to be working well.

During the third session (out of six), your co-leader becomes very agitated when an adolescent member describes how angry she is at her mother. Your co-leader becomes angry at the member and says, "You sound just like my daughter after my divorce! Maybe your mother is a victim, too!"

Based on the literature and your readings, how would you handle the situation?

In your post, refer to A.9.b, "Protecting Clients," in ACA Code of Ethics and include how that guided you to your solution. Also refer to C.2, "Reflective Practice," in the ASGW Best Practice Guidelines, as you address what you might say to your co-leader after the session.

## Response Guidelines

Respond to one learner. Remember that a basic premise of group work is to work through possible issues and confrontation in a nonjudgmental way. Examine the learner's post and analyze if he or she was able to resolve the issue within the group setting, protecting the client calmly, and moving the direction of the group away from the co-leader while acknowledging the possibly emotionally charged response. Look to see if the learner gave an opportunity for the co-leader to recognize the emotional response and assess the possible need for an apology and explanation of the inappropriate self-disclosure. Check to see if he or she touched base with the co-leader after the group meeting, as a professional reflective practice. This case can go in many different directions; assess the learner's ability to apply our ethical codes and celebrate his or her successes. If applicable, encourage the learner to consider areas that may not have been addressed, taking particular notice whether he or she referenced both the ACA and ASGW guidelines.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[2014 ACA Code of Ethics \[PDF\]](#)

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[Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions \[PDF\]](#)

u03d1 - Learning Components

- Review ethical standards and best practices.

### u03d2 - ASCA Ethical Standards

After reviewing and analyzing the A.7, "Group Work," in the ASCA Ethical Standards for School Counselors, select three sections and describe how you will address that concern as an ethical professional. For example, you may discuss standards A.7.C, A.7.E, and A.7.F. Remember to cite your work.

## Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[ASCA Ethical Standards for School Counselors](#)

u03d2 - Learning Components

- Review ethical standards and best practices.

### Unit 4 >> Theories and Stages of Development of Group Counseling

#### Introduction

In this unit, you will review theories and techniques of group counseling. There is no video in this unit because you will spend more time completing the required readings and preparing for the unit assignment.

Theories for your study and review in this unit include psychodynamic, experiential and relationship based, cognitive behavioral, postmodern, and integrated approaches. You will also discuss the practical side of forming a group. This will include activities such as determining group size, recruitment, screening, selecting members, and group evaluation.

The effort put into developing your group and how you will screen members into your group will pay off in your ability to effectively facilitate the group. Pay attention to the suggestions and nuances as they will help prepare you to have more effective outcomes.

Remember that the unit assignment is due at the end of this week.

#### Learning Activities

u04s1 - Studies

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 4, "Theories and Techniques of Group Counseling," pages 99–146.
- Chapter 5, "Forming a Group," pages 149–170.

Use the Capella library to read the following:

- Furr, S. R. (2000). [Structuring the group experience: A format for designing psychoeducational groups](#). *The Journal for Specialists in Group Work*, 25(1), 29–49.
- Hines, P., & Fields, T. (2002). [Pregroup screening issues for school counselors](#). *The Journal for Specialists in Group Work*, 27(4), 358–376.

Use the Internet to review the following:

- Thomas, R. V., & Pender, D. A. (2007). [Association for Specialists in Group Work: Best practice guidelines 2007 revisions](https://docs.wixstatic.com/ugd/513c96_93df348d51134a08b789df5374b6dfb7.pdf) [PDF]. Retrieved from [https://docs.wixstatic.com/ugd/513c96\\_93df348d51134a08b789df5374b6dfb7.pdf](https://docs.wixstatic.com/ugd/513c96_93df348d51134a08b789df5374b6dfb7.pdf)
- American School Counselor Association. (2016). [ASCA ethical standards for school counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) [PDF]. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- American Counseling Association. (2014). [2014 ACA code of ethics](https://www.counseling.org/Resources/aca-code-of-ethics.pdf) [PDF]. Retrieved from <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

u04s1 - Learning Components

- Research theoretical foundations of group counseling.

### u04a1 - An Orientation to Group Counseling

In this assignment, you will create a PowerPoint presentation to be presented to your principal and colleagues, orienting them to the use of group work in the school setting. You will overview some basic group counseling topics, and then provide specifics about your abilities to serve the school effectively.

In your presentation:

- Describe the basic foundations of group counseling, including an introduction to the different types of group: task, psychoeducational, counseling, psychotherapy, and brief groups. Please provide one sentence describing each type of group. Please provide a description of each type of group. Remember to include considerations that may affect conducting that type of group in varied settings. (5 slides).
  - For example: **Counseling:** A group used to develop better interpersonal skills. This type of group may be used in a school setting to explore friendship skills, however, it may have to be limited in number, for example, 6–8 sessions.
- Consider and address your own cultural background. Identify multicultural counseling competencies you will use to meet the cultural and social needs of students in your school setting. Share the culturally relevant strategies you will use for designing and facilitating groups. (1–3 slides.)
- Explain some of your own personal characteristics that will enable you to be an effective group counselor. For example, three characteristics you already have might include courage, openness, and nondefensiveness. Consider one area for personal improvement and describe how you will improve that skill. For example, how might you incorporate humor into your groups? Please provide one paragraph per characteristic, exploring four characteristics. (1–4 slides.)
- Describe some of your effective group leadership skills. This may look like a bulleted list, with a brief example of what each method means and how you will demonstrate this skill effectively. Please provide one summary statement for each leadership skill and how that skill contributes to group effectiveness, covering approximately three skills. (1–2 slides).
  - For example: **Terminating:** Bringing closure to the group, both at the end of each session and at the end of the entire time spent together.

Include one slide for references. The assignment should have a total of 8–14 slides.

Review the An Orientation to Group Counseling Scoring Guide to ensure you meet the grading criteria. Although graphics matter, make sure you are demonstrating your understanding of knowledge about group work. If you do not plan to work in a school setting, please adjust the assignment as needed. However, you should still plan to meet the grading criteria.

## Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA guidelines.
- **Length:** 8–14 slides.

Course Resources

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[APA Style and Format](#)

### u04d1 - Forming a Group

Describe your approach to forming a group. Develop your ideas around how you will recruit, screen, and select members. State what age group you would be working with along with the type of setting (that is, school or community) and how you might go about the process of establishing a group at your site.

## Response Guidelines

Respond to one learner, analyzing the post to see if the proposed methods for recruitment, screening, and selecting members are appropriate and practical. Provide both supportive and critical feedback as necessary.

## Graduate Discussion Participation Scoring Guide

### u04d1 - Learning Components

- Identify types of groups, including task, psychoeducational, counseling, psychotherapy, and brief groups.

### u04d2 - Theoretical Orientation

Consider the school setting and discuss one theoretical orientation that could be used during group counseling from the cognitive behavioral approaches. For example, you might discuss behavior therapy, cognitive therapy, rational emotive behavior therapy, or choice theory/reality theory.

## Response Guidelines

Peer responses are not required for this discussion.

## Graduate Discussion Participation Scoring Guide

### u04d2 - Learning Components

- Identify types of groups, including task, psychoeducational, counseling, psychotherapy, and brief groups.

## Unit 5 >> Initial and Transition Stages

### Introduction

In this unit, you will explore the initial and transition stages of groups. You will watch two segments (about 45 minutes in total) of The Evolution of a Group video. Watch the leaders closely to consider what they do to help move the group forward. Think about your own role as a group facilitator and how you will work with group members, especially during the transitional stage.

You will also examine group characteristics at each stage and how the group leader skills may change according to the stage of the group.

Pay particular attention to the unit readings that address the topic of too much structuring and teaching. For those of you who may work in a school setting, this can be a difficult transition and equally important for facilitating effective groups.

### Learning Activities

#### u05s1 - Studies

## Video

To access this week's video, log into your CourseMate account at [CengageBrain](#) with the username and password you established in Unit 1.

Choose the first program, "The Evolution of a Group" | [Transcript](#).

- View the following segments:
  - **Initial Stage** (24:53 run time).
  - **Transition Stage** (21:05 run time).

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 7, "Transition Stage of a Group," pages 223–269.

Use the Capella library to read the following:

- Kaffenberger, C. J. (2012). [A call for school counseling practitioner research](#). *Professional School Counseling, 16*(1), 59–62.

u05s1 - Learning Components

- Research group dynamics, including initial, transition, working, and final stages.

#### **u05d1 - Initial and Transition Stage: A Comparison**

Reflecting on this unit's segments from The Evolution of a Group video, describe what you learned about the initial stage of a group and how it differs from the transition stage of a group. Use specific examples from the video to help illustrate your analysis.

### **Response Guidelines**

Respond to one learner, commenting on an aha moment you had about either the initial or transition stage from watching the video. State which part of the video helped you understand the difference between the two stages and share at least one specific example from the video that demonstrates your understanding of the different stages.

Course Resources

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Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Research group dynamics, including initial, transition, working, and final stages.

#### **u05d2 - Transitions With Adolescents**

Reflecting on the Group Counseling With Adolescents: A Multicultural Approach video and the unit readings, describe what you learned about the initial stage of a group and how it differs from the transition stage of a group. You may use specific examples from the video to help illustrate your analysis.

### **Response Guidelines**

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Group Counseling With Adolescents](#)

u05d2 - Learning Components

- Research group dynamics, including initial, transition, working, and final stages.

## **Unit 6 >> Working Stage of Group**

### **Introduction**

In this unit, you will explore the working stage of a group.

While you are watching the 47-minute Working Stage segment of The Evolution of a Group video, notice how the sessions focus on allowing the members to consider and reflect on what they realize about themselves. There is a smoothness to these sessions that illustrates the leader's ability to have the members feel safe and encouraged to share personal insights and connections to the outside world.

In this unit, you will also be introduced to leader interventions, group tasks, and therapeutic factors. You will be reminded of the need to establish group norms, so that the working stage can begin. Focus on the therapeutic factors and the ones you will be able to implement with little effort and the ones that may take additional practice for full implementation.

## Learning Activities

### u06s1 - Studies

## Video

To access this week's video, log into your CourseMate account at [CengageBrain](#) with your established username and password.

Choose the first program, "The Evolution of a Group | Transcript.

- View the **Working Stage** segment (46:47 run time).

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 8, "Working Stage of a Group," pages 275–311.

Use the Capella library to read the following:

- Jones, K. D., & Robinson, E. H., III. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *The Journal for Specialists in Group Work*, 25(4), 356–365.

### u06s1 - Learning Components

- Research theoretical foundations of group counseling.

### u06d1 - Working Stage and Therapeutic factors

Reflecting on this unit's segment of The Evolution of a Group video, describe what you learned about the working stage of a group and how it differs from the transition stage of a group. Use specific examples from the video to help illustrate your analysis. Then, comment on the therapeutic factors you saw either of the counselors utilize in the video to move the group toward the working stage.

## Response Guidelines

Respond to one learner. Analyze his or her post and respond with a gentle, yet critical, assessment about the accuracy of his or her description of the working stage versus the transition stage.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u06d1 - Learning Components

- Research therapeutic factors of group counseling.

### u06d2 - Working Stage With Adolescents

Reflecting on the Group Counseling With Adolescents: A Multicultural Approach video and the unit readings, describe what you learned about the working stage of a group and how it differs from the transition stage of a group. You may use specific examples from the video to help illustrate your analysis.

## Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Group Counseling With Adolescents](#)

u06d2 - Learning Components

- Research group dynamics, including initial, transition, working, and final stages.

### Unit 7 >> Final Stage

#### Introduction

This unit will address the final stage of a group. In The Evolution of a Group video, notice how the co-leaders terminate their group after the extensive work that has been done. Consider their strengths and what you might have done differently.

Dr. Sam Steen, who co-led the Group Counseling With Adolescents: A Multicultural Approach video with Dr. Sheri Bauman, authored one of the articles in this unit. Hopefully, you are able to make connections to how you can directly apply the theories and foundations for group counseling to multiple settings, including working in schools.

You will also explore issues concerning termination, as well as evaluation and co-leader issues as the group ends.

Remember that your second assignment is due at the end of this week.

#### Learning Activities

##### u07s1 - Studies

## Video

To access this week's video, log into your CourseMate account at [CengageBrain](#) with your established username and password.

Choose the first program, "The Evolution of a Group" | Transcript.

- View the **Ending Stage** segment (18:21 run time).

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 9, "Final Stage of a Group," pages 315–334.

Use the Capella library to read the following:

- Steen, S., & Kaffenberger, C. J. (2017). Integrating academic interventions into small group counseling in elementary school. *Professional School Counseling, 10*(5), 516–519.
- Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership, 68*(1), 16–20.

## u07s1 - Learning Components

- Research group dynamics, including initial, transition, working, and final stages.

### u07a1 - Foundations of Effective Group Work

In the Unit 4 assignment, you convinced your principal that you are capable of leading an effective group. Now, imagine you are going to prepare to lead a counseling or psychoeducational group at your school site to improve academic outcomes.

If you will not be working in a school setting, please modify the instructions and make them applicable to your site. For example, if you would be in a community setting, you would present this to your supervisor instead of a principal. The core concepts should be the same.

For this assignment, state what grade level you will work with and explain the target population. Research the foundations of effective group work. Next, analyze what outcomes you would like to see and how you plan to achieve them by reviewing relevant scholarly sources. Your analysis should address the following points:

- Describe at least two theoretical foundations for group counseling and how you will operate from one orientation. Consider how this will be an effective framework when working in the school setting. (1–2 pages).
  - Assess your own theoretical orientation for group work, including an examination of how the theory will benefit group counseling and group work.
- Consider different dynamics that may be associated with the group process and group development. Explain the initial, transition, working, and final stages of groups and what you might expect considering the grades you are working with. Synthesize approximately four concepts that may include, but are not limited to, trust, goals, resistance, fears, and self-disclosure. These are examples; it is up to you to decide which issues you would like to consider when thinking about possible group dynamics for this group. (1–4 pages.)
- Consider some ethical dilemmas and how you might apply our ethical standards, and demonstrate your synthesis of the standards and how you might apply them in a group setting. For example, you might address concerns around confidentiality in the school setting. Demonstrate your preparedness by addressing approximately three possible ethical dilemmas. References should be made to ACA, ASGW, or ASCA ethical standards in your review. (1–3 pages.)
- Describe your approach to forming the group, including how you will recruit, screen, and select members. Consider whom you might contact and how you will go about the process at your school site. (1–2 pages.)
- Describe your proposed intervention and how it may improve academic outcomes. Integrate how you might measure the effects of the group. For example, perhaps, you targeted working with students who were failing one course. You would state that your goals would be to have the students reengage in their academic achievement, demonstrated by earning at least a C the following quarter. (1–2 pages.)

Review the Foundations of Effective Group Work Scoring Guide to ensure you meet the grading criteria. Remember to address each identified topic as highlighted in the scoring guide.

## Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA guidelines.
- **Length:** 5–13 pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

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[APA Style and Format](#)

### u07d1 - ASGW Best Practice Guidelines

Applying the ASGW Best Practice Guidelines, what considerations might you make when working in a school setting regarding post-group sessions and possible follow-up contact after group termination? Base your post on the course resources and the literature you reviewed.

## Response Guidelines

Respond to one learner. Analyze and assess if his or her recommendations align with the expectations set forth as you have gleaned from the course materials and insights. Be supportive when possible and critical when necessary, always with an encouraging and a quizzical tone.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Association for Specialists in Group Work: Best Practice Guidelines 2007 Revisions \[PDF\]](#)

u07d1 - Learning Components

- Review ethical standards and best practices.

### u07d2 - Interventions and Academic Outcomes

Use Steen and Kaffenberger 2017 article, "Integrating Academic Interventions Into Small Group Counseling in Elementary School," as a framework to propose an intervention you might use in a group setting to improve academic outcomes for your students. Discuss how you might assess for the success of the group and how it may positively affect academic outcomes. Reference Dweck's 2010 article, "Even Geniuses Work Hard," in your post, too.

## Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Even Geniuses Work Hard](#)

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[Integrating Academic Interventions Into Small Group Counseling in Elementary School](#)

u07d2 - Learning Components

- Research interventions to improve academic outcomes.

## Unit 8 >> Groups in School Settings

### Introduction

This unit provides an application of group processes to the school setting. It will present guidelines for working with children and adolescents from the final chapter of the course text, as well as unique opportunities such as play therapy. At this point in the course, you should have a solid foundation for group work, and also the necessity to connect what happens in the group to the outside world. That is a key to being effective and you will explore this concept more fully during this unit.

For anyone not planning to work in a school setting, please adjust the discussions to best meet your own needs. For example, in the first discussion in this unit, you may want to imagine you are helping inform parents on how to improve the academic motivation of their children.

### Learning Activities

u08s1 - Studies

## Multimedia

Click **Leading Groups With Adolescents** to view the video.

- This is a video by Dr. Janice DeLucia-Waack and Dr. Allen Segrist (about 30 minutes).

Click **Leading Groups With Adolescents: Ice Breaker Movement Activities** to view the video.

- This is another video by Dr. Janice DeLucia-Waack and Dr. Allen Segrist (about 97 minutes).

## Readings

Use your *Groups: Process and practice* text to read the following:

- Chapter 10, "Groups in School Settings," pages 339–380.

Use the Capella library to read the following:

- Rowell, L., & Hong, E. (2013). Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling, 16*(3), 158–171.
- Marzano, R. J. (2010). High expectations for all. *Educational Leadership, 68*(1), 82–85.
- Gray, T. M., & Rubel, D. (2018). "Sticking together": The adolescent experience of the cohesion process in rural school counseling groups. *The Journal for Specialists in Group Work, 43*(1), 35–56. doi:10.1080/01933922.2017.1370049

Course Resources

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Leading Groups With Adolescents

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Leading Groups With Adolescents: Ice Breaker Movement Activities

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u08s1 - Learning Components

- Research interventions to improve academic outcomes.

### u08d1 - Academic Motivation

Create a flyer or brochure that you can distribute in the school to inform others about the specific ways you can improve academic motivation. Reference some of the strategies mentioned by Rowell and Hong in their 2013 article, "Academic Motivation: Concepts, Strategies, and Counseling Approaches," although it would be impossible to address them all.

Imagine this flyer or brochure would be posted in a faculty lounge or distributed to parents to provide some insights into ways of positively influencing academic motivation.

You may create your product in Word or PowerPoint (or similar software), but remember to focus on the content, not the format. Although format adjustments can be tempting, remember that the point of this discussion is to show what you know, more than showing off your use of technology. However, we do hope you have some fun with this discussion and demonstrate your skills.

Submit your flyer or brochure as an attachment to the discussion area. In this discussion, you will review the fliers or brochures of two other learners.

## Response Guidelines

Respond to *two* learners. Comment on the learner's integration of the information and the overall layout of the document. Notice what you liked about the document. Connect your response to Marzano's 2010 article, "High Expectations for All," and how you will maintain high expectations for all students.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[High Expectations for All](#)

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[Academic Motivation](#)

#### u08d1 - Learning Components

- Research interventions to improve academic outcomes.

#### u08d2 - The Connection Between Group and the Real World

One of the most significant understandings we want you to grasp about group counseling is that it is not enough for the group leader to respond with empathy or to ask, "Who else in the group has felt like group member X?" Instead, a critical piece of what makes group counseling truly unique from individual counseling is that what happens within group is often a microversion of how that group member acts outside of the group. For example, you may refer to Gray and Rubel's 2018 article, "'Sticking Together': The Adolescent Experience of the Cohesion Process in Rural School Counseling Groups," and the overarching critical need for a sense of belonging both in groups and in life. Describe how you will ensure that when you are working as a group counselor, you will remember to connect what has happened in the group to the outside takeaway for group members. Be as specific as possible as you reflect on this critical aspect for the course.

### Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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["Sticking Together": The Adolescent Experience of the Cohesion Process in Rural School Counseling Groups](#)

#### u08d2 - Learning Components

- Research techniques to promote positive social/emotional outcomes.

#### u08a1 - Academic Learner Review (ALR) Reflection Paper

By now, you have met with your faculty advisor to review your progress in the program, evaluate your professional development, and discuss plans for upcoming program milestones like residency and fieldwork. **You may submit your reflection paper at any time during the quarter; you do not have to wait until Unit 8.**

For this assignment, you will write a 1–2 page paper reflecting on this meeting. Please note that because this is a personal reflection, you may use first person (I, me). Your reflection paper should include the following:

- Your academic progress to this point in the program.
- Your personal and professional development thus far. Where have you grown and where do you need to continue to develop? Be sure to include knowledge, skills, and abilities.
- Your plan for attending residency.
- Your plan for locating a fieldwork site and applying for fieldwork.
- Your ability to engage in self-care and find life balance in the midst of your academic and professional journey.

### Submission Requirements

- **Length of Paper:** 1–2 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

## Unit 9 >> Academic and Social/Emotional Improvements

### Introduction

This unit continues the discussion of utilizing groups in schools while it amplifies the focus on improving academic and social/emotional outcomes.

There are not any chapters to read from your textbook, however, the articles in this unit are strong resources for you to apply these concepts.

This will also be the final week for you to watch a video. This time, you will watch the video Challenges Facing Group Leaders by Dr. Gerald Corey and Marianne S. Corey, who discuss and illuminate what it takes to be an effective group facilitator.

Remember that your final assignment is due at the end of this week. You will have the opportunity to integrate all that you have learned during this course and demonstrate your understanding of course concepts.

## Learning Activities

### u09s1 - Studies

## Video

To access this week's video, log into your CourseMate account at [CengageBrain](#) with your established username and password.

Choose the second program, "Challenges Facing Group Leaders" | [Transcript](#).

- View the **Challenges Dealing With Difficult Behaviors in Groups** segment. The group counseling sessions in this 52-minute video are co-led by Dr. Gerald Corey and Marianne Schneider Corey.

## Readings

Use the Capella library to read the following:

- Steen, S., Henfield, M. S., & Booker, B. (2014). The achieving success everyday group counseling model: Implications for professional school counselors. *The Journal for Specialists in Group Work*, 39(1), 29–46.
- Bemak, F. (2005). Reflections on multiculturalism, social justice, and empowerment groups for academic success: A critical discourse for contemporary schools. *Professional School Counseling*, 8(5), 401–406.
- Van Velsor, P. (2009). Task groups in the school setting: Promoting children's social and emotional learning. *The Journal for Specialists in Group Work*, 34(3), 276–292. doi:10.1080/01933920903033495
- Clark, M. A., & Breman, J. C. (2009). School counselor inclusion: A collaborative model to provide academic and social-emotional support in the classroom setting. *Journal of Counseling and Development*, 87(1), 6–11.

### u09s1 - Learning Components

- Research techniques to promote positive social/emotional outcomes.

### u09a1 - Group Proposal

Imagine you are presenting to your state school counseling association at a conference. The majority of the attendees graduated prior to CACREP accreditation standards requiring training on group counseling. The audience is eager to learn about the basic tenants of group counseling and how they might apply it to their school settings. You are the expert in the room and are going to deliver a presentation that will inform the attendees and empower them to leave the room with the necessary knowledge to create a group proposal at their school sites. As a frame of reference, imagine everyone at the conference has watched The Evolution of a Group video by Dr. Gerald Corey and Marianne S. Corey. Address each of the sections in this video in your presentation, and use the video as your frame of reference. You may use any of your foundational work from the course, including discussions, articles, resources, and assignments, for your final product. Each attendee in the conference will take home a copy of your document. You can embellish the product as much as you want; but remember, you must meet the criteria set forth in the scoring guide. This assignment may be written as a traditional paper, a slideshow presentation, or some combination, as long as you convey that you understand the core concepts and can share that information with the imaginary attendees at your presentation. For this assignment, you will create a single document that addresses each of the following points:

- Consider the theoretical foundation used for the group counseling sessions in the video. Describe what they did that demonstrated their use of that theory. (One page.)
- Analyze the dynamics of the group and how they evolved over the course of the group. Include examples from the sessions, including initial, transition, working, and final stages. (1–4 pages.)
- Describe the therapeutic factors Dr. Corey and Corey used, or could have used, in The Evolution of a Group video, and how the factors contributed to group effectiveness. You can describe as many as you would like. However, you should describe at least five factors to demonstrate your understanding of how those factors may affect the group. Examples include confrontation or universality. (2–5 pages.)

- Describe the characteristics and functions Dr. Corey and Corey used, or could have used, to demonstrate effective group leadership skills. You can describe as many as you would like. However, you should describe at least five skills to demonstrate your understanding of how those skills may affect the group. Examples include empathizing and terminating. (2–5 pages.)
- Describe the culturally relevant strategies Dr. Corey and Corey used while designing and facilitating the group. (One page.)
- Describe a group counseling technique that Dr. Corey and Corey used to promote positive social/emotional outcomes for the group members. How did the leaders connect what was happening in the group to how they could take that learning to the outside world? Or, if you did not see this skill, what could you have done as the group leader to make this a more overt connection? Remember that the skill to transfer the learning from inside the group to the group member's own world is critical for effective group leaders. (One page.)

Review the Group Proposal Scoring Guide to ensure you meet the grading criteria. Please remember to focus your effort on the content of the presentation. Although appearance matters, the bulk of the grading will relate to your ability to convey the knowledge acquired in the course.

## Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA guidelines.
- **Length:** 8–17 pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

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[APA Style and Format](#)

### u09d1 - Promoting Positive Social/Emotional Outcomes

Utilizing Steen, Henfield, and Booker's 2014 article, "The Achieving Success Everyday Group Counseling Model: Implications for Professional School Counselors," and Clark and Bremen's 2009 article, "School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting," describe some group counseling techniques that might be used to promote positive social/emotional outcomes.

## Response Guidelines

Respond to one learner. After reading the learner's post, reflect on Van Velsor's 2009 article, "Task Groups in the School Setting: Promoting Children's Social and Emotional Learning," and Bemak, Williams, and Chung's 2015 article, "Reflections on Multiculturalism, Social Justice, and Empowerment Groups for Academic Success: A Critical Discourse for Contemporary Schools," and describe how you may integrate that research into your practice working in a school setting.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[The Achieving Success Everyday Group Counseling Model](#)

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[Task Groups in the School Setting](#)

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[Reflections on Multiculturalism, Social Justice, and Empowerment Groups for Academic Success](#)

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[A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting](#)

u09d1 - Learning Components

- Research techniques to promote positive social/emotional outcomes.

## Unit 10 >> Group Counseling: A Reflection

## Introduction

This unit provides an opportunity to reflect on the information gathered from the course and to synthesize primary takeaways.

At this point in your education, you will be able to consider what you have learned and integrate that knowledge to discuss how you believe this information will influence your work as a future group facilitator.

You will also select an article of your choice from *The Journal for Specialists in Group Work* and weave this new understanding into the second discussion in this unit. This unit provides the opportunity to reflect on what you have learned, and consider how it has informed you as a person and as a developing professional.

## Learning Activities

### u10s1 - Studies

## Readings

Use the Capella library to read the following:

- Young, A., & Kaffenberger, C. J. (2013). Making data work: A process for conducting action research. *Journal of School Counseling, 11*(2), 1–31.
- Jones, K. A., Jones, J., & Vermette, P. J. (2011). Six common lesson planning pitfalls – Recommendations for novice educators. *Education, 131*(4), 845–864.

## Article Search

Search for an article that interests you, published within the past five years, from *The Journal for Specialists in Group Work*. Review this article in preparation for the second discussion in this unit.

Use the [How to Search Within a Specific Journal](#) library guide for help in searching articles within the journal.

### u10s1 - Learning Components

- Research techniques to promote positive social/emotional outcomes.

### u10d1 - How Change Happens

Reflect on your own thoughts about how change happens. Using your own beliefs as the framework, discuss how your own opinions about change will influence your work as a group counselor. Remember there is not a right or wrong answer in this discussion; this is an opportunity for you to pause and reflect on your own growth and insights as a developing professional.

## Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u10d1 - Learning Components

- Research group dynamics.

### u10d2 - A Review and Personal Insight

It is our hope that you learned a great deal about group counseling from this course.

Your core understandings hopefully include insights about group theory, dynamics, therapeutic factors, group leadership skills, practical approaches to groups (for example, screening), types of groups, ethical and culturally relevant strategies, and applications to promote academic and social/emotional growth.

From your personal point of view, state some of your most profound insights from the course. Consider and integrate your learning from Jones, Jones, and Vermette's 2011 article, "Six Common Lesson Planning Pitfalls – Recommendations for Novice Educators," and Young and Kaffenberger's 2013 article, "Making Data Work: A Process for Conducting Action Research."

Review an article that interests you, published within the past five years, from *The Journal for Specialists in Group Work*, and also integrate it into your post. We hope you are able to successfully consolidate and apply what you have learned from this course directly to your experience during Track 2 residency, or as a future group counselor. You have the skills and insights to be a tremendously effective group counselor.

## Response Guidelines

Peer responses are not required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Six Common Lesson Planning Pitfalls](#)

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[Making DataWork](#)

u10d2 - Learning Components

- Research culturally relevant strategies for group work.