

# California State University, Fresno

## Course Syllabus

### **PSYCH 281**

### Group Counseling in Schools

#### **Instructor**

David M. Shoemaker, MA  
E-mail: [dashoemaker@csufresno.edu](mailto:dashoemaker@csufresno.edu)  
Cell: 559-347-8721

#### **Class Schedule**

Tuesday 4:00pm – 5:50pm  
Science 320  
[blackboard.csufresno.edu](http://blackboard.csufresno.edu)

#### **Textbook**

Skills and Techniques for Group Work with  
Children and Adolescents  
Rosemarie Smead  
ISBN: 0-87822-352-5

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#### **Course Description**

(1 – 4.0) This course will outline the basic issues, key concepts of group process and applications to working with children and adolescents. Students will explore professional and ethical issues involved in group counseling with minors. The course will cover typical application of group counseling in schools such as social skills, study skills, anger management, and self-esteem counseling.

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#### **Course Prerequisite**

Permission of instructor; COUNS 200 recommended.

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## Required Text

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

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## Course Objectives

- The student will identify principles of group dynamics including group process components, group members' roles and behaviors, and therapeutic factors of group work
- The student will describe group counseling methods, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
- The student will identify how group counseling in a school setting helps students overcome barriers to learning
- The student will develop a plan for conducting group counseling with a selected population and/or target behavior.
- The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities
- The student will identify ethical and legal issues related to group work and the professional standards for group leaders

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## Outcomes Assessment of Student Learning: Ed.S. Graduate Program Goals

- Students will demonstrate a scientific problem solving approach in their work
- Students will be able to judge the value of new theories, practices, and materials in school psychology.
- Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
- Students will demonstrate commitment to the welfare of children.
- Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
- Students can show understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.

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## Course Ethics

CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential. In addition, accusations of racism, prejudice, or bias are considered intolerable

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## Course Requirements

**Attendance:** This class is designed to be experiential with more guided practice as opposed to lecture. While a make-up assignment may be completed for unavoidable absences, it is important to note that the same learning experience won't be replicated. Without a completed make-up assignment, any absence will result in the lowering of the student's final grade by 5%.

**Class Participation:** Students are expected to read the assigned materials prior to class and actively participate in all class sessions.

**(P – 4.0, 4.1, 4.4) Group Counseling Lab:** Each week the class will participate in a group counseling session facilitated by their peers. Each student will facilitate two groups. Appropriate levels of disclosure and participation will be discussed on the first day of class.

- Group 1: a pair of students will co-facilitate using group curriculum provided by the instructor.
- Group 2: each student will independently facilitate a group using curriculum of their choosing.

**Group Experience Reflection Forum:** Each week students will reflect on their group experience in the Blackboard discussion forum.

- By midnight on Wednesday evening, each of Tuesday's group facilitators should start a discussion thread reflecting upon their experience of facilitating a group session. Students should focus on the feelings experienced, what was challenging, what was unexpected, what went well, and the impact of their person on the group process. The discussion post should be at least 500 words in length.
- Before the next class session, all other students should write a response reflecting upon their experience as a group member. Again, students should focus on feelings experienced, what factors made participating in the group process easy or difficult, what was challenging, what was unexpected, etc. The purpose is not to critique the facilitators, however, positive observations may be noted. These responses should be at least 250 words in length.

**(P – 4.1, 4.4) Group Curriculum Review:** Each student will write a review of a published counseling group curriculum and present to the class. The written review should be typed, double spaced and approximately 2-3 pages in length and include the following sections:

- APA Citation: including author, title, year, publisher, etc.
- Purpose: Describe the goals this curriculum is intended to accomplish.
- Target Population: Who is the curriculum designed for? Age, Gender, Cultural Identity, Educational Date syllabus last revised: 5/24/14 Setting, Social/Emotional Issues, etc.
- Evidence Base: Is there effectiveness research for this curriculum? Is it informed with Evidence Based interventions and methodologies?
- Review: Give your subjective appraisal of this curriculum. This section should contain the bulk of your written work.

Grading Credit / No Credit grading will be used. (CR = 80% - 100%, NC = 79% and below)

Group Facilitation (2 groups /  
50 points each)

100 Points

Group Facilitation Reflection (2 reflections / 25 points each) 50 Points

Group Participation Reflection (16 reflections / 10 points each) 160 Points

Curriculum Review 50 Points

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Total 360 Points

## Weekly Outline of Curriculum

<b>Week</b>	<b>Unit of Instruction</b>	<b>Assignments</b>
Week 1 January 22	Introductions Review of Course Syllabus	Group I: Personal History
Week 2 January 29	The Nature of Group Work	Group I: Feelings Text: pp1-21
Week 3 February 5	Ethical Guidelines and Professional Issues	Group I: Defenses Text: pp22-56
Week 4 February 12	Organizing the Group Experience	Group I: Family Messages and Rules Text: pp57-67
Week 5 February 26	Understanding Group Process	Group I: Control Text: pp68-86
Week 6 March 5	Using Problem Situations as Learning Experiences	Group I: Feedback Text: pp93-118
Week 7 March 12	Using Problem Situations as Learning Experiences	Group I: Forgiveness
Week 8 March 19	Leadership Skills	Group I: Gifts and Appreciations Text: pp119-152
Week 9 April 2	Leadership Skills	Group II: Student Led Group Text: pp153-188

Week 10 April 9	Leadership Skills	Group II: Student Led Group Text: pp189-228
Week 11 April 16	Counseling Theories	Group II: Student Led Group
Week 12 April 23	Therapeutic Interaction Techniques	Group II: Student Led Group
Week 13 April 30	Therapeutic Interaction Techniques	Group II: Student Led Group Text: pp229-264
Week 14 May 7	Types of School-based Groups	Group II: Student Led Group

## UNIVERSITY POLICIES

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### Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

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### Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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### Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts

occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog.

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## Safety

In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

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## Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live."

Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own. Coffee, water, soda, etc. are allowed in class but food is not unless it is a treat for the entire class or permission is given by the instructor (e.g., lunch time).

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## Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." CHECK YOUR CSU EMAIL EACH DAY!!!!

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## Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers: <http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>