Organization and Administration of School Counseling Programs
SDS 6620

University of Florida: Fall, 2015
Professor: Mary Ann Clark, Ph.D.

Class location: NRNA 1331
Meeting Time: Wednesdays: 11:45-2:30 (periods 5-7)
Office: Norman Hall 1214
Phone: 352-273-4331
E-mail: maclark@coe.ufl.edu

Office hours: Monday: 2:30-3:30
Wednesday: 10:00-11:30; 2:30-3:30
and by appointment

Course Overview:

SDS 6620 is a required course for UF’s School Counseling and Guidance graduate program. It is designed to provide counselors-in-training with a foundational understanding of the school environment and its changing nature, and to prepare them for their leadership roles and responsibilities within the school environment and community. The course focuses on the skills necessary to develop and manage a competency-based counseling and guidance program while implementing national and state guidelines. School leadership, program development, systemic change, student/family diversity, special populations, legal and ethical considerations, consultation, collaboration, use of technical resources, accountability and organizational and time management strategies will be examined and discussed. The American School Counselor Association’s (ASCA) National Model: A Framework for School Counseling Programs, which describes the planning, development, implementation and evaluation of school counseling and guidance programs, will be presented and examined. Florida’s School Counseling and Guidance Framework: A Comprehensive Student Development Program Model and the Sunshine State Standards will also be reviewed as examples of state-based initiatives for student development programs.

Required Texts & Articles**:


School Board of Alachua County School Counseling website:
http://www.sbac.edu/pages/ACPS/Departments_Programs/DepartmentsLZ/Guidance

SBAC School Counseling Comprehensive Plan
http://www.sbac.edu/files/0HIBN/2e396c5dab5509273745a49013852ec4/AdministratorsGuide.pdf


Education Trust http://edtrust.org/

Highly recommended: Membership in ASCA and FSCA (many resources available)
Student membership in ASCA is $69 per year and FSCA is $15 per school year
Supplemental Resources:


Course Objectives:

**Applicable Professional Standards Addressed:**

This course is designed to meet the professional standards listed below.

a. **2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards:** SDS 6620 meets the program objectives and curriculum guidelines for Section II, G 1, Professional Orientation and Ethical Practice studies that provide an understanding of professional functioning including roles, organizational structures, ethics, and standards.

b. **2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards:** SDS 6620 meets the program objectives and curriculum guidelines for Section III, School Counseling professional knowledge, skills, and practices (Sections: Foundations [A and B]; Diversity and Advocacy [E and F]; Academic Development [K]; Collaboration and Consultation [M]; and Leadership [O]).

c. **Florida Educator Assessment System Accomplished Practices (Required Competencies by the Florida Department of Education)** You must meet the standards to earn Florida School Counseling Certification.

Indicator: 2 e. Models clear, acceptable, oral and written communication skills.

Assignment Description:

The candidate will develop a large-group (classroom) guidance unit that includes four (4) structured sessions appropriate for use in the candidate’s intended school level setting (i.e., elementary, middle or high). The guidance unit developed will include description of the activities and plan for each session, objectives, materials and resources to be used, general procedures, processing “hints,” and an evaluation measure to assess the effectiveness of the intervention.

Assignment Directions:

The candidate will develop a four (4) session unit for use with a large-group (e.g., classroom) of students presumably at the school level in which the candidate intends to work. The unit may be for a Teacher-Advisor Program, peer facilitation training, character education unit, career education or educational planning, or similar (approved by the instructor) topic. The (paper) presentation format is to include an outline of the sessions, processing questions to be asked and responded to during the sessions, and (school counselor and/or student) activities. A one page accountability measure to evaluate the unit also must be presented.

Rating Guide for Indicator 2.e.

2. e.. (Assessed in SDS 6620)
<table>
<thead>
<tr>
<th>Task</th>
<th>Exceptional (M+)</th>
<th>Accomplished (M)</th>
<th>Developing (MW)</th>
<th>Unsatisfactory (NM)</th>
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<tr>
<td>Large group guidance unit- The candidate will develop a large-group (classroom) guidance unit that includes four (4) structured sessions appropriate for use in the candidate’s intended school level setting (i.e., elementary, middle or high). The guidance unit developed will include description of the activities and plan for each session, objectives, materials and resources to be used, general procedures, processing “hints,” and an evaluation measure to assess the effectiveness of the intervention.</td>
<td>The group unit meets the “M” standard and has earned full points on the unit. (30/30 points)</td>
<td>The group unit includes a: (a) 1 to 2 page description of each classroom session, including activity title, objectives, materials needed, general procedures, and processing hints, (b) one page accountability measure to evaluate the unit, (c) list of resources and/or materials to be used in each session</td>
<td>The group unit effectively fulfills (3) of the 4 criteria for the unit as described.</td>
<td>The group unit (paper) meets fewer than three of the criteria for met, as above. The student will be required to redo the assignment.</td>
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Methods of Instruction:

1. Lecture
2. Small and large group discussion
3. Role play
4. Use of internet resources
5. Small group activities
6. Student design and presentation of workshop topics
7. Development of comprehensive competency-based school counseling and guidance program (CCBGSCGP)

Assignments:

1. Attendance, readings, homework and in-class activities (20 points)

Students will be expected to integrate and apply the concepts and ideas presented in the reading material during small and large group classroom activities/discussions, assignments and on the cumulative final exam. Students should be knowledgeable and prepared to discuss the readings and assignments each week. NOTE: Because student learning and participation depends heavily on class discussion, please refrain from cell phone/electronic device in class unless it is related to class.

2. Action Research Interview paper with school counselor, teacher or administrator at target school (30 points)

Students will conduct an in-depth, individual interview in person with a school counselor, teacher or administrator who works at a public school in Alachua County. We will try for representation across elementary, middle and high schools. The report of the interview should present a summary of the needs of the students and staff at the school, and the nature (goals & activities comprising) the school counseling program through the eyes of the interviewee. **Please be sure to obtain verbal informed consent prior to conducting the interview.** Contents located in Appendix A can be used to develop a question guide to facilitate the interview. Questions should pertain to the counselor/teacher/administrator’s perception of the needs of the student body and staff, the roles and responsibilities/duties of the school counselor, and the actual implementation of a comprehensive competency-based school counseling and guidance program (CCBSCGP). **The paper, which will be done by your small group** should include a summary of the interviews and shall address the students’ (your) impression of and reaction to the experience. The assignment is to be approximately 10-12 pages in length (typed, APA Style 6th Edition, double-spaced, 12-point font, one-inch margins, and proofread). Further, students will present an informal oral report to the class in small groups on the findings of the interview, themes and perspectives found during the interviews. **Grades will be based upon the following criteria:**

- Introduction, conclusion and summary of interviews
- Interviewees’ perspectives and themes discovered about school counseling program
- Student reactions and important themes that emerge from experience
- APA (6th ed.) style, grammar, spelling, format
- Oral report of findings

**See Appendix A for full description of interview paper assignment and specific guidelines for writing the paper**

3. Midterm Exam (30 points)

This exam will cover material from the first half of the class (book, National Model, class material) and will consist of multiple choice/short answer questions.
4. **DEVELOPING A UNIT FOR CLASSROOM GUIDANCE (30 points)**
(Psychoeducation/Curriculum Delivery part of the National Model) This assignment is required for both the Counselor Education Portfolio and the EAS tasks required by the Florida Department of Education.

You will develop a 4 session unit for use with a large group or classroom of children or adolescents (elementary, middle or high school). It may be a unit for a Teacher-Advisor Program, a peer facilitation training group, a character education unit for use in the elementary classroom, a career education or educational planning series of sessions or something else you may be interested in. Develop a one page accountability measure to assist you in evaluating this unit. You will work in small groups of 3-4 to develop the unit and present one of your sessions to the class. (see course schedule) For this unit, each group will be planning for a specific grade level. See guidelines in Appendix C.

5. **Professional School Counseling Program (60 points)** This is the signature assignment for this course for your Counselor Education portfolio.

Over the course of the semester, students will work as a 3-4 member school counselor team to develop a comprehensive competency-based school counseling and guidance program (CCBSCGP) for a real elementary, middle or high school that exists in Alachua County. The group will be expected to develop a creative and thorough professional school counseling program. The final product should be based on the ASCA National Model for School Counseling Programs, the Florida School Counseling and Guidance Framework and Comprehensive Competency-based School Counseling Guidance Programs and the School Board of Alachua County School Counseling Program framework.

The final school counseling program handbook is worth 60 total points and will be broken down into 5 sections (see Appendix B).

The final product will be a model for students to have for professional use upon completion of the course. Each section of the handbook will be worth an assigned number of points, for a total of 50 points, with a remaining 10 points to be awarded based on the project’s creativity, organization and overall attractiveness of the handbook.

The final handbook should be presented in a 1 ½ -2 inch binder on December 2, 2015. Each individual will be expected to type a one-page summary about how each group member worked on the team.

**See Appendix B for full description of the Professional School Counseling Program assignment**

6. **Final exam (30 points)**

Students will be required to take a cumulative final exam for SDS 6620. Format of the exam will consist of essay questions that pertain to ANY course readings, assignments, discussions or lectures. Students should be especially familiar with the components of the ASCA National Model for School Counseling Programs, ASCA National Standards for Students, CCBSCGP programs, and school counselor roles and functions. These essay questions will address some broad concepts from this course that will allow the students to synthesize important themes.

**Evaluation of Students:**

The course grade in SDS 6620 will be assessed based on the instructor's evaluation of student quality of written work, class presentations, discussions and participation. Due to the interactive nature of this course student attendance, preparation and participation is crucial. If there is an illness or emergency that prohibits student attendance contact Dr. Clark in advance to make arrangements for missed material. Because the course relies strongly on participation excessive absences or tardiness will result in a deduction of two points per absence from the student’s overall grade.
Readings and assignments are expected to be completed prior to coming to class. Written assignments should follow the form prescribed in the *Publication Manual of the American Psychological Association*, Sixth edition (2010) and are due as specified in the syllabus. **Late assignments are not allowed, except in circumstances that have prior permission from the professor.**

All students are expected to exhibit the highest standards of academic integrity and must abide by the **University of Florida Honor Code**: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.”

*Accommodating students with special needs: In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that their special needs may be accommodated.*

**Grading:**

Student evaluation will be on a point scale with points assigned to each component of the course. Failure to submit work on time in a satisfactory manner will result in a point reduction for the course. Grades will be determined based on the following criteria:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Attendance, participation, homework &amp; reading</td>
<td>20</td>
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<tr>
<td>2. Interview papers and accompanying group oral reports</td>
<td>30</td>
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<td>3. Midterm Exam</td>
<td>30</td>
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<td>4. Large Group Curricular Unit Presentation</td>
<td>30</td>
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<td>5. Professional school counseling &amp; guidance program</td>
<td>60</td>
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<tr>
<td>6. Final Exam</td>
<td>30</td>
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**TOTAL POSSIBLE POINTS** 200

**A** = 93-100%

**A-** = 91.5-92.9%

**B+** = 90-91.49%

**B** = 84-89.9%

**C** = 74-83.9%

**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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<tr>
<td><strong>Week 1:</strong></td>
<td><strong>August 26</strong></td>
<td><strong>Welcome &amp; Course Introduction</strong></td>
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<td><strong>History of School Counseling &amp; ASCA</strong></td>
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<td><strong>What do School Counselors Do?</strong></td>
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<td><strong>21st Century School Counseling</strong></td>
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<td></td>
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<td><strong>Dollarhide &amp; Saginak, Ch. 1</strong></td>
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<td>Week 2: Sept 2</td>
<td>School Counselor Intervention Domains: Developmental, Comprehensive School Counseling: Working with All Students</td>
<td>Dollarhide &amp; Saginak, Chaps. 5&amp;6 ASCANM pgs. vi—20, 148-159</td>
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<td>Week 3: Sept 9</td>
<td>Comprehensive Competency Based School Counseling &amp; Guidance Programs (CCBSCGP) Florida School Counseling Program: SBAC Counseling Program ASCA National Standards; Web Resources—bring laptop</td>
<td>D &amp; S, Chaps. 4 &amp; 12 ASCANM pgs. 128-133</td>
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<td>Week 4: Sept 16</td>
<td>Schools as Systems Diversity in Schools: Achievement gaps Assessing Student &amp; School Needs; School Climate</td>
<td>D &amp; S, Chaps. 2</td>
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<td>Week 5: Sept 23</td>
<td>Psychoeducation &amp; Curriculum Delivery Domain; Goals for all students—Developing large group interventions Florida School Counseling Framework Common Core Standards Standardized Testing: the Counselor’s role</td>
<td>D &amp; S, Chap. 9 ASCANM pgs. 83-98 CCSS What PSC need to know</td>
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<td>Week 6: Sept 30</td>
<td>Responsive Services/Counseling Domain Individual and small group counseling Group oral reports on Action Research interviews</td>
<td>D &amp; S, Chap. 3, 8; ASCANM pgs. 41-81</td>
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<td>Week 7:</td>
<td>Roles of Elementary School Counselor/Organizing your SC Program</td>
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<td>Oct 7</td>
<td>Speakers: Ritzy Ettinger, PK Yonge; Karen Pearson, Counselor, Stephen Foster Elementary School</td>
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<td>Educational Planning Teams, MTSS: RtI processes</td>
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<td><strong>School Responsive Services Domain:</strong></td>
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<td><strong>Collaboration, Coordination &amp; Consultation</strong></td>
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<td>D &amp; S Chap, 10</td>
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<tr>
<th>Week 8:</th>
<th>Group Oral Reports on School Interviews</th>
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<tr>
<td>Oct 14</td>
<td>SCG meeting on portfolio and certification requirements</td>
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<td>Group Interview Papers due</td>
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<tr>
<th>Week 9:</th>
<th>School Change Interventions: Leadership Advocacy &amp; Coordination</th>
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<tr>
<td>Oct 21</td>
<td>Using Data and Technology in planning school counseling interventions and programs</td>
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<td>D&amp;S. Chap. 7,11</td>
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<td>ASCANM 1-20; 99-124</td>
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<td>Midterm: ch. 1-6; 8-10, 12</td>
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<td>National Model</td>
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<th>Week 10:</th>
<th>High School Visit: Eastside High School</th>
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<tr>
<td>Oct 28</td>
<td>Cindy Markoch and Jeff Rant, School Counselors</td>
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<td>Pressures on High Performing Students</td>
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<td>Magnet Programs; Schools within Schools</td>
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<td>Week 11: Nov 4</td>
<td>Large Group Curriculum and sample lesson-Elementary School groups</td>
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<td>Week 12: November 11</td>
<td>Veterans Day: No class</td>
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<td>Week 13: Nov 18</td>
<td>Large Group Curriculum and sample lesson-Middle School groups</td>
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<td>Week 14: November 25</td>
<td>Thanksgiving Break: No Class</td>
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<td>Week 15: Dec 2</td>
<td>Large Group Curriculum and sample lesson-High School groups</td>
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<td>D &amp; S, Chap. 14</td>
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<td>School Guidance Program Due</td>
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<td>Week 16: Dec 9</td>
<td>Course Wrap up</td>
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<td>Final Exam</td>
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<td>Week 17</td>
<td>Grades Available</td>
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<tr>
<td>December 16</td>
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Appendix A

Question Guide for Counselor/Teacher/Administrator Interview
(30 points)

**Please be sure to obtain verbal informed consent prior to conducting the interview and remember to send a thank you note following the interview.

1. Rationale for Interview
   a. To learn students’ and school’s greatest needs
   b. To understand how to best address student & school needs
   c. To understand how counselor & counseling program now address or could address student needs

2. Background Information
   a. Length of time in current setting/position
   b. Past work experience (years in field, level of school, positions held etc.)
   c. Academic background/certification
   d. Current responsibilities & involvement with students and staff

3. Perceptions of Student, School & Community Needs & Resources
   a. Background history about events affecting the school (e.g. recent school grade, rezoning etc.) current external challenges & opportunities affecting the school
   b. School strengths & weaknesses
   c. Family & community strengths & weaknesses & important challenges
   d. Greatest concerns about students and student body
   e. Changes needed for school improvement; how do you decide priorities?

4. School Counseling Program Influence
   a. How student/school needs are currently addressed by school counselor/counseling program
   b. Opportunities and challenges for school counseling program at this school
   c. Strengths of the counseling program; improvements needed
   d. Meeting the needs of special populations
   e. Public relations efforts provided by school counselor
   f. What school data is used to plan programs for student success
   g. Demonstration of school counseling program successes to stakeholders
   h. Additional responsibilities expected of school counselors
   i. How are school counselors perceived at this school?

Format: Teacher/Counselor/Administrator Interview Paper

I. Brief Introduction (description of school, population, location, position of interviewee
II. Educator’s Background Information
III. Educator’s Perceptions of Student, School & Community Needs & Resources
IV. School Counseling Program Influence
V. Reactions and Lessons Learned
   a. Important things learned from interview
b. Themes that emerged from interview (e.g., strategies for change and perceptions of change held by interviewer)

c. Challenges faced in conducting interview (e.g., biases, anxieties, stereotypes)

d. Perspective changes resulting from interview (roles, attitudes etc.)

e. Ways this experience might shape your approach to building strong relationships with administrators, faculty, staff, students and families at your school

VI. Summary Paragraph
Appendix B
School Counseling Program Elements
(60 points)

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Creativity & Organization (10 points)

Introduction (5 points)
Welcome page—Meet the school counseling team
Warm Welcome and Introduction to your School, your School Counseling Staff members (pictures could be included), your program services. Think OVERVIEW and WELCOME/INTRODUCTIONS. School counselor contact information (emails, phone numbers, websites, etc). should be included here. Explain CSCP to parents and teachers here – briefly!

School Profile (School Facts & demographics)

Table of Contents
Formal Table of Contents (should be placed after the Introduction) and References Cited Section (should go last in the Handbook)

Foundation 10 points

a. Mission Statement:
Mission statement for your particular staff’s CCBG program (include at least three objectives for how you plan to meet the overall mission)

b. Philosophy
Two page Rationale/Philosophy for the program you have developed. This section can include: a statement about your school’s mission, your staff’s philosophy of school counseling, incorporating your overall theory of counseling, and describing your program’s implementation of the ASCA National Model for School Counseling, the ASCA National Standards, and your CSCP programming.

c. What are the ASCA National Standards for Students

d. How do the standards benefit you [address each stakeholder]

e. Florida Sunshine Standards Overview

f. Common Core Standards & the role of the professional school counselor
Provide a brief statement

g. FCAT
Provide a brief overview of the FCAT as it relates to your school site

Delivery System (15 points)
a. Confidentiality Statements/Counseling Permission Slips
   i. Individual Statement for Parent/Caregiver

   ii. Group Statement for Parent/Caregiver
b. Menu of classroom guidance curriculums
A list of the curriculum you will use at your school site & provide at least 1-2 paragraphs that provides an overview of the purpose of the curriculum (ie, Second Step, Too Good for Drugs, CommonSense Media, The Real Game, Student Success Skills, etc.)

c. Sample classroom guidance unit
A brief overview of your program’s Guidance Lesson Curriculum (a sample of topics offered for your school’s grades) and a sample curriculum of 3 lesson plans for a developmentally-appropriate classroom guidance unit (give specifics so that others know how you run this particular lesson – please make sure this sample documents how the lesson covers at least one of the National Standards for School Counseling and the Sunshine State Standards).

d. Menu of small group counseling opportunities
A sample overview of a Psychoeducational Small Group Experience your program offers (at least 4 sessions); include times and places group will meet, agenda, materials needed, etc. - please make sure this sample documents how the lesson covers at least one of the National Standards for School Counseling and the Sunshine State Standards and/or Common Core Standards.

e. Menu of individual counseling opportunities
A sample overview of individual counseling opportunities your program offers

f. What is an EPT?
   i. Associated forms
   ii. Flow chart of the process

Program Management (10 points)
   a. Full year school counseling program calendar
   b. Sample weekly schedule
   c. Activities and functions of a school counselor
   d. School crisis/emergency procedures
   e. Identify a resource list of at least 15 resources—including 5 resources for each domain: Academic, Career, & Personal/Social

Accountability (10 points)
   a. Needs Assessments
      i. Parent
      ii. Student
      iii. Teacher or administrator
   b. Curriculum Action Plan
   Prepare a curriculum action plan that includes at least two grade levels at your site (ie, 4th & 5th grade, 9th & 11th, etc.)
   c. Intentional Guidance Action Plan (1 plan)
   Prepare an intentional guidance action plan for an identified population. Also, include one pre-post test for this population.
   d. Program Evaluation Surveys—(Administrator, Teacher, Parent)
   Include at least 2 surveys from the stakeholders identified
   e. School Counselor Evaluation
   Include at least one example of an evaluation an administrator may utilize in assessing your role as a school counselor.
Suggested Resources (as well as some shared in class)

- www.sbac.org
- www.cesca.org,
- [www.corwin.com/useofdata](http://www.corwin.com/useofdata),
- [www.ezanalyze.com](http://www.ezanalyze.com)
- [www.ascanationalmodel.org](http://www.ascanationalmodel.org)
- [https://sites.google.com/site/chrisinkwebsite/resources/resources-comprehensive-school-counseling-programs](https://sites.google.com/site/chrisinkwebsite/resources/resources-comprehensive-school-counseling-programs) (Scroll towards bottom)
- [http://www.livebinders.com/play/play?id=338782](http://www.livebinders.com/play/play?id=338782) (Secondary level)
- [https://www.livebinders.com/play/play?present=true&id=445054](https://www.livebinders.com/play/play?present=true&id=445054) (K-12)
- [http://www.livebinders.com/play_or_edit?id=398514](http://www.livebinders.com/play_or_edit?id=398514) (K-12)
- [http://www.indianaschoolcounselor.org/Resources/Documents/Counselor%20Evaluation%20Tool%20Final%202012%20updated%20point%20totals.doc](http://www.indianaschoolcounselor.org/Resources/Documents/Counselor%20Evaluation%20Tool%20Final%202012%20updated%20point%20totals.doc)

[http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf](http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf)
Appendix C

Large Group Counseling/Guidance Unit Guidelines

(30 points)

Design a large group (classroom) counseling unit using structured group activities. It will consist of 4 sessions and may be for elementary, middle or high school students. The assignment will be done with your small group of 3-4 in which case each receive the same number of evaluation points. Check with instructor before starting. Remember, these are school counseling group sessions, not “therapy” sessions; therefore the approach is developmental with an emphasis on building strengths. Be sure to include an introduction that describes your population.

Description of Sessions: (1-2 pages for each session) Begin each session on a separate page and use the following outline. Provide an introduction at the beginning of the unit, to describe the population for whom your group is designed, and the purpose of the group.

Session 1: “Title of Session” (a brief, “catchy” title for quick reference)

Objectives: Purpose or specific objectives for this session (list).

Materials Needed: (list)

General Procedures: (list in chronological order the steps, tasks, and activities used in this session).

Processing Hints: (list some suggested questions, leads or tasks for discussion when facilitating the group; how do you get the group members involved?).

Accountability Measure: Evaluation or assessment procedure (1 page)-- How will you be able to tell if the intervention is effective? Develop a one-page evaluation form that can be used during the last session.