

Group Counseling for Children in Schools
SPSY 67928/77928

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COURSE DESCRIPTION

This course will review group theory, group process, and group counseling techniques as they apply to psychological practice in school settings. Students will learn to implement empirically-supported group interventions for children and adolescents.

OBJECTIVES

1. Students will review group theory and process as it pertains to practice in school settings.
2. Students will develop skills to facilitate group interventions with children and adolescents.
3. Students will learn techniques to facilitate different types of group activities, including crisis intervention in group contexts, support groups, skill-based group interventions, and process groups.
4. Students will become familiar with empirically-supported group interventions for the following populations: children and adolescents with social anxiety/social phobia, generalized anxiety, depression and social skills deficits.
5. Students will learn to facilitate group interventions.
6. Students will develop ideas to provide culturally sensitive group interventions to diverse children.

ASSIGNMENTS

1. Class participation. Students are expected to attend all classes and readings should be completed prior to class so that students are prepared to engage in class discussions. Completion of study guide questions is a mandatory piece of participation. (100 points)
2. Students will “specialize” in a particular topic related to group counseling. Students will select one area of focus (e.g. children with depression) and that content area will guide work for the following activities:
 - a. Prepare and present an introduction on your topic. This introduction should last approximately 20 minutes and should include the following elements (40 points):

- A description of your process for gathering information
 - The reasons you selected this topic
- b. Lead a group discussion in class. Students are expected to prepare a sample session of their focus group, targeting the population they have selected. This session should be approximately 45 minutes in length (60 points).
- c. Prepare and distribute a 1-2 page handout/paper that will include the following (50 points):
- Written in APA Format
 - Provide literature review of materials you utilized to organize your group
 - Research paper format
- d. Prepare a brochure/handout for school personnel describing your group. This would be similar to the material you would present at school to advertise for your group. **Include a parent permission form in this brochure** (50 points).

GRADING CRITERIA/POLICY ON GRADING

Student proficiency is graded by letter grades as follows: A indicates superior attainment, B indicates average attainment, C indicates below average attainment, D indicates far below average attainment.

GRADING SCALE

400-360 points = A
 359-320 points = B
 319-280 points = C
 279-240 points = D

REQUIRED TEXT

Greenberg, K. R. (2003). *Group Counseling in K-12 Schools: A Handbook for School Counselors*. Boston, MA: Allyn and Bacon.

Supplemental required readings are available on the internet and are identified below within the syllabus.

Readings are on electronic reserve. SPSY 67928 and password is rehab16 (one word).

DATE	CLASS CONTENT	READINGS & ASSIGNMENTS
	Review syllabus Introduction to course/expectations Project topic discussion	

	Project topic selection shared with class Presentations scheduled Ethical and legal issues in group counseling Overview of group counseling in school settings	Supplemental Reading Sets 1, 2 & 3 Text Chapters 1
	Group counseling in elementary, middle, and high school settings Rationale, organization, and conducting groups in these settings	Text Chapters 3, 4 & 5
	Role of group leader Solving problems in the group setting Group ideas/example	Text Chapters 6 & 7 Supplemental Reading Set 4
	Group Work Day---NO FORMAL CLASS MEETING	Text Chapter 8 Supplemental Reading Set 5
	Multicultural group counseling Review/Update on student selections of groups Plan for next week's group meeting	
	Review of group plans Group counseling for depressive disorder Group counseling for grief	Text Chapters 9, 10
	Dr. Quallich presentation of parent support group and anger management group Guest Speakers on parent support group	Supplemental Reading Sets 6 & 7
	Suicide Risk Assessment Group interventions for aggressive/antisocial youth	Supplemental Readings Set 8 & 9
	No Class	
	Group counseling to improve self-esteem Treating anxiety disorders in children Treating social anxiety in youth	Supplemental Readings 10, 11 & 12
	Group Presentations-to be announced	
	NO CLASS	
	Group Presentations-to be announced	
	Group Presentations to be announced	
	FINAL EXAMS—To Be Announced	

SUPPLEMENTAL READING LIST

Reading Set 1 – Issues in Reviewing Research Studies

 Maher (1978)

 EDITORIAL from Personnel Psychology

 Kazdin (1995)

Reading Set 2 –Ethical Principles of Psychologists

Reading Set 3 –Recruitment and screening of minors for group counseling

Reading Set 4 –Brown (1998)

Reading Set 5 – Esquivel

 Costantino & Malgady

 Muller & Hartman

 Constantino, Malgady & Rogler

Reading Set 6 – Clarke et al. (1995)

 Clarke et al. (2003)

Reading Set 7 – Stoiber & Kratochwill (1998)

Reading Set 8 – Fremowu et al.

 Miller & Glinski

Reading Set 9 –Ang & Hughes

 Arnold & Hughes

Reading Set 10 –Larkin & Thyer

Reading Set 11 –Kendall

 Masia et al.

Reading Set 12 –Albano & Barlow

POLICY ON PLAGIARISM

Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

STUDENTS EXPERIENCING DISABILITIES

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Students with disabilities must verify their eligibility through the Office of Student Accessibility Services in the Michael Schwartz Student Services Center (330-672-2972). After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you.

ATTENDANCE POLICY

Regular attendance in class is expected of all students at Kent State University. The individual instructor has both the responsibility and the prerogative for managing student attendance. While classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class. These include, for example, illness, death in the immediate family, religious observance, among others. Please contact me as soon as possible if you will need to miss a class.