Course Change Request

Date Submitted: 01/26/18 4:38 pm

Viewing: **CPSY 603 : School Counseling Group Interventions**

Last edit: 01/29/18 8:36 am

Changes proposed by: gbyrns

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Catalog Pages referencing this course:
- CPSY - Counseling Psychology
- Department of Educational Psychology

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**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
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Rationale for Course

**Edit**

*The proposed changes are part of a routine curriculum review.*

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Course prefix: CPSY  
Course number: 603

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate

Effective term: 2018-2019

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Complete Course Title:

School Counseling Group Interventions

Abbreviated Course Title:

SCH COUNS GRP INTERVENT

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Catalog course description:

Development of group counseling interventions for children and adolescents in school settings.

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Prerequisites and Restrictions:

Graduate classification; approval of department head.

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Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With: 

Stacked: No  
Stacked with: 

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In Workflow

1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

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Approval Path

1. 01/26/18 4:41 pm  
Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 8:36 am  
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/30/18 9:24 am  
Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:41 pm  
Beverly Irby (birtyb): Approved for ED Committee Chair GR
5. 02/13/18 3:44 pm  
Beverly Irby (birtyb): Approved for ED College Dean GR
6. 02/16/18 12:49 pm  
Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:13 pm  
Lalrhena Johnson (ljohnson): Approved for GC Chair

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https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

CPSY 603 was developed to meet the Texas Administrative Code Rule 239.15 School Counselor Certification. It was also designed to meet the American School Counselor Association 2012 National Standards for Students. The learning outcomes for CPSY 603 and CPSY 633 are equivalent in that both courses cover group theory, process, dynamics and group counseling skills.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

CPSY 603 online course, the instructor interacts with students with posted video lectures, responding to two weekly student thought questions (one over the assigned course reading, the other over the lecture), and feedback on group counseling session plan.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

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Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: 2018 CPSY 603 school counseling group.docx

Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Reported to state: No
TEXAS A&M UNIVERSITY
CPSY 603 SCHOOL COUNSELING GROUP INTERVENTIONS
SPRING 2018
COURSE SYLLABUS

Instructor: Jamilia Blake, Ph.D.
Email: jiblake@tamu.edu
Office: 706 Harrington Tower
Skype: jjblake25
Virtual Office Hours: By appointment via skype

Office: 701i Harrington Tower
Skype: Smithd61@tamu.edu
Virtual Office Hours: By appointment via skype

Instructional Teaching Assistant: Danielle Smith, M.Ed.
Email: smithd61@tamu.edu
Office: 701i Harrington Tower
Skype: danielesmith62
Virtual Office Hours: Tues 12:30-2:30/Wed 6:30pm-8:30pm

PREREQUISITES: Graduate classification; approval of department head.

COURSE DESCRIPTION:
The School Counseling Group Interventions course is designed to provide students instruction in developing group counseling interventions for children and adolescents in school settings.

COURSE OBJECTIVES:
The major goal of this course is for students to obtain knowledge and skills related to the development and implementation of school-based counseling group interventions. Specifically, the objectives of this course are to:

1. Understand group theory and processes as it pertains to practice in school settings
2. Learn how group dynamics can impact counseling group interventions
3. Understand potential problems encountered when running school-based counseling group interventions
4. Develop skills to facilitate group interventions with children and adolescents
5. Learn techniques to facilitate different type of group activities, including crisis intervention in group contexts, support groups, skilled-based group interventions, and process groups
6. Become familiarized with empirically supported group intervention for children and adolescents with social anxiety/social phobia, generalized anxiety, depression and social skills deficits
7. Learn to facilitate group interventions
8. Develop ideas to produce culturally sensitive group interventions to diverse children and adolescents

PROFESSIONAL STANDARDS ADDRESSED IN THIS COURSE
This course is designed to meet the following School Counselor Certificate Standards as outlined in the Texas Administrative Code Rule §239.15:

Standard II: Learner-centered skills: the certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner
II.3 counsel individuals and small groups using appropriate counseling theories and techniques in response to student needs
II.6 demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process

Standard III: Learner-centered process: the certified school counselor participates in the development, monitoring, and evaluation of a developmental guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.
III.3 use both prevention and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change

**Standard V. Learner-centered communication:** The certified school counselor, and advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- V.1 demonstrate effective communication through oral, written, and nonverbal expression
- V.2 use knowledge of group dynamics and productive group interaction

This course is also designed to meet the following American School Counselor Association 2012 National Standards for Students:

**Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.**

A2: Acquire Interpersonal Skills
- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect and appreciate individual differences
- Recognize, accept and appreciate ethnic and cultural diversity
- Recognize and respect differences in various family configurations
- Use effective communications skills
- Know that communication involves speaking, listening and nonverbal behavior
- Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**

B1: Self-knowledge Application
- Use a decision-making and problem-solving model
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision Identify long- and short-term goals Identify alternative ways of achieving goals
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals

**COURSE DELIVERY STRUCTURE & REQUIRED MATERIALS**

This course will be taught fully online asynchronously via ecampus: [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Course readings, supporting materials, and lectures will be accessible via ecampus. Students are strongly encouraged to complete the ecampus orientation before the class starts if they have not done so already: [http://its.tamu.edu/ecampus-orientation](http://its.tamu.edu/ecampus-orientation). All assignments will be submitted through ecampus.

**Time Commitment:**
Students should anticipate devoting 3 to 4 hours per day to completing reading assignments, listening to the course lectures, viewing course videos, and completing other course requirements. This amount of time is standard for any short summer session course.

**Technology Requirements**
To effectively participate and maximize all the benefits of your instruction, students enrolling in distance learning courses should meet the following technology requirements.

- **Reliable access to a computer.**
- **Consistent and reliable access to the Internet.** It is your responsibility to ensure that you have consistent access to the Internet regardless of any time during the course of the semester for which you may be traveling.
• **Multiple Web Browsers.** Recommended browsers include Firefox, Chrome, and, Safari. Do not use Internet Explorer, especially when taking online exams or quizzes. This browser has been known to cause problems.

• **Access to Word Processing software such as Microsoft Office.** If you use a Mac and do not have access to Office for Mac, be sure to submit your assignments in a form that is viewable by a non-mac user. This means you cannot submit an assignment using Pages, or Numbers, and expect a non-mac user to be able to view them. If I cannot view your submissions, I cannot grade them. You may need to submit your assignments in PDF form if you do not have access to Office.

• **Updated plugins.** Be sure all software and plug-ins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

• **Technology is not an excuse.** It is your responsibility to ensure your computer is updated with software so that during important activities such as online exams, quizzes, or assignment submissions your computer is not shutting down and mandating an update. Should you encounter any technical difficulties, you need to contact the Technology TA immediately, submit a help ticket and provide any images of errors received in order to support your case. Information provided to your instructor will be used to determine if technical issues were due to the learning management system and warrant an exception.

For Technology Assistance
Go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu) and scroll over “NEED HELP?” and click “ASK FOR HELP” near the top of the page. You will then have several choices, including filling out an online form, searching FAQs, instructions on going to an on campus lab for help, or calling the help desk (24/7) at 979-845-8300

Required Course Materials:


All other course readings will be available on Vista Ecampus ([http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)). Below please find a list of the required readings for this course:

Evidenced based interventions for children and adolescents:
[http://effectivechildtherapy.com/sccap/?m=sPro&fa=pro_ESToptions#sec6](http://effectivechildtherapy.com/sccap/?m=sPro&fa=pro_ESToptions#sec6)


Videos: All course videos will be available on eCampus. Below please find a list of the videos used in this course:


Recommended resources (not required for course)

COURSE POLICIES

Readings: You are expected to complete all of the assigned readings prior to submitting assignments.

Lectures: You are expected to read the material provided in the course schedule and then listen to the lectures accessed online at http://ecampus.tamu.edu.

Videos: You are expected to review all assigned videos.

Assignments: All assignments must be completed individually, unless otherwise specified by the instructor. Please read the instructions/description for each assignment very carefully. The course requirement and rubrics provide excellent information. Work that does not meet the specific criteria provided will result in lost points. Proofread your work for spelling and adherence to grammar and syntax rules. Assignments are due on the dates listed in this syllabus. If you have questions or need clarification on assignments, I encourage you to seek assistance from the instructor/teaching assistant via email or by setting up a skype appointment. However, prior to doing so please check the discussion forum as some students may have already posted the question. Late assignments are discouraged and will be assigned a significantly lower score. Please be aware of academic misconduct policies, including plagiarism, listed in TAMU’s Aggie Honor Code, http://aggiehonor.tamu.edu/Student%20Rules/definitions.html.

Correspondence: Correspondence related to the course will be sent to your TAMU email account via the eCampus portal. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications. As this is an online course, students are also expected to check course announcements and email through the eCampus portal. Individual appointments are available upon request via skype.
"Netiquette": This course does not have discussion posting requirements; however, students will correspond with the instructors via email. When you send email correspondence to peers or the instructor/teaching assistant, you must adhere to the following netiquette guidelines. No language or behaviors that make others feel uncomfortable will be tolerated. You are expected to address the instructor, teaching assistant, and your peers in a professional tone and manner. When your behavior adversely affects the classroom’s aim to foster educational excellence, disciplinary action in accordance with the Student Rules 21.0 (Classroom Behavior) as revised in 1995 will be instituted. Below are some tips to keep in mind when communicating via the web:

- In all electronic communication, please focus comments on the content, not on someone's character.
- Think before you send. In cyberspace, what goes around comes around – fast! Anything you send out can be easily copied and forwarded with the click of a mouse.
- WRITING IN ALL CAPS INDICATES THAT YOU ARE SHOUTING! Please do not shout.
- Flaming is the process of expressing strong emotions or opinions electronically. Given the content of this course, it is expected that students will be passionate about some topics and have strong emotional reactions to comments of others. Whereas open discussion and disagreement is allowable, flaming wars are prohibited in which two or three individuals send a series of angry letters toward each other which dominate electronic communication and alter the tone of the course.

Course Evaluations: Students will complete course evaluations online through the PICA website: pica.tamu.edu. Course evaluations will be anonymous; the instructor will only be informed of the number of students who have completed the evaluation. Per Faculty Senate Resolution FS.27.122: no academic credit of any kind will be granted to students for completing instructor evaluations of any kind. Students will be notified through their tamu email about the course evaluation appraisal period. Students can access course evaluations through the PICA website (pica.tamu.edu) by logging in with their netid and password under student login link and selecting the appropriate courses: CPSY 603-701 Special Topics: School Counseling Group Interventions. Students will also receive an email from the instructor and MARS office informing them of PICA appraisal dates.

TOLERANCE STATEMENT
The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, the Department Head, or the College Ombudsperson.

AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu..
ACADEMIC INTEGRITY STATEMENT AND POLICY

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

COURSE REQUIREMENTS:

Thought Questions (35 points). Students will submit weekly thought questions, one for each course reading assigned for that week, and one related to the course lecture via ecampus thought discussion assignment portal. All thought questions should demonstrate student’s critical reflection of the readings and demonstrate how the readings enhance the student’s own learning.
- Students should submit their set of thought question in a single post with the reference for which each question is based cited and the specific lecture slide/section mentioned. Each set of thought questions is worth 7 points. All thought questions should be submitted through the Thought Question Assignment Folder.

What is meant by meaningful contributions to discussion? There are clearly different ways to contribute to classroom discourse online. For example, students can respond to questions posed by the instructor or other students; students can pose additional questions to spark further discussion (e.g., rhetorical questions); share experiences/reactions that are relevant to course topics being discussed; or pose questions for clarification. However, frequently echoing what others state by saying “I agree,” but not offering one’s own insight or thoughts is not considered to be a meaningful contribution or thought question. Additionally, dominating conversations with off-topic comments or debates is not considered to be a meaningful contribution to discussion and will result in loss of credit.

Video Quizzes (20 points): Students will complete 2 video quizzes on the content presented in assigned videos. Video quizzes will be short answer questions. Each video quiz is worth 10 points.

Group counseling session plan (45 points). Students will have to develop a counseling session plan for a counseling group geared toward elementary, middle, or high school students.

GRADING POLICY

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Thought Questions</td>
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<td>Video Quizzes</td>
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<tr>
<td>Group Counseling Treatment Plan</td>
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</table>

100 points

Grade Determination:
- A = 90 – 100
- B = 80-89
- C = 70-79
- F <70
<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Readings/Videos</th>
<th>Tasks/ Assignments due</th>
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<tbody>
<tr>
<td><strong>Week 1: Stages of Group Development</strong></td>
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<tr>
<td>T May 31</td>
<td>Introduction to Counseling in Schools</td>
<td>Carefully review the syllabus</td>
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<tr>
<td>Th June 2</td>
<td>Initial stage of a group</td>
<td>Corey, Corey, &amp; Corey, Ch.6</td>
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<td>F June 3</td>
<td>Transition stage of a group</td>
<td>Corey, Corey, &amp; Corey, Ch.7</td>
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<td>Sa June 4</td>
<td>Working stage of a group</td>
<td>Corey, Corey, &amp; Corey, Ch.8</td>
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<td>Su June 5</td>
<td>Video Quiz 1 due 11:59 pm Central Standard Time (CST)</td>
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<td>Submit thought questions related to readings and question related to lecture) due</td>
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<td><strong>Week 2: Getting Started</strong></td>
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<td>M June 6</td>
<td>Final stage of a group</td>
<td>Corey, Corey, &amp; Corey, Ch.9</td>
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<td>T June 7</td>
<td>Getting started</td>
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<td>F June 10</td>
<td>Video Quiz 1 due 11:59 pm Central Standard Time (CST)</td>
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<td>Sa June 11</td>
<td>Submit thought questions related to readings and question related to lecture) due</td>
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## Week 3: Evidenced-Based Group Interventions Pt 1

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>F</td>
<td>June 17</td>
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<td><a href="http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.37.htm">Texas Education Code, Chapter 37 Section 37.001</a></td>
<td>Submit thought questions related to readings and question related to lecture) due 11:59 pm Central Standard Time (CST)</td>
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### Week 5: Crisis Intervention

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<td>July 3</td>
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<td>M</td>
<td>July 4</td>
<td>Final Project: Session Plan due</td>
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<td>Complete Course Evaluations</td>
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