I. Course Description:
“Application of group techniques and processes in counseling.”

PCOU 5328 “Group Counseling” (3 credits) typically meets once each week (Monday) in 150-minute segments for 16 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.
4. **The Principle of Unity:**
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. **The Principle of Integrity:**
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

**General:**
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the applied knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned in previous program courses and those learned throughout the course in an applied manner.

The School Psychology program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.
Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:

- **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

- **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in
collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

- **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in
responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

While all domains of NASP are included to some degree within the course, domains 1, 4, and 8 are the primarily represented in this course.

Program Learning Outcomes (PLO): Program Specific

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

6. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and
communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

9. **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

10. **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.
Student Learning Outcomes (SLO): Course Specific

1. Evaluate and demonstrate group dynamics, including group process components, developmental stages of a group, and group members’ roles and behaviors as well as individual and group goal setting.
2. Critique group leadership styles and approaches including characteristics of various group leaders and leadership styles and the relationship of leadership style to group functioning.
3. Demonstrate understanding of different group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring, group facilitation skills and methods for evaluation of group growth and effectiveness.
4. Compare and contrast different types of groups including task groups, psychoeducational groups, support groups, group counseling, and therapy groups.
5. Adapt methods of groups with diverse and specific populations and addressing specific problem situations that arise in groups
6. Apply knowledge of the ethical and legal principles unique to group work.
7. Ability to make data-based decisions regarding identification of students in need of support and progress monitoring of group member outcomes.
8. Identification of appropriate group termination strategies.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Syllabus Agreement Form (Pass/ Fail): As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. Quizzes (100 points//29%): Eleven quizzes will be given during the semester. Each quiz is worth up to 10 points. The lowest quiz grade will be dropped.

3. Article Group Facilitation (2x50=100 points//29%): Each student will facilitate group discussion regarding a peer-reviewed journal article. The article may be selected from the list of recommended texts or student groups may select their own peer-reviewed journal article related to group supervision. Groups must state their intended article by 2/5. The group facilitation shall last 10-15 minutes. Each student will present twice.

5. Group Intervention Proposal (100//29%): Each student will create a 5-8 page APA Style proposal for a group intervention. The intervention can be self-created or a manualized treatment that is currently available. There must be at least 10 peer-reviewed journal article references for the intervention or methods you are proposing. Be sure to include information on who the intended group members will be; who will lead the group; how they will be recruited; plans for establishing and evaluating the group; how behaviors will be managed in the group; how group member engagement and cohesion will be facilitated; how limits of confidentiality will be addressed; and how will plan for group termination. The proposal should also include information about the intervention itself, including what the goals of the group are overall and in each session. Be sure to indicate how many sessions the group will last and describe the activities that will occur in each session.

*All papers are to be submitted in APA format through Desire2Learn.*
6. Reflection Posts (50 points/14%): Five times throughout the semester you will submit a 1/2–1-page reflection paper based on the reading and experiences you have had, related to course content. The focus should be on the content of the material assigned since the last reflection, but you may also reflect on information from previous weeks in the semester as well. **The post should not be a summary of the material,** but a reflection on how content within the material applies to life, particularly within the profession of school psychology. After posting your reflection, respond to at least one of your peer’s reflection posts. Your response to a peer’s post must occur by the Friday of that week. Ten points will be assigned for each week based on the content of your reflection post and response to your peer’s posts.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wanting to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

**All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the due date. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.**

*In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.*

IV. Evaluation and Assessments (Grading):

Grading Policy

1. Syllabus Agreement Form          Pass/Fail
2. Quizzes                      100 points
3. Article Group Facilitation    100 points
4. Group Intervention Proposal   100 points
5. Reflection Posts              50 points
6. Attendance and Participation   50 points
                                400 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400 points</td>
</tr>
<tr>
<td>B</td>
<td>320-359 points</td>
</tr>
<tr>
<td>C</td>
<td>208-319 points</td>
</tr>
<tr>
<td>D</td>
<td>240-279 points</td>
</tr>
<tr>
<td>F</td>
<td>0-239 points</td>
</tr>
</tbody>
</table>

*Attendance:* Students are expected to attend ALL classes. Incompletes will be given under limited circumstances (e.g., personal situations, illness). The University/Human Services Department policy for incompletes will be used (consult these guidelines). Make-up procedures
must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

**Posting Grades**
Grades will be posted on D2L. Student performance cannot be reported or discussed on the phone or through email.

**V. Tentative Course Outline/Calendar: Other readings may be assigned**

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Evaluate and demonstrate group dynamics, including group process components, developmental stages of a group, and group members’ roles and behaviors as well as individual and group goal setting. | Class discussion and activities | -Quizzes  
-Article Group Facilitation  
-Group Intervention Proposal  
-Reflection Posts | [PLO-1, 4; NASP-1, 4] |
| Critique group leadership styles and approaches including characteristics of various group leaders and leadership styles and the relationship of leadership style to group functioning. | Class discussion and activities | -Quizzes  
-Article Group Facilitation  
-Reflection Posts | [PLO-1, 4; NASP-1, 4] |
| Demonstrate understanding of different group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring, group facilitation skills and methods for evaluation of | Class discussion and activities | -Quizzes  
-Article Group Facilitation  
-Group Intervention Proposal  
-Reflection Posts | [PLO-4; NASP-4] |
<table>
<thead>
<tr>
<th>Core Curriculum Objectives</th>
<th>Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong> (creative thinking, innovation, inquiry, and analysis, evaluation</td>
<td>-Quizzes</td>
</tr>
<tr>
<td>and synthesis of information)</td>
<td>-Article Group Facilitation</td>
</tr>
<tr>
<td></td>
<td>-Group Intervention Proposal</td>
</tr>
<tr>
<td></td>
<td>-Reflection Posts</td>
</tr>
<tr>
<td><strong>Communication</strong> (effective development, interpretation and expression of ideas)</td>
<td>-Quizzes</td>
</tr>
<tr>
<td></td>
<td>-Article Group Facilitation</td>
</tr>
<tr>
<td></td>
<td>-Group Intervention Proposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Curriculum Objectives</th>
<th>Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Compare and contrast different types of groups including task groups, psychoeducational</td>
<td>Class discussion and activities -Quizzes -Article Group Facilitation -Reflection Posts</td>
</tr>
<tr>
<td>groups, support groups, group counseling, and therapy groups.</td>
<td></td>
</tr>
<tr>
<td>Adapt methods of groups with diverse and specific populations and addressing specific</td>
<td>Class discussion and activities -Article Group Facilitation -Group Intervention Proposal -Reflection Posts</td>
</tr>
<tr>
<td>problem situations that arise in groups.</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of the ethical and legal principles unique to group work.</td>
<td>Class discussion and activities -Quizzes -Article Group Facilitation -Group Intervention Proposal -Reflection Posts</td>
</tr>
<tr>
<td>Ability to make data-based decisions regarding identification of students in need of</td>
<td>Class discussion and activities -Quizzes -Article Group Facilitation -Group Intervention Proposal -Reflection Posts</td>
</tr>
<tr>
<td>support and progress monitoring of group member outcomes.</td>
<td></td>
</tr>
<tr>
<td>Identification of appropriate group termination strategies.</td>
<td>Class discussion and activities -Quizzes -Article Group Facilitation -Group Intervention Proposal -Reflection Posts</td>
</tr>
<tr>
<td>Wk/Class Session</td>
<td>Date</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>1/22</td>
</tr>
<tr>
<td>2</td>
<td>1/29</td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
</tr>
<tr>
<td>4</td>
<td>2/12</td>
</tr>
<tr>
<td>5</td>
<td>2/19</td>
</tr>
<tr>
<td>6</td>
<td>*2/26</td>
</tr>
<tr>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>3/4</td>
</tr>
<tr>
<td>8</td>
<td>3/11</td>
</tr>
<tr>
<td>9</td>
<td>3/18</td>
</tr>
<tr>
<td>10</td>
<td>*3/25</td>
</tr>
<tr>
<td>11</td>
<td>4/1</td>
</tr>
<tr>
<td>12</td>
<td>*4/8</td>
</tr>
<tr>
<td>13</td>
<td>4/15</td>
</tr>
<tr>
<td>14</td>
<td>4/22</td>
</tr>
<tr>
<td>15</td>
<td>*4/29</td>
</tr>
<tr>
<td>16</td>
<td>5/6</td>
</tr>
</tbody>
</table>

All papers are to be submitted in APA format through Desire2Learn.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required Texts:**
https://doi.org/10.1002/pits.20373
Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology.* NASP.
Stein, J. (n.d.). *Using the stages of team development.* MIT Human Resources.
https://hr.mit.edu/learning-topics/teams/articles/stages-development
West Chester University. (n.d.). *Tuckman’s stages of group development.* Collaborative on-line research and learning.
https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx

**Required Journal Articles:**


https://doi.org/10.1080/01933922.2021.1945175

**Recommended Texts:**

*Additional reading assignments may be assigned during class.*

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Policy**

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the
students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

  Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

  Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

  Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic
or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

***Other SFA Policy Information***

**Course Policy:**
All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me
IX: Resources

On-campus Resources:
- **The Dean of Students Office** (Rusk Building, 3<sup>rd</sup> floor lobby)
  
  www.sfasu.edu/deanofstudents
  
  936.468.7249
  
  dos@sfasu.edu

- SFASU Counseling Services • www.sfasu.edu/counselingservices
  
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- SFASU Human Services Counseling Clinic •
  
  www.sfasu.edu/humanservices/139.asp
  
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub** “The Hub”
  
  Location: corner of E. College and Raguet St.

  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education

  www.sfasu.edu/thehub
  
  936.468.4008
  
  thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

X. Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. Other Relevant Course Information:
The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions.
Group Intervention Proposal

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 10 peer-reviewed journal articles are used to support the intervention or methods being proposed.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Information is provided on who will lead the group, who the intended group members will be, and how the group members will be recruited.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Plans for establishing and evaluating the group are provided.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Plans for managing behaviors in the group are presented, as are plans for facilitating group member engagement and cohesion.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Plans for how limits of confidentiality are presented.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Plans for how group termination will be strategically planned for are included.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The intervention itself is explained, including the goals for the group overall and in each session.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The number of group sessions and activities that will occur in each session are identified and explained.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review follows APA-style. Be sure to use Professional Style, Times New Roman, and 12-point font.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The group intervention proposal is within 5-8 pages of content, not including a title page and references.</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>The group intervention proposal is free of spelling, typographical, and grammatical errors.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: ________ X 2 = ________/100
**Article Group Facilitation**

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance  
2 = much below expectation  
3 = below expectation  
4 = meets minimum expectation  
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed journal articles were selected and submitted by 2/5/24 and 4/1/24; article (if not selected from the list) was uploaded to D2L at least one week before the date of the Article Group Facilitation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Introduction is attention-getting and lays out the issue well.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Facilitator has a clear understanding of the material and is able to redirect and correct group members as needed.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Facilitator engages group members in creative ways</td>
<td>2 4 6 8 10</td>
</tr>
<tr>
<td>Discussion focuses on the application of the article to the practice of school psychology.</td>
<td>2 4 6 8 10</td>
</tr>
<tr>
<td>There is an obvious conclusion summarizing the discussion, with an emphasis on how the information is useful to school psychologists.</td>
<td>2 4 6 8 10</td>
</tr>
<tr>
<td>Group facilitation was between 10-15 minutes.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Total Score:** _______
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for PCOU 5328, Spring 2024. My class meets on __________ (days) at __________ (time).

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.
I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________
Signed Date