Master's of Education/Post Master's Certificate in School Counseling

EDUC 637: Group Counseling

Syllabus

Units: 3

Individualized syllabus information will be provided on the LMS "Wall/Announcements" by the instructor, this includes: Faculty Name, Email, Phone, Office Hours, Biography; Section; Class Time; and Term Dates (including 3 weeks for individual meetings, student groups, etc. for the Spring/Fall semesters).

Student Tech Support 24 hours/day, 7 days/week:
mscstudentsupport@rossieronline.usc.edu
855-558-4531

INTRODUCTION AND PURPOSE

The purpose of this course is for students learn practical and theoretical concepts of group dynamics and group counseling. Participants also learn about systematic and interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation. In addition, you should expect to be a part of experiences in this course that meaningfully engage you in contexts with racially diverse populations.

The purpose of the **Master of Education, School Counseling** program is to prepare highly skilled and proficient Professional School Counselors to facilitate K-12 social, emotional, and academic development in key areas including college and career readiness, restorative justice, and trauma informed practice. The program explores relevant challenges affecting today's schools, focusing on the well-being of the whole child which is aligned with the Rossier School of Education's broader mission of achieving educational equity. The curriculum is informed by professional competencies and standards put forth by the American School Counselor Association's (ASCA) National Model for School Counseling; Council for the Accreditation of Counseling and Related Education Programs (CACREP); and by critical research in the fields of counselor education, sociology, philosophy, education, and counseling and community psychology. Students in the program will gain theoretical and hands-on knowledge needed to become a School Counselor through the lens of modern school counseling techniques. Our faculty, candidates, staff, and alumni engage in ongoing critical reflection, problem solving, and candid communication on behalf of K-12 students, families, and other stake holders. The program will prepare students to:

- Provide academic and socioemotional counseling to students in K–12 settings.
- Support the whole child: socially, emotionally and academically.
- Coordinate school counseling goals to meet the needs of the students and organization.
- Employ decision-making and problem-solving for implementation and evaluation.
- Develop approaches to foster college access.

Well-being is a positive state of affairs in various domains of life, achieved by a good fit between what individuals need/can do and what the environment can provide. There are six domains of Well-being: Interpersonal, Communal, Occupational, Physical, Psychological, and Economical (ICOPPE) with a seventh domain of overall Well-being. There are 12 Essential Questions that we must ask ourselves to foster Well-being in our School Counseling students:

1. How can the role of the school counselor facilitate well-being?
2. How can the role of the school counselor impact the presence of risk and protective factors associated with well-being?
3. How can the role of the school counselor promote well-being, justice, and fairness on behalf of students and adult stakeholders (including self)?
4. How can the role of the school counselor address the impact of implicit/explicit bias and privilege on student and adult stakeholder well-being?
5. How can the role of the school counselor enhance well-being through restorative justice in schools with and without restorative justice programs?
6. How can the role of the school counselor facilitate well-being regarding awareness and efforts to address the impact of trauma in schools?
7. How can the role of the school counselor promote well-being through resilience and create trauma-informed schools?
8. How can the role of the school counselor enhance well-being through college readiness?
9. How can the role of the school counselor enhance well-being through career readiness?
10. How can the role of the school counselor facilitate critical hope?
11. How can the role of the school counselor map well-being for schools?
12. What goals will you set for the role of the school counselor for promoting well-being in schools?

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

LEARNING OUTCOMES/OBJECTIVES

Racial equity and inclusion are highly valued in the course, therefore, by the completion of this course, you will be able to:

1. Review current research and theories of growth and development as they relate to group counseling in the school setting.
2. Identify ethnic, cultural, socio-economic, and environmental factors that influence student responses to various teaching and learning modalities.
3. Identify elements related to the following areas and demonstrate competence in the following areas:
   a. Group dynamics
   b. Ethical issues unique to group work
   c. Diversity issues relevant to group work
   d. The body of research that informs group practice
   e. Stages of group development
   f. Advocacy and empowerment of students
4. Demonstrate competence in the following skill areas of Group Counseling:
   a. Group Leader behavior and processing
   b. Member roles
   c. Use of group exercises
   d. Facilitation skills that foster trust, norming, group conflict, alliances, etc.
   e. Potential implementation of a group model at a practicum site
   f. Termination/exit procedures
   g. Response to feedback from peers, professor, and supervisors regarding demonstration of their skills and issues as group counselors in the school setting

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING PUPIL PERSONNEL SERVICES SCHOOL COUNSELING PROGRAM STANDARDS

SCPE5	SCPE 5: Social/Emotional Development
1	Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2	Model and demonstrate essential counseling skills in group counseling within psycho- educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3	Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non- judgmental and inclusive manner.
4	Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.

5	Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6	Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7	Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
10	Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11	Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
14	Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

COURSE LOGISTICS

CLASS TIME
Per USC policy, courses must meet for a minimum of one 50 minute session per unit per week. For a 1-unit, 15 week course, the minimum contact hours for the semester are 750 minutes or 12.5 hours. Further, a 2-unit, 15-week course requires a minimum of 1500 minutes or 25 hours, a 3- unit, 15-week course requires a minimum of 2250 minutes or 37.5 hours, and a 4-unit, 15- week course requires 3000 minutes or 50 hours. In addition, for each unit of in-class contact time, the university expects two hours of out of class student work per week. https://arr.usc.edu/services/classroomscheduling/contacthours.html

Contact time will be met by a combination of synchronous activities (live class meetings, live office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and moderated discussion forum). The course will be taught based on the "flipped classroom design" which means that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, we have pre-recorded the lectures. You will be expected to prepare for class by doing all the reading and watching all the videos before you come to class.

This class will convene for at least 12 synchronous online sessions through the LMS platform and attendance is required at every session. In addition, students are required to complete 12 asynchronous units over the course of this academic term. The LMS is the primary learning management system for this course. The LMS is where you will access your before- and after-class session course content, including discussion boards and any other activities. The LMS is also where you will upload your assignments and monitor your grades. The course may rely on additional technologies, including Zoom, Google Chat, Poll Everywhere, Voice Thread, Popplet, Jing, etc. Details about these technologies will be covered during class as appropriate.

PERSONAL PRESENTATION
Web-based programs define the area in view of the camera as part of the classroom. Students must therefore present themselves and their surroundings as though they are in a physical classroom. Casual public dress is the norm in the online classroom, which may differ from how individuals usually choose to dress in their home environment. Examples of inappropriate personal presentation include, but are not limited to:

- Inappropriate dress, such as revealing clothing, costume, pajamas, bathrobes, or swim

attire
- Eating, drinking or smoking during class as these are distractions
- Engaging in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interacting with persons who are not part of the class
- Leaving/pausing the camera frequently or for an extended period of time
- Having other persons or pets in view of the camera
- Actively engaging in child care
- Behaving in an overtly inattentive manner

CHOICE OF LOCATION

Students are required to attend class in a location that allows for their full participation. Specifically, the student must be on camera in an environment that is free of auditory or visual distractions, and that allows for open participation in class discussions. Examples of inappropriate locations include, but are not limited to:

- Commercial establishments with loud background noise or visual distractions
- Nonquiet home areas in which the activities of other residents and/or pets are potential distractions
- Libraries in areas whose rules do not permit students to participate in conversations
- Parks or other outdoor areas that have high level of background noise
- Airports, aboard airplanes or other moving vehicles

EMAIL

You can email your instructor at any time throughout the course. Please understand that every attempt will be made to answer emails within a 48-hour period.

READINGS

The readings in this course aim to focus on racially, culturally, and linguistically diverse populations, as well as a range of topics pertaining to race. Required readings authored by scholars of color will also be a part of this course.

American Psychological Association (2019*). Publication manual of the American Psychological Association, 7th Edition.* Washington, D.C.: American Psychological Association.

Gladding, S. (2016). *Groups - a counseling specialty* (7th ed). Columbus, Ohio: Pearson, Merrill, Prentice Hall. ISBN-10: 0138755434

Scott, K. (2017). *Radical candor.* New York: St. Martin's Press. ISBN-10: 1250103509

Additional readings may be required or recommended and will be found in ARES. The USC ARES is single-point access for students for online reserve services that can include articles from journals or periodicals or book chapters. Using ARES is a USC requirement to ensure no copyright violation.

ASSIGNMENTS

To meet the objectives of this course, candidates will complete assignments that may require case study analysis, synthesis, and application of and engagement with key concepts. Additionally, candidates will engage in discussions and reflection activities to expand their own perspectives and promote ongoing examination and evaluation. All written assignments must have a title page and reference page (these

should not be included in page count) and must adhere to APA guidelines (e.g., double-spaced, 12-point, Times New Roman font, etc.). Students should follow APA Formatting and Style Guide HERE. Students should take advantage of the USC Writing Center. Their mission is to empower students by supporting their development of writing and critical thinking skills. Consultants work with writers at every skill level and every stage of the process, from interpreting an assignment to producing a final draft. All of the Writing Center's services are free. Check out the writing center HERE. There are some amazing online writing workshops HERE. Topics like writing better arguments, having clarity in writing, how to source, grammar, proof writing, syntax, etc. Students can schedule an appointment HERE. *This is your Portfolio Assignment which should be uploaded to your portfolio later in the program. ++These assignments meet the SCPE Candidate Standards/Expectations as listed in the Learning Outcomes/Objectives section of the syllabus.

ASSIGNMENTS	Name of Assignment	Details
ASSIGNMENT #1	Experiential Groups ++	Students will participate in an experimental group (EG), made up of classmates and the professor. Students will also take turns co-leading part of a group session focusing on a topic of your choice as a group leader. Group leaders are to prepare the purpose, goals, activities, and materials necessary to conduct one session from your Comprehensive Group Proposal (described below). The material used to conduct the one session does not have to be written out or presented in educational form when the group session is co-facilitated.
ASSIGNMENT #2	Comprehensive Group Proposal*++	Complete a comprehensive Group Proposal described in a 10-15-page paper. The proposal should address a counseling need typical (or atypical if justified) of a school counseling setting. This paper will be informed by a culmination of course and EG activities, course and outside readings, personal and professional experiences and 10 scholarly references. You should describe an issue of importance to you and your professional school counseling career goals. Students are encouraged to explore educational or therapeutic groups. A possible outline for a therapeutic group would be: a. Present a rationale for the group. Conceptualize the problem or issue by describing some possible contributing factors, and paradigm shifts that may be needed. b. Describe the specific population (e.g. high school students, Asian American) c. Present your group screening processes d. Include a review of the relevant professional literature related to your group and/or group counseling. e. Describe a hypothetical yet possible group counseling solution that applies your knowledge and the best practices from the available research and theoretical literatures. f. Present how you will organize the group counseling sessions. A group format that

		allows for about 8 to 10, 40-minute sessions should be adequate. For each session, describe the activities in relation to group developmental stages, and goals that will be employed. Please include potential problems that may arise (i.e. scheduling conflicts, resistance from teachers, health care providers, parents even members) and ways you might address these issues. g. Present evaluation criteria. h. Class time will be set aside periodically to discuss this paper and your co-facilitation of a group's session.
ASSIGNMENT #3	Article Abstracts++	Complete three abstracts of research articles related to your group proposal topic. The format for these abstracts is as follows: ● Must be from scholarly journals ● Must include 1. Article's reference 2. Purpose of article 3. Location of author(s) 4. Critique of article 5. Significance of article to group processes Abstracts will be graded on a scale of 0-5 with five being the highest score given to those abstracts that completely satisfy the above guidelines.
ASSIGNMENT #4	Journals ++	Each student will be required to submit periodic journals regarding their group counseling experiences as it relates to group counseling theory. Journal prompts will be provided throughout the semester along with due dates.
ASSIGNMENT #5	Asynchronous Discussions/Assignments++	You are required to complete discussions and assignments for each unit of the course. As a part of your assignments, you are required to **reflect** meaningfully on your racial identities, prior socialization, and feelings of preparedness for citizenship and professional work in a racially diverse democracy as appropriate to the assignments.
ASSIGNMENT #6	Synchronous Participation++	You are required not only to complete the assigned readings, videos and other material **24 hours before** you come to synchronous class but to have spent some time critically considering the material. You each are an important part of the classroom experience, and are expected to contribute to discussions and to challenge one another. Although some lecture will be necessary, we are more interested in expanding your minds than in simply repeating the information found in your readings. As a part of these sessions, you are required to **demonstrate** high levels of preparedness for professional work with racially diverse populations.

ASSIGNMENT #7	Course Reflection++	During a final class discussion (large or break out groups) or in a 1-2 page paper, reflect and share what you are taking away from this course as a budding school counselor. Prompts to consider are: -How has this class contributed to you being a competent school counselor? -How has this class contributed to you having an antiracist perspective? -How has this class empowered you? -How has this class empowered you to dismantle anti-Blackness in your community? -How has this class increased your self-awareness? -How has this class impacted you? -How has this class impacted your level of acknowledgement that racism exists? -How has this class stimulated you? -How has this class stimulated you to learn more about systems that perpetuate inequity? -How has this class increased your commitment to the school counseling field? -How has this class increased your commitment to talk about race with your school counseling students?

GRADING AND ASSESSMENT

GRADING
The final course grade will be computed from the assignments listed in the table below.

Assignment	Points	Due Date
ASSIGNMENT #1: Experiential Groups	15	End of Unit 2,3, & 5-10
ASSIGNMENT #2: Comprehensive Group Proposal	30	End of Unit 4
ASSIGNMENT #3: Article Abstracts (3 x 5 points each)	15	End of Unit 6,8, and 9
ASSIGNMENT #4: Journals (2 x 10 points each)	20	End of Unit 5 and 8
ASSIGNMENT #5: Asynchronous Discussion/Assignments (10 points for each Unit):	120	End of each Unit
ASSIGNMENT #6: Synchronous Participation (6 points for each Unit for 12 Units):	72	End of each Unit
ASSIGNMENT #7: Course Reflection	3	End of Unit 12/Week 16
TOTAL POINTS	**275**	

Grading Scale
The final grade for this course will be determined using the following point scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95%	94-90%	89-86%	85-83%	82-80%	79-76%	75-73%	72-70%	69-66%	65-63%	62-60%	59-0%

Attendance Policy

Each student enrolled in this course is required to attend *all* class meetings. Missing a class means you will miss important content and experiences. You are also expected to come to class punctually. This norm is consistent with professional standards related to managing time effectively. Being late for a counseling session with a student is unacceptable, especially for those who already have low self-esteem. It is therefore expected that even with logistical problems, you will come to class on time and be ready to begin class on time. This conduct is consistent with what is expected from graduate students and professional School Counselors.

Students who do not participate in the full online class time (via audio and video) may be given no or partial credit for participation in that class session. It is important for your own and other's learning that you actively participate in class discussions by asking questions and contributing to the discussion.

An excused absence is approved at the discretion of the professor and only if the request is made in advance, in the event that the student has an emergency, and/or that the request is made as soon as possible after the missed class. Consult your professor for the process for making up an excused absence in order to be consider for the synchronous points for that class. Do not ask the instructor to repeat important information—identify a classmate who will help you and share their notes with you.

It is our intention to accommodate students who are experiencing health-related illnesses to whatever degree possible. However, all health-related illnesses WILL REQUIRE SUBSTANTIATION that their absence from class was the result of a health-related illness, i.e., provision of a physician's statement or other acceptable documentation. If such substantiating documentation is not made available, then the student will lose the synchronous points for that date and will not be able to make up the class.

For this course, students are allowed one excused absence. It is not recommended to miss two class sessions due to the amount of material covered in each class session. Three absences, for any reasons, will constitute an inability to complete this course during this semester.

Assignment Submission Policy

All discussions and assignments will be penalized 10% for every 24 hour period that it is late and will not be accepted after the 7th day. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration. If you become ill or the victim of an emergency, please let your instructor know within 48 hours. The due date for **asynchronous discussions** is 24 hours prior to that Unit's synchronous class. For example, if Unit 2 starts on a Monday and the synchronous class is on a Thursday, then Unit 2 asynchronous work is due on Wednesday prior to that Thursday synchronous class. For Unit 1 asynchronous work, your Professor will determine if more time will be allotted for asynchronous work based on which day Unit 1 starts and which day is the synchronous class. The due date for **assignments** is at the end of each Unit. For example, if a Unit starts on a Monday, then it ends on Sunday and any specific assignment would be due that Sunday at 11:59pm PST.

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the

department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Participation and Discussions
As participants in both asynchronous discussion and synchronous sessions, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

1. Respect differences of opinion and style.
2. Promote an environment of constructive inquiry and information sharing.
3. Share your knowledge and be willing to ask questions if clarification is needed.
4. Seek to understand more than to be understood.
5. Thoughtfully consider the contributions of your peers.
6. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

Professional Dispositions
In this class, as with all other counseling classes, it is integral and expected that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Ability to give feedback constructively
6. Awareness of own impact on others
7. Ability to deal with conflict
8. Ability to accept personal responsibility
9. Ability to express feelings effectively and appropriately
10. Attention to ethical and legal considerations
11. Initiative and motivation

Integrity and Personal Development
Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining confidentiality for everyone in the class. It is also expected that students will participate in personal growth experience in the class and explore their roles as members within this process. This experience is integral to understanding and practicing the skills and process of counseling that are necessary for becoming an effective school counselor. Students may experience some discomfort exploring issues of personal development (even though students are asked to do this in a school setting). While personal disclosure will be a part of participation in your growth, each student should share only what they are comfortable with.

Gender Neutral/Gender Inclusive Pronouns

In addition, School Counseling students should at all times be considerate of gender neutral/gender inclusive prounouns. A gender neutral or gender inclusive pronoun is a pronoun which does not associate a gender with the individual who is being discussed. While some transgender people disclose their transgender status to friends, family, and co-workers (or any combination thereof), some do not disclose that information. It should not be assumed that because a few people know of an individual's transgender status that the individual has shared this information with others. As reinforced by the USC LGBT Resource Center, we must recognize and respect that choices around disclosure are complex, and will be unique to each individual and their situation. It is often also acceptable to use the third person plural (they, them, their, themselves) instead of the third-person singular (he/she, his/hers, him/her, himself/herself) when referring to someone who has not expressed a clear pronoun choice. **It is highly recommended that you include your pronouns on your communication devices such as Zoom, email, etc.**

So instead of…	you may use…	which is pronounced…
he/she	sie **zie**	"see" **"zie"**
him/her	hir **zir**	"here" **like "sir" with a "z"**
his/hers	hirs **zirs**	"here's" **like "sirs" with a "z"**
himself/herself	hirself **zirself**	"here-self" **Like "sir-self" with a "z**

Synchronous Participation

Students enrolled in this course are required to read *all* current assignments and complete all other exercise and projects required for each lesson BEFORE each class meeting where the lesson may be discussed and/or related material may be discussed. Please see the rubric below for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the session they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. The following rubric provides a guide as to how course participation will be assessed:

	Active Participation **6**	**Moderate Participation** **3**	**Low Participation** **0**
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials

Engagement	Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Asynchronous Discussions

The purpose of discussions is to engage in meaningful dialogue about topics related to this course. This may include your thoughts, ideas, or level of understanding of course concepts. Therefore, please keep your discussions related to topics that are pertinent to the course. Keep criticism constructive. You can disagree or be angry and remain respectful. Students may not post inappropriate material, SPAM to the class, use offensive language, or engage in online flaming. Akin to Socratic seminar, the goal is to engage in a dialogue, instead of a debate, to seek understanding of multiple points of view and to use textual support when contributing. While hot topic issues are certain to arise, it is important to develop listening skills as well as ways to thoughtfully express your ideas. As participants, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

Asynchronous Discussion Rubric and Course Assignments Rubric

The following rubric provides a *general guide* as to how Asynchronous Discussions and Course Assignments in this course will be evaluated, unless otherwise provided in this syllabus:

	Excellent 10	Acceptable 5	Unsatisfactory 0
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Complete-ness	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely—however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.
Format	Writing is free of grammatical, spelling, and format errors and is consistent with APA guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors that detract from the meaning.

In the Event of Technical Breakdowns

Students may submit assignments to the instructor via e-mail by the posted due date. Remember to frequently back up your work, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open 8:30 a.m. - 5:00 p.m. (California time), Monday through Friday. The phone number for DSP is (213) 740-7766.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

SUPPORT SYSTEMS
Student Assistance Program
Throughout a student's academic journey, a variety of challenges may arise that could directly or indirectly impact academic performance or overall wellbeing. Personal/family trauma, relationship difficulties, financial challenges and school-related stress are among the many challenges' students may face every semester. With that in mind, we are excited to partner with **Uwill**. The Uwill group is designed to help students facing a variety of mental health concerns, including depression, stress, anxiety, trauma, specific relationship problems, family concerns, academic performance difficulties, loneliness, and sleep disturbance, among others. No problem is too big, no problem is too small. Uwill is a leading mental health and wellness solution that provides students with the ability to connect immediately (or on their preferred timeline) with licensed mental health counselors based on their unique needs and preferences. With Uwill, students receive free immediate access to teletherapy with a therapist of their choice.
- Choose a therapist based on their preferences including issue, gender, language, ethnicity
- Choose a time that fits their schedule with day, night and weekend availability
- Choose their appointment type - video, phone, chat, or message
- Engage in up to six (6) video or phone sessions per year at no cost to the student

To get started, follow this link to the Uwill portal, create your account with your USC email, and connect with a clinician. If you have any questions about Perspectives, please reach out to Student Success or Dr. Marsha Riggio – mriggio@usc.edu.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students who are in the Los Angeles area, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
eeotix@usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care.report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

COURSE CALENDAR

<u>Definition of Unit:</u> The first day of the semester is the first day of Unit 1, not the first synchronous class. For example, if the semester starts on a Monday, then Unit 1 starts on that Monday and ends on Sunday.

<u>Semester Weeks</u>

Spring and Fall courses run for 16 weeks with 12 units during the semester. These semesters include a final reflective week and three separate weeks dedicated to individual meetings, office hours, study groups, etc. The professor will determine which three weeks these will be and if the Unit prior to one of these three weeks will be extended for two weeks or remain as one week. A non-graded Course Reflection Assignment will be completed during Week 16.

Summer courses run for 12 weeks with 12 units during the semester. A non-graded Course Reflection Assignment will be completed during Unit 12.

	Unit Topics	Readings	Assignment Due
Unit 1	Introductions, course overview, syllabus review, assembly of groups, icebreakers, group counseling lecture/discussion, and role-playing activity. Signature of confidentiality agreement.	Read Gladding Chapter 1	
Unit 2	Group Leadership & Diversity Types of Groups	Read Gladding Chapter 2	
Unit 3	Group Selection & Confidentiality Ethical/Legal Aspects of Group Work	Read Gladding Chapters 3 & 11	
Unit 4	Group Stages – Forming 1st Experiential Group (EG)	Gladding Chapters 4 & 8	Journal #1 due Group Member Reflection
Unit 5	Group Stages – Storming 2nd Experiential Group (EG)	Gladding Chapters 5 & 9	Abstract #1 due
Unit 6	Group Stages – Storming & Norming 3rd Experiential Group (EG)	Read Gladding Chapters 6 & 12	
Unit 7	Group Stages- Working 4th Experiential Group (EG)	Read Gladding Chapter 10	Abstract #2 due
Unit 8	Group Stages – Terminating 5th Experiential Group (EG)	Read Gladding Chapter 7	-Journal #2 due- Group Leadership Reflection
Unit 9	Mental Health in Schools 6th Experiential Group (EG)	Read Gladding Chapter 15;	Abstract #3 due
Unit 10	Trauma Informed Movement in Education	Read Gladding Chapter 16 & Appendix C	Group Proposal Presentations
Unit 11	Other Forms of Groups in Schools		Comprehensive Group Proposal Paper Due
Unit 12	Overview & Closing Course Reflection		Course Reflection Assignment (Summer Only)

Spring and Fall Classes Only			
Week TBD	Individual meetings, office hours, study groups, etc.		
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Week 16	Course Reflection		Course Reflection Assignment