

Psychoeducational Group Worksheet

Facilitator Names	Steven Bates/Hailie Gerhardt
Grade Level Topic Purpose	5 th Grade
Resources/Supplies	Powerpoint
ASCA Mindsets & Behaviors https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf	A.1-A.14 B.1-B.3, E., and F.
Facilitation	Below is your plan for facilitation day.
Welcome/Introduce Leaders	Introduction
Review Norms/Confidentiality	Uphold Confidentiality, Demonstrate Respect (clothing, time, communication), Come Prepared, All Tabs Closed (maintain attentiveness and participation)
Purpose/WIIFM (What's in it for me? Students want to know.)	We all have boundaries we have to uphold at work, school, with friends, and family.
2-3 minute Icebreaker that relates to topic	Ask students: "Tell me what makes a good friend." Open the floor to discuss.
1 minute Transition (Introduce topic-Beginning) -What do you already know about topic? -Pre/Test	The characteristics of a good friend: Support, encouragement, respect, trustworthiness, loyalty, fun/happiness/togetherness, being yourself, and being a good sport.
10-13 minutes Middle content including: Discussion of topic and At least 1 Activity(ies) Q & A	Bubbles, explain how we all have a bubble in friendships. Provide students with their own "bubble sheet" to show their boundaries. https://www.youtube.com/watch?v=l1ljsVsHX6c
Goal Setting	Explain to students what healthy boundary is and allow students to share ideas on how to set a healthy boundary.
2-3 minutes Transition to end (Summarize the session. Identify take-aways) post/test	Tell me what you learned with the group and one thing that surprised you. Open the floor for students to discuss.
Introduce next week.	We introduced what makes good friend. Your ticket for next week is the bubble sheet that should have 3 ways you set healthy boundaries in your life this week. Next week we'll be discussing when our friends, are not being good friends, and how you can express your boundaries in a safe manner.

Skills to focus on.	505 skills, non-verbal, minimal encouragers, active listening, empathic responding/validating, open ended questions, drawing out, cutting off, LINKING/CONNECTING, universalizing (applying to life), modeling, paraphrasing (reflection), summarizing
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In scenario two, we see that school counselor, Jane, has started a new group for female students struggling with self-esteem issues. The counselor is concerned she will not have enough participants, so she chooses to start the group without parental consent, nor screening the students if they are appropriate for the group. This is concerning on multiple levels, which we will discuss further in a later section. Jane is facing conflict with one student's mother because of her daughter's suicide attempt and that she was unaware of the group session at school.

According to the American School Counselor Association (ASCA), section A.2.g states school counselors have the obligation to obtain parental/legal guardian consent before working with the student. School counselors also have the primary obligation to prevent student harm in any way, ASCA code A.1.a. Since Jane neglected to follow the guidelines placed by ASCA, she now faces a worried mother and student who is harming herself, because of the actions of her school counselor. This scenario could have been avoided if Jane took the proper steps of screening students for the group and obtaining parental/legal guardian's consent for the group.

Personally, I believe the next course of action is for Jane to report the incident immediately to her immediate supervisor. Doing so, this should open an investigation and allow the school and any other community resources be of assistance to the student and her family. This could bring the potential of Jane losing her school counseling license and face reprimand, not only, from her place of employment, but from the American School Counseling Association, and her state of practice.