

Psychoeducational Group Worksheet**30-40-Minute Group**

Facilitator Name(s)	Annalise Giordano & Sara Waller
Grade Level	10 th grade
Topic	College/Career Planning: What's Next in Your Story?
Purpose of this small group	The purpose of this small group is for high school sophomores to explore options of interest for their future career.
Resources/Supplies Needed	Pre and Post Test survey links (created) Storyboard worksheet (created)
ASCA Mindsets & Behaviors https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf <ul style="list-style-type: none"> Identify 1 student standard relevant for this targeted student population. Create 1 learning objective focused on this standard. 	<p>ASCA Mindset M 6: “Understanding that postsecondary education and lifelong learning are necessary for long-term success” (American School Counselor Association, 2021, p.2)</p> <p>ASCA Behavior Standard; Learning Strategies: B-LS 7. “Long- and short-term academic, career and social/emotional goals”</p> <p>LEARNING OBJECTIVE: The student will be able to make an informed decision about their career path after considering their personal goals and life fulfillment snapshot for their future.</p>
Common Core Academic Standard (Must be an ELA Standard) <ul style="list-style-type: none"> Identify 1 academic (ELA) standard relevant for this targeted student population. Create 1 learning objective focused 	<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>LEARNING OBJECTIVE: The student will complete a storyboard activity mapping out his or her post-secondary goal. The student must be prepared to discuss and answer questions about their completed worksheet and their chosen career path.</p>

on this standard.	
Facilitation	Below is your facilitation plan. No power point!
Welcome/Introduce Leaders	<p>Annalise: Hello everyone! Welcome to our career and college planning group! My name is Annalise.</p> <p>Sara: and I'm Sara. This group will focus on helping you plan for the future by identifying your interests and applying your interest to related fields of study or careers.</p>
Review Norms/Confidentiality	<p>Annalise:</p> <p>Norms: Before we begin, I want to stress that this can be a vulnerable setting for some people. I want to take a minute to review our group norms.</p> <ul style="list-style-type: none"> - 1. Be respectful - 2. What is said in this group stays in this group - 3. Be unashamed - 4. Be present and committed to our time together - 5. Be accepting - 6. Be willing to grow and learn - 7. Participation is encouraged <p>Sara:</p> <p>Confidentiality: While I hope you all can agree to keep each other's information safe- confidentiality cannot be promised... so keep that in mind prior to sharing. As for the group leaders- we are mandated reporters. We will uphold confidentiality expectations. However, if you share concerns about hurting yourself, hurting someone else, or someone hurting you, understand we must report this. If anyone has any problems with this, please let's discuss those at this time. (Pause) If there are no issues, let's continue.</p>
Purpose -What's in it for "me"? Students want to know why they are part of this group/the benefit to them.	<p>Annalise:</p> <p>State Group Purpose</p> <p>The purpose of this group is to educate students about the post-secondary education process. By participating in this group, students will be enlightened to which areas of work/study aligns with their interests. This information is vital as students move through high school, as they must start thinking about college applications, where they want to go to college, what they want to study, etc.</p>

	<p>This information will help students effectively plan for the future, identify goals, and help them create a plan of action to reach these goals.</p>
<p>Icebreaker</p> <ul style="list-style-type: none"> -Relates to the topic -Transition to beginning 	<p>Annalise:</p> <p>At this time, we will discuss one question. I want us to go around the room and give a quick 1–2-minute response.</p> <p>“When you were younger, what did you want to be when you grew up?”</p> <p>Each group member must respond with their answer, and they may elaborate if they feel led. (Let’s allow 2 minutes or less for responses) This icebreaker will allow the group leader to link the members to similarities and will lead into the first topic. Annalise will link during icebreaker.</p> <p>Annalise:</p> <p>Thank you all for sharing.</p>
<p>Beginning</p> <ul style="list-style-type: none"> -Topic/Attention Getter -Pre/Test (1 question) -Transition to middle 	<p>Sara:</p> <p>In the chat, right now, please click on the link and answer the question from the survey. The question is, “Have your thoughts, from when you were younger, now changed about what you want to be when you grow up?”</p> <p>(Sara to post: Survey Link for chat box)</p> <p>https://q1mkld3un5m.typeform.com/to/JMBd3A8c</p> <p>Pause to allow time to answer the question.</p> <p>Sara:</p> <p>As we navigate on this journey of career paths, it is important for you to know that your plans might have changed since you were young and plans might change as you move through this process of discovery, and that is acceptable. Allow yourself to be flexible and grow as we look toward the future.</p> <p>Refocus on Group Purpose.</p> <p>The purpose of this group is to educate you about the process of what happens after you graduate high school. We want you to discover what areas of work or study align with your interests. I want you to consider a thought for a moment.</p>

	<p>Topic: If you could take a snapshot of your life after all the in between steps are taken to achieve your personal fulfillment, what would that snapshot look like?</p> <p>As you are thinking about this snapshot. Let us consider the things that are important to us. What makes us happy and fulfilled? Where do you see yourself living? A big city or a small town? Do you work to help people or teach people? Are you more interested in using your hands or physical work or do you see yourself working with technology or data?</p> <p>Activity: Snapshot into Words I want you to describe this snapshot in two to three words. Let us take a moment to really think about these words. The words do not have to make a sentence but can be descriptive in what you hope your future to be. There's no correct answer. I encourage you all to be honest. Let's talk about your responses. Who would like to go first?</p>
<p>Middle</p> <ul style="list-style-type: none"> -Education component -Your opportunity to "teach" the topic (How you deliver the content is up to you and what's developmentally appropriate for your selected grade level.) -Transition to activity 	<p>Annalise:</p> <p>Now that you have considered your personal vision for your future, let's talk about how you can get there and how your natural talents and gifts can be utilized to achieve your snapshot. It's important to know and understand how your talents and interests can be used during college or your career. When you know more about what you are good at and what you enjoy, you can make a positive step toward achieving your snapshot or your goals.</p> <p>There are many options after high school- some of which you may not even be aware of. There are 4-year universities, community colleges, trade schools, as well as various employment opportunities. The college experience can vary depending on your major, wants and needs, location, etc.</p> <p>This activity will allow you to explore these options a bit. As of right now, think of your snapshot, and what is your number one goal after high school for working toward your snapshot. What do you want to do? For the activity, we're going to create a personal story board, which allows you to identify, describe, and map out the steps you envision yourself taking to reach this goal. What's next in your story?</p>

<p>Middle</p> <ul style="list-style-type: none"> -Activity -Discuss & apply what was taught -Goal Setting (K-12 students set 1 SMART goal). -Transition to end 	<p>Activity: Personal story board of the future (attached at the end of worksheet) (Sara will add worksheet link to chat box while Annalise is working to explain storyboard worksheet with the group)</p> <p>Smart Goal: Students will complete the storyboard worksheet mapping out the steps to reach their post-secondary/future goals within the group session.</p> <p>Your storyboard can be completed on the worksheet we are dropping in the chat. Above the boxes is a textbook where you can write out your SMART goal. There are 6 different boxes for you to map out what steps you will take to accomplish this goal. Each box has a textbox, so feel free to write out your steps. There is not a right or wrong answer! Have your first box start in the present and work your way to the final snapshot that we discussed earlier. Steps as small as getting a good grade on a test or reaching a goal ACT score. Bigger steps like getting work experience or going to college, even if you are not sure where, are welcome. This is for you to envision a potential pathway to your future! We're going to give you guys about 8-10 minutes to do this activity, feel free to let us know when you're done!</p> <p>***students take about 8-10 minutes for the activity***</p> <p>Now that you have all completed the activity, let's debrief some. How was it? What did you guys come up with? Does anyone want to share their board or talk about something interesting they noticed during the process?</p> <p>***discussion amongst students***</p>
<p>End</p> <ul style="list-style-type: none"> -Take-Aways -Summarize the session -post/test (1 question) -Transition to closing 	<p>REFLECTION ON DISCUSSION AND STUDENT FINDINGS</p> <p>Sara:</p> <p>So, this session focused on envisioning the future and creating SMART pathways to attain our goals. It sounds like you all enjoyed the storyboard activity and found it helpful.</p> <p>Now that the session is coming to an end, I want you to consider two or three words to describe your future, again. Have your answers changed at all?</p>

	<p>In the chat box click on the link to answer as to if your three words have changed.</p> <p>Post Test Question for the chat box: https://qlmkld3un5m.typeform.com/to/TzhCGz8m</p> <p>Pause</p> <p>So, let's hear from the group. Who would like to tell us why their three words changed or stayed the same?</p>
<p>Closing</p> <ul style="list-style-type: none"> -Introduce next week/session -Termination (How many sessions are left.) 	<p>REFLECT ON CHANGE IN PRE-TEST QUESTIONS (or lack thereof)</p> <p>Annalise:</p> <p>As this session comes to a close, I want to encourage you all to really sit with your goals this week and the steps you identified to make it happen. During next week's session, we'll discuss more about the college search and application process overall. We only have 3 (I made that up) more sessions left, so let's take advantage of our time together. If anything comes up during the week, please feel free to come talk to us or email us. Have a great week!</p>
<p>Skills to focus on.</p>	<p>505 skills, non-verbal, minimal encouragers, active listening, empathic responding/validating, open ended questions/gentle commands, drawing out, cutting off, blocking, silence, transitions, LINKING/CONNECTING, universalizing (applying to life), modeling, paraphrasing (reflection-content, feeling, meaning), summarizing, goal setting</p>

SEQUENCING STORYBOARD

S.M.A.R.T GOAL

Specific
Measurable
Achievable
Relevant
Time-Bound

In each box, describe the steps you envision yourself taking to reach your post-secondary education goals!

These do not have to be concrete, but try to make them attainable and honest.

GOAL:

1

[TEXT]

2

[TEXT]

3

[TEXT]

3

[TEXT]

5

[TEXT]

6

[TEXT]

Benchmark Critical Incident Paper Assignment**Identify**

Examining Scenario One, the presenting issue that Jack- the professional- is ignoring reported problems amongst members within a group that he is responsible for facilitating. Jack is neglecting to confront a presenting issue. Carol may be experiencing negative repercussions due to Jack turning a blind eye to the presented complaint, which violates the American School Counselors Association (ASCA) Ethical Standards for School Counselors. Jack is also enabling problem behavior by not discussing the complaint with the involved boy or attempting to learn about the situation further.

Summarize

The ASCA codes that address this situation are A.9.E, A.11.D., and A.7.L ASCA code A.9.E and A.11.D cover a counselor's responsibility to report perceived threats to student well-being to administration and appropriate authorities, as well as following applicable policies and laws and upholding Title IX. Code A.7.L covers necessary follow-up after group work. The ASCA foundational ethical principles of nonmaleficence and beneficence are not being upheld.

Act

After this has taken place, the best course of action for myself as a professional would be to report the complaint to administration, take appropriate action to address the situation, engage in professional development, and seek supervision. Reporting the complaint and the details of the situation will comply with the relevant ethics codes listed above. Appropriate actions to address the situation can include speaking with Carol and speaking the individual whom Carol reported. Once the complaint is understood in depth and both parties have been spoken to individually, a plan of action can be formulated. Professional development can build knowledge in relevant areas such as legal and ethical responsibilities. Seeking supervision would present opportunities for knowledgeable colleagues to assist when an ethical dilemma,

such as this one, arises. Taking these steps mitigates the current situation at hand and can prevent a similar situation from occurring.