# Chapter 40

# Active Student Engagement Through the Use of WebEx, MindTap, and a Residency Component to Teach a Masters Online Group Counseling Course

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## ABSTRACT

*Group counseling is one of the core counseling courses which students need in order to receive their degrees. As group counseling is an experiential course, counselor educators must think strategically and creatively when developing this course to be delivered online to ensure that positive outcomes are achieved. Hence, this chapter explores the development, implantations and lessons learned from such a course. We will specifically discuss the integration of WebEx, MindTap/Coursemate, and a residency component that enhances the delivery of this master's level group counseling online course and by encouraging active engagement of both the students and instructor alike. The development and implementation of the online group course is guided by Bandura's theory. An informal evaluation from a previous online group counseling course using these modes will also be discussed. Implications for instructors and students will be included.*

## INTRODUCTION

Active student engagement (ASE) has been around for many years and since the invention of the internet and advancements in technology it has, in part or fully, shifted to the electronic world. As traditional courses have been taught face-to-face the group counseling course is one of those courses that may have some difficulty of being taught fully online because of its experiential component. Teaching group counseling online can be one of the most challenging experiences and a new phenomenon for novice and veteran counselor educators or more specifically group counseling instructors. Lopresti (2010) noted performing online group counseling for master's students have some difficulty and some concerns with its online delivery. In addition, Suler (2000) and Lester (2008) indicated the use of a person-centered theory are hindered because of the lack of observing verbal and visual cues. Also, the addiction to technology can cause depression and suicidal ideation of students as online learners. Therefore, the combination of the delivery of this group counseling course with the use of *WebEx*, *Mindtap/CourseMate* and a Residency component may help decrease major concerns on instructors teaching and learners taking group counseling online.

Therefore, the purpose of this chapter is to provide a forum to inform instructors on the combination of teaching a group counseling online using *WebEx*, *MindTap/Coursemate,* and the residency component. Furthermore, this chapter will assist students on how to actively engage in this unique forum to obtain and maintain excellent student outcomes. The main aim for this chapter are as follows:

1.  To explore the theoretical perspectives of active student engagement using online components.
2.  To discuss how to integrate *WebEx* in teaching a group counseling online course.
3.  To discuss how to use *MindTap/CourseMate* into the online component of a group counseling course.
4.  To discuss the use of a residency component to help with the delivery of a 95% online course
5.  To reveal results from a midterm informal evaluation from an online group counseling course using the three components.

## About the Course

Principles of Group Counseling is a 3-credit course designed to provide an understanding of the dynamics, processes, and functions of group work in guidance activities and in counseling. Students will be able to identify the therapeutic forces for behavioral change within a counseling group. They will demonstrate the skills to lead a group, and through participation in a group, demonstrate their ability for interaction and growth. This class adheres to the counseling national accreditation standards listed and set forth by Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016). This course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. This course can have a blended (24-hour residency) portion to it because of the ten hour direct experiences in which students must participate as group members in a small group activity. Although, this group experience can be done through different group settings the students will experience a more in depth work as some actual members. Because of the ten-hour experiential group experience required by CACPREP (Council for Accreditation of Counseling & Related Educational Programs) the course has only allowed 15 students at a time for fall and spring and occasionally summer sessions. As the approval of the online

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