

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Group Counseling with Children/Adolescents
Course Number	CPSY 514
Term	Summer 2008
Department	Counseling Psychology
Faculty Name	Margaret Eichler, PhD LPC NCC

Catalogue Description: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 3-5 of this syllabus (student performance includes goals, evidence, and levels of performance).

GROUP COUNSELING WITH CHILDREN
CPSY 514-11 Lewis and Clark College
Summer 2008

“In every adult lurks a child—an eternal child, something that is always becoming, is never completed, and calls for unceasing care, attention, and education. That is the part of the human personality which wants to develop and become whole.”

C. G. Jung

Instructor: Margaret Eichler PhD LPC NCC
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Classroom: Rogers 219

Dates: Wednesdays 5-21, 5-28, 6-4, 6-11, 6-18, 6-25

Time 8:30-4:30

“Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students explore group dynamics, potential problems encountered when running children’s groups, and generalization and maintenance of behavioral change. The course introduces curriculum for specific issues including divorce, substance use, grief, and social skills.”

Prerequisite: CPSY 503, 579, 507-508 (may be taken concurrently).

Credit: 3 semester hours

Textbooks

Group Counseling And Psychotherapy with Children and Adolescents
Theory, Research & Practice, 2007 Zipora Shechtman

Format: We will explore the process of counseling children and adolescents in

groups through readings, class discussions, class activities, creative exercises, skill practice and through our own group process as a

class. Emphasis will be placed on a collaborative class environment where students lead each other in creating a challenging learning environment.

Outcomes: Students will gain knowledge related to group theory as applied to

counseling with children and adolescents. Students will demonstrate the practical skills and artful application of group counseling for children or adolescents through personal experience of leading a group. Students will also exemplify their learning through a written proposal for a group designed for children and adolescents.

CACREP Standards for Group Work

6. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
 - e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;

- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

Worldview paper: Due Wednesday May 28th, 2006

10 points

This is a two to three page informal paper asking to define in some ways where you came from (family, gender, culture, race, geography, economics, education, religion, etc.) and what experiences have shaped who you are and how you perceive yourself. A loose format might be:

Worldview (life circumstances you were born into)

Philosophy of life, (how you perceived your experiences and made sense of life which then developed into how you choose to see your world and live your life)

Counseling Theory (counseling theories and styles that make sense to you and seem to work with your “style”)

Summarized by reflection on how you want to grow and where you want to expand your life as a counselor.

Chapter and article readings:

10 points

For each chapter or article please write one question on a 3x5 note card. On each card put your initials and the chapter number or article title. These will be sorted into like categories and give to small groups for discussion. The small discussion group will then report back to the class with a brief presentation of their discussion and possible further questions for the class. Articles will be placed on Course Reserves on the Library web page.

May 28th Book Chapters 1-4

Article: *Individual Group Counseling with and Children*, G. L.

Orton

June 4th Book Chapters 5-7

Article: *Child Anxiety Disorders*, P. M. Barrett

June 11th Book Chapters 8-10

Article: *Courage for the Discouraged: A Psycho educational Approach To Troubled and Troubling Children*, L. K. Brendtro and S.V. Bockern

Class participation in Presentations & Discussions
10 points

Research Articles on Group Counseling/Children & Adolescents: Due 6-11

15 points

Access 4 recent (2002-2008) research articles related to group counseling with children and adolescents. Write a 3-4 sentence summary of each article (do not hand in articles) for sharing with the class and also to hand in; be sure to cite your article correctly using APA format.

Journal and Reflection Paper: Due June 25th

15 points

Each student will keep a journal for the purpose of processing thoughts related to your learning experience, awareness of the group process within the class dynamics as well as reflection on activities done in class. Time will be given within each day for some reflective writing. Further entries maybe included at anytime. A two to three page **reflection paper** will be designed using elements and insights from your journal entries. **Journals will not be handed in or reviewed.**

Group Presentation: Due either June 18th or June 25th

20 points

A 30-minute presentation of a group “activity” will be given by each student utilizing class members. This “session” will be taken from the **group paper** you will be handing (see below.) Design of the group activity will take shape over the course of the class based on student interests. A “universal” format will be provided as a frame work for designing your group.

Group Paper: Due June 25th

20 points

This will be the same topic as your group presentation and an area of counseling you have special interest in as well as the client population you might serve in the future. A format for the group paper design will be presented by the instructor. This paper will lay the overall foundation for a six week group and include 2 sessions one of which is your **class group presentation**.

Evaluation:

Students will be evaluated on effort and quality of their participation as well as their assignments. Timeliness and completeness of assignments will factor into overall effort and quality. Points will be awarded to reflect these factors as described below.

Grades: A 100-90, B 89-80, C 79-70, Below 70 failure to complete class

Absences:

Please notify professor. Missing any class time results in an **additional class assignment** at the discretion of the professor. It is the student's responsibility to contact the professor to discuss the make-up work. Missing more than four hours of class time may result in **failure to complete class, (any exceptional circumstances may be considered by the instructor.)**

Laptops and Cell Phones:

Due the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

Confidentially

Because of the nature of classroom work and group dynamics it is expected that “personal” information shared by students will be kept in confidence; **this includes any internet portrayal of classroom events.** Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during class room activities.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.