

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 582-583
Term	Spring 2008
Department	Counseling Psychology
Faculty Name	Stella Kerl-McClain

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) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Mental Health Internship: Adult/Child--Counseling Psychology 582-583—Spring 2009

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Office hours:
Mondays, 12:30-2:30, Wednesdays 10:15-12:15,
before class or other times as needed.
Appointments must be scheduled in advance.

Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.

Course Description: This class provides clinical supervision and education for intern counselors working with adults in their supervised community experience. The class will emphasize developing and applying a repertoire of concepts and strategies for case conceptualization, treatment planning, intervention strategies and skills, and ethical conduct in working with clients presenting a wide variety of individual and relationship issues.

Catalogue Description: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Goals:

- To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional counselor.
- To develop entry-level skills in establishing a constructive working relationship with clients, assessing client needs, goals and relevant cultural and personal contexts, forming accurate diagnoses, developing sound treatment plans, and evaluating client progress.
- To develop familiarity with and use of person-centered, culturally appropriate relationship skills and a collaborative approach to working for change, commonly referred to as assessment and treatment intervention.
- To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes.
- To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus.
- To document work in formats accepted in professional settings.
- To understand the work environments, expectations and requirements for effective work in client service settings, and to demonstrate competence in meeting those standards.
- To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

Objectives:

- To demonstrate effective skills in forming and maintaining constructive working relationships with clients.
- To demonstrate effective skills and attitudes in forming and maintaining successful working relationships with supervisors and other professionals in client-serving settings.
- To demonstrate the use of client-centered, empirically supported procedures in assessment, diagnosis, goal-setting, and treatment strategies and implementation skills.
- To demonstrate recognition, competent evaluation, sound decision-making, and competent implementation of action regarding ethical issues and dilemmas.
- To demonstrate development and growth in one's capacity to work effectively with clients and colleagues.
- To demonstrate growing capacity to understand and guide one's work informed by theory and practice that is accountable to contemporary professional, ethical and community standards.
- To document one's work accurately, clearly, and in forms that meet community standards for professional communication and accountability.

Textbook:

ALL STUDENTS MUST DOWNLOAD AND READ ARTICLES/READINGS FROM MODDLE AS ASSIGNED

Methods of Evaluation:

- o Instructor's evaluation of case presentation handout.
- o Instructor's evaluation of sample of video and audio recording of work with clients.
- o Instructor's review of one written in-class case presentation with video work sample (see guidelines below).
- o Instructor's review of one online case study with a discussion of one article from our internship resources page (titled Internship All Sections Home Page on Moodle). The case study and article may focus on one or more of these types of issues: clinical issues you are facing with one or more particular clients, ethical issues at your agency with clients or supervisors, best practices in your approach to treatment, etc. Please assign an article from the internship resources page to the class during the week to which you are assigned, then begin a discussion in which the class may participate. Students unable to complete this assignment will be responsible for turning in a written evaluation of a particular question related to their site, complete with citations (at least 10) and references.
- o Instructor's review of documentation of work completed.
- o Site supervisor's evaluation of performance.

Requirements for credit:

- Complete a minimum of 240 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined over 2 semesters at assigned internship sites., and 600 total hours.
- Complete one written case presentation (with handouts to entire class) with video work sample
- Complete one online case study and discussion or alternate assignment
- Submit weekly documentation of supervision [CARE note] session to faculty supervisor during class.
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges.
- Attendance and active participation in on-campus intern supervision class for two full semesters.
- Demonstration of ability to accept and respond responsibly to both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

NOTE: This is a credit/no credit course for two semesters. Your credit for both semesters will be deferred until you have completed all requirements for the internship after the second semester. This includes completion and documentation of all hourly requirements for client contact and supervision, satisfactory evaluation by your supervisor for both semesters, your evaluation of the internship site, and class requirements listed above.

Attendance: Attendance and active participation is critical to learning in an internship experience. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence may lead to a failure to complete requirements for credit.

PLEASE BE ON TIME FOR CLASS! Your comments and contributions are valuable to your colleagues. If you arrive to class more than 30 minutes late, you will be considered to be an absent from class for that day.

A Note on Confidentiality: Much of our class discussion and most of the written work you do for this class will contain information about clients. All such private information falls within our shared responsibility for maintaining its confidentiality and protecting the privacy of our clients. Guidelines for fulfilling our responsibilities in this regard include the following:

- Written materials referring to clients should either refer to them by their initials or a by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen.
- Videotapes of client counseling sessions should be kept secure and should be erased when they have been viewed.
- Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
- Written materials you turn in for review must follow confidentiality guidelines.

- Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!
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Guidelines for Video presentation/case study

Each intern is required to provide at least one work sample per semester in the form of a presentation of a written case study and videotaped counseling session with a client. *Please make a handout of your presentation, including the overview of your theoretical orientation, for each member of the class.*

Structure of Presentations

- Brief overview of theoretical orientation. This should be more about WHAT YOU REALLY BELIEVE about therapy rather than a summary of a theory. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (15 minutes)
- Handout of presentation MUST INCLUDE ALL CATEGORIES LISTED BELOW.
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Specifically state feedback you are seeking (1 minutes)
- Class views 15-20 minute section of videotaped counseling session (15-20 minutes)
- Class discussion and feedback 30-45 minutes

Video presentation/case study must include ALL of following sections/areas. List EACH numeral (so that ALL of them are listed) as categories, and if the category is non-applicable, state this under the category. DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES:

- I. Overview of your theoretical perspective(s)
- II. Chief complaint/presenting problem
- III. Demographic data
- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical: Medical/RX history for client and family
- VII. Substance Use, Abuse, Dependence History: Client and Family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client strengths/weaknesses
- X. Diagnostic Summary: Diagnosis: all 5 DSM IV Axes: Be familiar with all assessment criteria for diagnoses on Axes I & II
- XI. Treatment plan consistent with your theoretical orientation (include short-term goals and longer term, theory-consistent objectives.
- XII. Transference/Counter transference issues
- XIII. Ethical Issues involved

Guidelines and Tips

- Guidelines for taping sessions vary per site concerning obtaining releases etc.
- Client and counselor should be clearly visible; sound should be of reasonable quality/volume (check this prior to taping and class presentation)
- Viewing section should include demonstration of integration of theory and practice
- You are encouraged to present segments of video where your work was strong as well as a segment that you feel needs improvement
- Be aware of your own anxiety and resistance to taping sessions
- Anticipate taping date and seek permission from clients as far in advance as possible prior to taping date
- Be aware of inequalities in power when exploring/asking clients if they will consent to taping
- Accurate and supportive constructive and supportive critical feedback is key to the effectiveness of the presentations