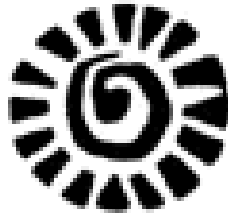


CPSY 514: Group Counseling with Children and Adolescents



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Meeting place and time: David Douglas School District, West Powellhurst School,
2921 SE 116th Ave, Wednesdays, 1:30 – 4:45 p.m.

General Class Information

Texts

- 1) Kottler, J.A., & Englar-Carlson, M., (2010) *Learning Group Leadership: An Experiential Approach*, Sage Publications, Inc. Thousand Oaks, CA (Available at the bookstore)
- 2) Mortola, P., Grant, S., Hiton, H., (2008) *BAM! Boys advocacy and mentoring, a leader's guide to facilitating strength-based groups for boys, Helping boys make better contact by making better contact with them*. Routledge Series on Counseling and Psychotherapy with Boys and Men, Routledge Press, NY (Available in class on loan)

Catalogue Description and Course Goals

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. Specific issues including divorce, substance use, grief, and social skills will also be addressed. Prerequisite: CPSY 503 or 507/508 (may be taken concurrently). Credit: 3 semester hours.

In this class, we will address topics ranging from very practical “how to” applications of group counseling to more theoretical constructs of group dynamics and group interaction. There will be a heavy emphasis placed on the experiential and dialogic aspects of group learning in this class. The primary goal of this class is to help participants increase skills, comfort level, and flexibility as group leaders and group counselors. The following class objectives for class participants support this primary goal:

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (CC: 6a) (NASP 2.4, 2.7)
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CC: 6c)
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d) (NASP 2.4, 2.7)
5. Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

Assignments

Project 1: Leading Small Group Chapter Discussion

You will be asked to co-lead a discussion of a chapter from the course texts. During these facilitated discussions, your goals will be to:

- 1) Summarize the chapter for the group, highlighting what you found to be the most salient points in the chapter regarding working with children and adolescents (approx. 10 min.)
- 3) Prepare and use 2 or 3 questions about the chapter to help facilitate a discussion linking group experience to class readings and concepts (approx. 15 min.)
- 4) receive feedback from instructor and group on leadership skills and qualities (approx. 5 min.)

Project 2: Children's Group Practicum

As a major component of this course, you will receive supervision and support as you co-lead a social skills counseling group for children at an elementary school in the David Douglas School District during eight sessions of class. You will receive supervision and evaluation in your efforts to address the following goals for each of these group sessions:

- 1) Successful implementation of the group curriculum presented in class
- 2) Successful collaboration with your co-leader in the group setting
- 3) Successful application of group theory and leadership skills from course texts
- 4) Successful reception and application of feedback from supervisors

Project 3 & 4: Practice/Theory Papers 1 & 2

You are asked to write two 4-5 page papers reflecting on your practice of leading children's counseling groups following the structure outlined in the *Practice/Theory Grading Guidelines* on page 5 of this syllabus.

Project 5: Class Attendance and Participation

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation are expected and will be assessed and feedback will be provided. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Due to its importance in setting up the term, students must drop the class if the first class session is missed. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account.

Any missed class time (of a half-hour or more) will require a standard make-up assignment: A 2-3 page paper in which you: 1) describe what you learned from interviewing two individuals who attended the class you missed, and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings. Please also set up a meeting with one of us to turn in and discuss this make up assignment.

Project 6: Pre-, Midterm, and Post-Assessments

During our first class period, we will ask you to write for 10 minutes about your interests and concerns regarding the topic of our class: What kind of history or experience do you have with group counseling and group dynamics? What interests you or concerns you about the syllabus? What do you hope to learn and how do you hope to learn it? Your writing on these questions will help us to understand your needs in the class and how we might address them. You will also be asked to fill out a pre-assessment that will be discussed in class. In the middle of the term, you will be asked to fill out a self-evaluation as well as a course evaluation as honestly and completely as possible. This self-evaluation helps give us an idea as to how the class is going for you and if you are achieving your own learning goals as well as ours for the class. At the end of class, you will also be asked to complete and turn in a Post-Assessment.

Point Totals

Project 1: Leading Small Group Chapter Discussion	10 points
Project 2: Children's Group Practicum	25 points
Project 3: Practice/Theory Paper 1	25 points
Project 4: Practice/Theory Paper 2	25 points
Project 5: Class Attendance and Participation	10 points
<u>Project 6: Pre-, Midterm, and Post-Assessments</u>	<u>5 points</u>
Total possible points	100 points

Note: This class will be graded on a Pass/No Pass basis. In order to receive a passing grade, students must receive a minimum of 85 points total on the assignments listed above.

Class assignments, topics, activities and readings by week

	Assignments/Topics	Activities	Readings
1 9/7	Pre-Assessment In Class Support & Risk		Syllabus discussion
2 9/14	Integration & Differentiation Regulation & Release		BAM! Pgs. ix-68
3 9/21	Nature & Nurture Contact & Withdrawal		BAM! Pgs. 68-129
4 9/28		Group preparation	Ch. 1 (groups)
5 10/5		Children's group 1	Ch. 11 (co leading)
6 10/12		Children's group 2	Ch. 8 (skills)
7 10/19		Children's group 3	Ch. 5 (multicultural)
8 10/26	Mid-term Assessment In Class	Children's group 4	Ch. 9 (interventions)
9 11/2		Children's group 5	Ch. 16 (social justice)
10 11/9	Practice/Theory Paper 1 Due		Ch. 6 (theories)
11 11/16		Children's group 6	Ch. 13 (ethics)
11/23	Thanksgiving Break		
12 11/30		Children's group 7	Ch. 7 (assessment)
13 12/7		Children's group 8	Ch. 3 (dynamics)
14 12/14	Post-Assessment Due Practice/Theory Paper 2 Due		Ch. 4 (stages)

About Writing

Hello Peter. Thank you for your message. I just tried to call you, but I got voicemail. In our paper screening, we selected 5 out of 10 to interview. In Mary's case, there were misspellings/typos in her letter - which concerned us. If you strongly believe she's a star, we'll reconsider and add her to our interviews on Thursday. I realize that paper screening isn't always the best process. We chose not to interview all 10. Any direction you wish to provide is strongly appreciated! Gratefully, Antonia

Writing can help you better integrate your thoughts, feelings and actions regarding both your personal and professional development. That is, good writing reflects a conscientious and sustained effort to make clear and visible your thoughts and feelings about a topic and how you should act as a consequence of these reflections. Clear writing is a result of a reiterative and editorial process. Please strive to meet the following standards that we set for all writing assignments in this class.

Practice/Theory Papers 1 & 2 Grading Guidelines

1. Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed. Spacing between lines is 1.5. Paper is between 4-5 pages long.

2. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided.

3. All sections of the paper described below are present and well-articulated (within and between):

a. Cover page

Include project number and title along with your contact information. Please staple your paper. No covers or folders please.

b. Opening

Describe what do you intend to do in the paper and why.

c. Body

1. Provide a written context for and a transcription of approximately five minutes from the group audio recordings.

2. Link this example from your work to a substantial quotation from the class texts (or class discussions) that helps you define, describe, or make sense of the transcript.

3. Elaborate on how the transcript from your practice and the quotation from the text are both related and different.

d. Closing

Summarize what you have covered in this paper. Describe what you have learned as a person and as a professional. Set goals for yourself regarding your strengths/growing edges. (In paper 2, also reflect on what you learned through your pre- and post- assessments and attach both to this paper).

e. References

Use APA format for all within text citations (Mortola, et al, 2008). You do not need to include a separate reference page if you cite only course texts.

f. Proofreading paragraph

Describe the qualified individual who proofread your work and what you learned in the proofreading process.