

**COURSE SYLLABUS**  
Lewis & Clark College  
Graduate School of Education and Counseling.

<b>Course Name</b>	<b>Group Counseling with Children and Adolescents</b>
<b>Course Number</b>	<b>CPSY 514</b>
<b>Term</b>	<b>Summer, 2008</b>
	<b>Credit: 3 semester hours</b>
<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD, NCSP</b>
	<b>Class meets in Rogers Hall #TBA</b>
	<b>Wednesday evenings:</b>
	<b>5:30-9:00 (may vary)</b>
	<b>May 7- July 30, 2008 (may vary)</b>
<b>Faculty Office</b>	<b>Rogers, #331</b>
	<b>Email: <a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a></b>
	<b>Phone: 503-768-6068</b>

**Catalogue Description:**

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

**Course Description:**

We will address a range of topics of group counseling for children and adolescents, including theoretical constructs, legal and ethical requirements, specific types of groups and how to run them, and practical ideas for group facilitation. We will address groups at all authorization levels: Early Childhood, Elementary, Middle, and High School levels. Members of the class will have ample opportunity to lead, co-lead, participate in, and observe group interaction, as we will practice group processes during each class. The overall goal will be for students to have increasing competency in initiating and leading groups for children and adolescents. Specific objectives are for each student to:

- \*identify a variety of group theories and practice options
- \*lead a group
- \*display awareness of one's own abilities to lead groups, including one's own ability to have appropriate boundaries with groups
- \*develop a) highly-useable notebook/project that one can use when to lead group during practica or internship and b) a file of resources
- \*be able to communicate the basic requirements for leading groups:
  - a. legal/ethical standards
  - b. initiating a group
  - c. leading/facilitating a group
  - d. communicating with others (such as parents, administrators) about groups
  - e. ending, summarizing, and making follow-up plans for groups.

**Class Policies:** Class attendance and participation is vital. Participation can be shown in a variety of ways: by actively listening, taking notes, and asking questions; by participating in practice groups either as a leader, co-leader, participant, or observer; being prepared for class by reading assignments ahead of time; by successfully completing quizzes, the exam, daily assignments, self-and class assessments, and participating in discussions. If a class is missed, a thorough summary/outline of the readings is due the following week and a summary of a juried article regarding group practices will be due. If two classes are missed, the student may not pass the class.

**Planned daily schedule:**

5:30-6:45	Lecture and Discussion
6:45-7:00	Break
7:00-8:00	Project Work and Presentations
8:00-8:15	Break
8:15-9:00	Group meeting and Debrief

**Course Calendar:**

Date:	Readings:	Topics:	Due:
May 7	-----	Introductions; syllabus Overview of class expectations and topics; Joys and challenges of groups	-----
<i>(Three week topic: Therapeutic Factors)</i>			
May 14	Yalom: Ch. 1	Yalom- Therapeutic Factors Universality, Hope; altruism; reenact family issues Challenges of Groups	
May 21	Yalom: Ch. 2, 3	Yalom- Therapeutic Factors Interpersonal Learning; Cohesiveness	
May 28	Yalom: Ch. 4	Yalom- Catharsis and existentialism	Outline and Description of Project for discussion
<i>(Three week topic- What the therapist does; who the therapist must be.)</i>			
June 4	Yalom: Ch. 5,6	History and Theories of Groups Leadership tasks, skills	
June 11	Yalom, Ch. 7 Various Standards	Therapist roles Legal and Ethical Issues	
June 18		Midterm Examination	
<i>(Rest of classes: specifics of group techniques)</i>			
June 25	Yalom:(Ch. 8,9)	Group Structures: Techniques Assessment and Diagnoses Stages of Groups	5 Resources to discuss
July 2	Yalom: (Ch. 10,11)	Specific Populations/Developmental Levels/Whole Class Working with parents and with fellow professionals	
July 9		Make up sessions	
July 16		Student Presentations of Projects; handouts	Final Project
July 23		Student Presentations of Projects and handouts Final Group meeting; debrief	File of Resources
July 30		Final Exam; course evaluation	

PLEASE NOTE: Additional required readings will be available in class or by Moodle.

**Evaluation and Grading:**

Project:	35 points
Midterm Exam	20 points
Final Exam	30 points
File of Resources	5 points
Group Leader	10 points

Total Points possible: 100

A=90-100; B=80-89; C=70-79

**Final Project: Guidelines:**

Description of group (5 points)

Age, title, place

Need for group (specific site needs; researched needs)

Goals

Communication (prior to group, during, and after) (10 points)

Administrators

Parents

Children/Adolescents

Staff

Session plans for 7 weeks (14 points)

Include goals, logging system, task, materials needed for each session, handouts, opening question and three discussion questions for each session.

Ethical Issues (2 points)

Follow-up plans (2 points)

Possible group problems/solutions (2 points)

**The Midterm and the Final Exam** will be comprehensive. They will be open-note but not open-book.

**File of Resources:** Students will develop a system for storing group ideas and resources in an organized, accessible manner. Examples of organization will be discussed in class.

**Group Leaders: Check-in** will require the student to greet the class, have a question that will draw out other students and help make us more cohesive as a group, and ensure that everyone that needs to be heard is heard. Each student will lead a small group for one session or co-lead two sessions.

**Required Text:**

Yalom, I.D. with Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.

Additional readings available in class.

**Bibliography:**

Corey, M.S. & Corey, G. (2002). *Groups: Process and practice* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Greenberg, K.R. (2003). *Group counseling in K-12 schools*. Boston: Allyn and Bacon.

Kottler, JA. (2001). *Learning Group Leadership: An Experiential Approach*.

Terr, L. (2008). *Magical moments of change: How psychotherapy turns kids around*. New York: Norton.

Vernon, A. (2004). *Counseling children and adolescents*, (3<sup>rd</sup> ed.). Denver: Love Publishing Company.

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

<b>Course Name</b>	<b>Group Counseling with Children and Adolescents</b>
<b>Course Number</b>	<b>CPSY 514</b>
<b>Term</b>	<b>Spring, 2008</b>
	<b>Rogers Hall 218</b>
	<b>Wednesdays, Jan 9-April 16</b>
	<b>1:00-4:15</b>
<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD, NCSP</b>
	<b>503-768-6068</b>
	<b>Rogers Hall #331</b>
	<b>Gonzalez@lclark.edu</b>

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization.

<b>Early Childhood</b> Age 3-4 <sup>th</sup> Grade	<b>R</b>
<b>Elementary</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	<b>R</b>
<b>Middle Level</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	<b>R</b>
<b>High School</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	<b>R</b>

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