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

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

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 jouried 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

(Three week topic: Therapeutic Factors)
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

(Three week topic- What the therapist does; who the therapist must be.)
June 4      Yalom: Ch. 5,6  History and Theories of Groups
            Leadership tasks, skills
June 11     Yalom, Ch. 7    Therapist roles
            Various Standards
            Legal and Ethical Issues
June 18     Midterm Examination

(Rest of classes: specifics of group techniques)
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:  

Additional readings available in class.

Bibliography:  
Course Name: Group Counseling with Children and Adolescents
Course Number: CPSY 514
Term: Spring, 2008
Rogers Hall 218
Wednesdays, Jan 9-April 16
1:00-4:15

Faculty Name: Ruth Gonzalez, PhD, NCSP
503-768-6068
Rogers Hall #331
Gonzalez@lclark.edu

Guiding Principles/Standards Addressed in Course:

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<tr>
<th>Guiding Principles/Standards</th>
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<tr>
<td>Learning Environments</td>
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<td>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</td>
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<td>Content Knowledge</td>
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<td>Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems.</td>
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<td>Teaching Approaches</td>
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<td>Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.</td>
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<td>Connection to Community</td>
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<td>Design educational activities that cultivate connections between learners and their communities and region.</td>
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<td>Educational Resources</td>
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<td>Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.</td>
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<td>Assessment</td>
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<td>Assess, document, and advocate for the successful learning of all students and school stakeholders.</td>
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<td>Research and Reflection</td>
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<td>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</td>
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<td>Leadership and Collaboration</td>
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<td>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.</td>
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<td>Professional Life</td>
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<td>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.</td>
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Authorization Levels:
This course addresses preparation at specific authorization.

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<tr>
<th>Early Childhood</th>
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<tr>
<td>Age 3-4th Grade</td>
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<td>Elementary</td>
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<td>3rd-8th Grades in an Elementary School</td>
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<td>Middle Level</td>
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<td>5th-9th Grades in a Middle or Junior High School</td>
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<td>High School</td>
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<td>7th-12th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School</td>
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*R = Readings and In-class Discussions  
*P = Practicum