

## **SYLLABUS/SCHEDULE**

**Fall Term 2007-2008**

*CSPY 515-01 - Group Counseling with Adults*

*3 Credits- Core-Requisite CPSY 503, 507-508*

John R. Howard Hall, Room 101

Graduate School of Education and Counseling

Lewis & Clark College

Lecture and Laboratory Format- Wednesdays 05:30 pm - 08:45 pm

**Instructor:** Scott Christie, Ph.D., LMFT, CADC III

**Office Hours:** By Appointment

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**Instructor Biography:** I am licensed as a Marriage and Family Therapist, Alcohol and Drug Counselor, and Certified Gambling Addiction Counselor. I received my M.A. in Educational Psychology from the University of Nevada; Reno, and a Ph.D. in Counselor Education from Oregon State University. I am currently working as a Manager and Supervisor of a Dual Diagnosis Clinic with Inpatient and Outpatient Services for a two county region. I have worked in numerous mental health and educational settings over the past 20 years in Nevada and Oregon. I have taught as Adjunct for Oregon State University, Argosy University in D.C., Regent University in Virginia, and other undergraduate institutions in Oregon.

**Course Description:** This is a graduate level course designed to provide students with theories, concepts and experiences that will increase their understanding and effectiveness of Group Counseling with Adults. This will be accomplished through the use of group observation, facilitation, and the use of assigned readings, lecture, assignments and laboratory group process. This course serves as initial skills training for group leadership by providing an understanding of group counseling methods, development theories, group therapy theories, group counseling interventions and strategies, and other group work approaches. The content and experiences in this course provide concepts and skills necessary to satisfy the group work competencies stipulated in the ASGW and CACREP Standards (2001).

### **CACREP Curriculum Standards and Course Objectives**

GROUP WORK - studies that provide both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- professional preparation standards for group leaders; and
- ethical and legal considerations.

## Course Outcomes

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Students will gain knowledge of groups, processes, theory and how that is applied to counseling with adults in group settings. Students will demonstrate the practical skills and artful application of group theory to the needs of adults in groups conducted both in class, and extracurricular experiences.

## Course Format

The class utilizes these primary components:

- *Reading* assigned text and supplemental material.
- *Content discussions* of key concepts and small group discussions.
- *Laboratory learning* that includes participating as a member of an experiential laboratory group, and experiential co-leadership experiences.
- *Interactive self-study* engaging in an external group and journal writing.
- *Homework* assigned related to areas to explore/examine/further understand.
- *Writing* an APA style group theories paper.

## Requirements of Students

Keep up to date with all of the assigned readings, external assignments, and self-study homework

Participate actively in class discussions, group projects, activities and exercises

Maintain prompt attendance at all the class sessions and group sessions

Attend all class and group sessions for the full duration of the course (see Attendance Policy).

Participate in experiential laboratory groups and external group participation experiences.

Submit all assignments complete and on time

## Required Text and Readings

Corey, G. (2008). *Theory and Practice of Group Counseling* (7<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.

Ivey, I.E., Pedersen, P.B., and Ivey, M.B. (2001) *Intentional Group Counseling: A Microskills Approach*. Belmont, CA: Brooks/Cole.

## Homework, Assignments, Papers, Exams, and Class Participation

**Class participation** is non-negotiable. The quality and degree of your participation in the class constitutes participation both in the lecture component and laboratory experience. Your role as a group co facilitator will enhance and directly relate to your learning of the group counseling process. You are also expected to come prepared to class by having completed the *assigned readings* and *self-study homework*, and to raise questions and participate verbally in the discussions. Participation includes attendance, punctuality, homework and group exercises.

**Self-study homework** requires you to become an active learner in your study of groups and group process. The participation in an external group will help emphasize the application of group counseling concepts and techniques. You are expected to find an external counseling group in which to participate/observe. Journal writing is part of this process. In addition, classroom discussion (and the laboratory work we do in class) will provide a forum for you to discuss and exchange ideas, and process ideas/experiences.

**Additional Homework** will be based on discussions (or a lack of discussion) around areas of confusion, and the seemingly difficult integration of concepts. The format will follow the same instructions provided for your Counseling Paper (below) but will typically be assigned and will not exceed four pages in length.

**Counseling paper** will focus on the theory and practice of group counseling. You may focus on a particular type/focus of adult group. You should follow Bloom's Taxonomy; meaning papers should demonstrate your

ability to analyze, synthesize, and evaluate your learning. You may also discuss how interventions are specifically tied to how to help the people work toward group goals. Integrate current literature and research.

*Do not* rely solely on the texts. Develop implications, considerations, and recommendations for group counseling practice. Be sure to include relevant legal and ethical considerations. Limit papers to 10-15 pages in length (not including the cover page, diagrams, and references).

**Student evaluation and course grading** are graded based on specific grading criteria and assignment rubrics.

### Criteria for Grading:

*Competent:* Skillful, accomplished, clear and proficient demonstration of knowledge, comprehension, application, analysis, synthesis, and evaluation.

*Acceptable:* Satisfactory, adequate, and partially clear demonstration of knowledge, comprehension, application, analysis, synthesis, and evaluation.

*Deficient:* Incompetent, incomplete, unsatisfactory and unclear demonstration of knowledge, comprehension, application, analysis, synthesis, and evaluation.

#### Assignment Percentages of Final Grade:

Class participation (Co-facilitation) 25%

Self-study homework (Group Journals) 20%

Additional Homework 5%

Counseling paper 50%

**100%**

#### Graduate Grading Scale

Total Points possible: 100

A=90-100;

B=80-89;

79 or lower: no credit

**Late Assignment Policy.** All assignments are due on the date specified unless alternative arrangements have been discussed and approved with me in advance, prior to the due date.

**Campus Attendance Policy.** Students should be familiar with the campus attendance policy as described in the most recent edition of the Graduate Bulletin. Students are highly encouraged to make every effort to resolve any attendance conflicts in order to attend all classes, groups, practicum labs, and internship seminars. Students can receive an excused absence at the instructor's discretion. Extraordinary conditions such as illness or family emergencies warrant an excused absence. If a student cannot attend a class: (1) contact the instructor prior to the absence to explain the reason for the absence and (2) make provisions to obtain class materials and any other information missed. One unexcused absence can lower the student's final grade; two unexcused absences may result in failure. Three late arrivals are equal to once unexcused absence.

Ensure that you come prepared with your personal goals and concerns that you are willing to explore in the context of the group. Come prepared to discuss assigned readings. Arrange your schedule in such a manner that there will be no interruptions during this course. It is essential that everyone is present at ALL of the sessions, and for the full duration of the course. Failure to attend ALL of the sessions (for the full duration) could negatively influence your course grade.

**Professional Writing.** Students are expected to adhere to APA style as provided in: American Psychological Association. (2001). *Publication manual of the American psychological association* (5<sup>th</sup> ed.). Cleveland, OH: APA. Publications manuals can be purchased from the University Books and More and other vendors, checked out through Polk Library, and accessed on-line at [www.apastyle.org](http://www.apastyle.org). **Professional writing is criteria in grading of all assigned papers.**

**Academic Integrity Statement.** Standards of academic integrity are expected for all students. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic work. Plagiarism is a failure to adhere to this policy.

**Laptops and Cell Phones.** No use of cell phones during class time (including texting) except for emergency (you may have them on vibrate if necessary to be alerted to necessary incoming calls) or prior discussion with the instructor for exceptional circumstances. Laptops maybe used in class during times designated by the professor and break times are free for cell and laptop use

**Non-Discrimination/Special Assistance.** Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment and enrollment and the College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap/disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor to ensure concerns are addressed.

**Confidentiality and Ethical Practice.** Due to the potential personal nature of this course, confidentiality is of the utmost importance. None of you is required to divulge personal information or compromise your well-being. However, self-exploration and group process will invite the opportunities for personal disclosure and process. Safety and trust is necessary for personal work and self-exploration to occur on a meaningful level. To that end, enrolling in this course carries with it the responsibility to maintain confidentiality. Students are bound by the ACA ethical standards to abide by confidentiality with respect to any material or issues brought forth by any members of the class. All information discussed is to be treated with the utmost respect and will be viewed as confidential to the extent that it does not violate the safety and inherent rights of others to maintain theirs.

The disclosure of personal information to anyone outside this class would be considered a breach of ethics. We are operating "as if" our group time is in essence, a therapeutic group. As students in this class, you have the right and personal responsibility to only share or disclose that with which they feel comfortable. If at ANY time during the course of a group process you feel discomfort to the extent that you are unable to continue, you can request the right to pass. However, if you find yourself consistently uncomfortable with the nature and activities required by this course and counseling practice, you are highly encouraged to seek advisement and/or counseling to confront those issues creating an impasse. Evaluation is not based on the content of your personal experiences but on your facilitation, process, and theoretical understanding of group process.

**Endorsement.** As stated in the ACA Code of Ethics and Standards of Practice, "Counselors do not endorse students of supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified."

**Limitations.** As stated in the ACA Code of Ethics and Standards of Practice, "Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors ensure that students and supervisees have recourse to address decisions made to require them to see assistance or to dismiss them."

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### ***The Focus of the Laboratory Group Process***

*Part of the purpose of this course is to teach you about the functioning of groups. The purpose of the laboratory experiential groups is **not** to provide group therapy. However, your interactions in group will hopefully be real, based upon real concerns, and the group will hopefully be therapeutic. You are expected to participate in a personal way, with a focus on sharing your thoughts and feelings as it pertains to what it is like for you to be a*

*part of the a group. You will experience different types of groups in the laboratory. Theories will be adjusted depending on the topic for the week. In every group, you are expected to give feedback to others and to listen to and consider feedback you receive from others. The focus is not so much on resolving your personal problems but rather, experiencing the goals, facilitation process, and the process of various types of groups.*

*You are **not** expected to disclose your deepest personal concerns, yet you are expected to deal with your personal reactions to what is taking place in the here-and-now context of the unfolding of the group. The expectation is that members will engage in risk-taking as a way of expanding personal boundaries and that each participant will take active steps to create a safe climate of support. Students are expected to adhere to the confidentiality policy stated previously.*

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### **Tentative Class Schedule**

<b>Date</b>	<b>Topics for Class and Laboratory Experiences</b>	<b>Readings and Self-Study Homework (completed <i>prior</i> to class)</b>	<b>CACREP Standards Addressed</b>	<b>Assignments Due</b>
9/5/07	Orientation to Course, Overview, and Perspective on Group Counseling, Worldview and Intentionality. Social Context of Group.	Corey: Ch. 1-2 Ivey: Ch. 1, 2	II. K. 6. f	
9/12/07	Forming Groups Organization and Operation Legal & Ethical Issues Becoming a Leader	Corey: Ch. 3,4 Ivey: Ch. 11	II. K. 6. d, g	
9/19/07	Initial Stage- Process Paperwork, Relationship, Themes Basic Curriculum Guides	Corey: Ch. 5, 13 Educational Groups and Cognitive Approaches	II. K. 6. a	<b>Attend Outside Group at <u>LEAST</u> every other week.</b>
9/26/07	Theory Construction What do the clients need or want?	Corey: Ch. 6, 8 Psychoanalytic and Psychodrama Approaches	II. K. 6. a	Journal 1 Due
10/3/07	Working Stage Linking Contextual Goals	Corey: Ch. 7 Adlerian Approach Ivey: Ch. 3, 4	II. K. 6. a	
10/10/07	Final Stage	Corey: Ch. 9 Existential Approach Ivey: Ch. 8	II. K. 6. a	
10/17/07	Agency Work/ Logistics	Corey: Chs. 11 Gestalt Approaches Ivey: Ch 5	II. K. 6. a, b, d-g	
10/24/07	The Interactive Group Environment Interactive Group Leadership	Corey: Ch. 10 Person Centered Approach Ivey: Chs. 7	II. K. 6. a, b	Journal 2 Due
10/31/07	Group Development Theory	Corey: Ch. 16 Solution Focused Brief Therapy	II. K. 6. a	

		Ivey: Ch 6		
11/7/07	Group Therapy Theory	Corey: Ch 12 TA Approaches	II. K. 6. c	
11/14/07	Basic Skills & Interventions Developing Effective Group Membership Skills	Corey: Ch 14, 15 REBT, and RET Ivey: Ch 9	II. K. 6. a, b, d	Journal 3 Due
11/28/07	Ongoing Leadership Tasks Interventions & Strategies	Corey: Ch. 17 and 18. Comparisons/Integrations Ivey: Chs. 10, 11	II. K. 6. a, b, d	<i>Counseling Theory Paper Due</i>
12/5/07	Specific Groups: Children, Adolescents, Adults, and the Elderly		II. K. 6. e	Journal 4 Due
12/12/07	Closure			