

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

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| Course Name | Group Counseling with Children and Adolescents |
| Course Number | CPSY 514-02 |
| Term | Summer, 2007 |
| | Credit: 3 semester hours |
| Textbook | Shechtman, Z. (2007). Group counseling and psychotherapy with children and adolescents. Mahway, NJ: L. Erlbaum |
| Faculty Name | Ruth Gonzalez, PhD, NCSP |
| | Class meets in Rogers Hall, # 105 |
| | Wednesday evenings: |
| | 5:30-9:15, May 9-Aug. 1, 2007 |
| | (No class on July 4) |
| 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 constructing curriculum for specific issues such as divorce, substance abuse, grief, and social skills.

Course Description:

We will address a range of topics about 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 information
- *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; participating in practice groups as a leader, co-leader, participant, or observer; being prepared for class and reading assignments ahead of time; successfully completing the exams, daily assignments, self-and class assessments, and participating in discussions. If a class is missed, the following is due the next week: a one-page review each of two juried journal articles regarding groups with children or adolescents, including citations and a brief critique of each.

Planned daily schedule:

5:30- 6:30 Lecture/Discussion
 6:30- 7:00 Daily GROUP; debrief
 7:00- 7:15 Break
 7:15-8:30 Lecture/Discussion
 8:30 -9:15 Student Presentations

Course Calendar:

| Date: | Readings: | Topics: | Due: |
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| May 9 | ----- | Introductions; Overview of class expectations and topics; GROUP and Middle Stories/Boundaries Joys and challenges of groups Types of Groups | ----- |
| May 16 | Chapters 1,2 | Who would benefit from Group? Group Theories Systems, Structures and Dynamics of Groups | Chapter Reviews |
| May 23 | Chapter 3, 4 | Therapeutic Factors Leadership Skills and Qualities Developmental Issues for Children and Adolescents Working with Parents and Staff Supervision and Co-leadership | Chapter Reviews |
| May 30 | Chapters 5, Appendix II | Special Populations Stages of Group Development Need for communication | Chapter Reviews; Project Proposal/Outline Presentations begin |
| June 6 (date may be changed; email notice will be sent) | Chapter 6, 7 | Library session | Chapter Reviews |
| June 13 | Chapter 8 | Midterm Evaluation and Course Eval. Group Assessment and Diagnosis | Chapter Review; List of Resources; Project |
| June 20 | Chapters 9, 10 Ethics Statement | Challenges and Obstacles of Groups Legal/Ethical Issues in Groups | Chapter Reviews |

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| July 4 | ----- | No class | ----- |
| July 11 | Chapters 11, 12 | Special Populations | Chapter Reviews |
| July 18 | Chapters 13, 14 | Specific Techniques of Group Work | Chapter Reviews |
| July 25 | Chapters 15, 16 | Follow-up | Chapter Reviews |
| August 1 | ----- | Final Examination; Course Evaluation | |

Evaluation and Grading:

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| Project proposal | 5 points |
| Project: | 25 points |
| Presentation of Project | 10 points |
| Group Leader | 10 points |
| Midterm Exam | 15 points |
| Final Exam | 15 points |
| Chapter Reviews | 20 points |

Total Points possible: 100 A=90-100; B=80-89; 79 or lower: no credit

Details:

Project

Proposal: Include a description of the group (age level, topic, why the topic is significant, where you will work), a list of letters that will be sent out (eg: administrators/clinical director, counselors/teachers, parent, child) (including both pre-group post-group letters); and a list of group plans for all stages)

Project:

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| Description of group, including overall goals, need for group, demographics | 2 points |
| Communication (pre- and post-group; parents, students, etc) | 3 points |
| Final report to administrator including follow-up plan | 2 points |
| One-page guidelines of ethical/legal guidelines | 1 points |
| 7 lesson plans (including daily goals, questions, material list, handouts) including an initial and a termination plan | 14 points |
| Minimal plans will get 7 points. | |
| Logging system – for group and for individuals | 2 points |
| Possible Problems and solutions | 1 point |

Presentation:

Make a presentation to the group; you may choose to hold a sample group; handouts including lesson plans/group goals are suggested. If you read your group plans with nothing else, you will get 1 point. Handouts are worth up to one point for each page. If you describe the group, run a sample group and make it dynamic and true-to-life, and if you give 3 handouts, you'll get the full 10 points.

Leading Groups:

The student will greet the class, have several questions 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. 5 points for each GROUP led. At first, only co-facilitations and check-ins are expected; as the course goes on, more complex plans will be required.

Midterm and Final Exams:

Both will cover topics included in the whole class/readings up to that point in time.

Both will allow open notes but not open books. There will be short answer questions as well as a short essay.

Chapter Reviews: Please take notes or outline each chapter as you complete the readings. Each chapter will be worth 1 points; Appendix II and an ethics review will each be worth 1 point; the list of resources will be 2 points. If any of these are late, there will be no points given.

Bibliography:

Brock, S.E., Lazarus, P.J., & Jimerson, S.R. (2002). Best practices in school crisis prevention and intervention. Bethesda, National Association of School Psychologists.

Corey, M.S. & Corey, G. (2002) Groups: Process and practice, Sixth edition. Pacific Grove, CA: Brooks/Cole.

Fisher, R. & Ury, W. (1981). Getting to yes. New York: Penguin Press.

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

Kottler, J.A. (2001). Learning Group Leadership: An Experiential Approach.

Thomas, A. & Grimes, J. (2002). Best practices in school psychology IV. Bethesda, National Association of School Psychologists.

Vernon, A. (2004). Counseling children and adolescents, Third edition. . Denver: Love Publishing Company.