

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

Please attach completed cover sheet to course syllabus.

Course Name	Group Counseling with Children/Adolescents
Course Number	514
Term	Spring 2007
Department	CPSY
Faculty Name	Ruth Gonzalez, PhD

Catalogue Description (*copy from current catalogue*): Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues 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 use, grief, and social skills. **Prerequisite:** CPSY 503, or 507 and 508. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<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.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<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.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

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

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

Student Performance:

Student performance criteria appear on page(s) 3 of this syllabus (student performance includes goals, evidence, and levels of performance).

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Course Name	Group Counseling with Children and Adolescents
Course Number	CPSY 514
Term	Spring, 2007
	Credit: 3 semester hours
Textbook	Kottler, JA. (2001). Learning Group Leadership: An Experiential Approach
Faculty Name	Ruth Gonzalez, PhD, NCSP
	Class meets in Rogers Hall, # 105
	Friday afternoons:
	1:00-4:15, Jan. 12- April 20, 2007
	(March 30: no class)
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 wither 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.

Planned daily schedule:

1:00- 1:20 Daily check-in; turn in assignments
 1:20- 2:20 Lecture/Discussion
 2:20- 2:35 Break
 2:35- 3:30 Group Meeting and debrief
 3:30 -4:15 Student Presentations

Course Calendar:

Date:	Readings:	Topics:	Due:
Jan. 12 --		Introductions; Overview of class expectations and topics; Joys and challenges of groups; Therapeutic factors	-----
Jan. 19	Chapters 1, 2	Types of Groups Necessary Qualities/skills	
Jan. 26	Chapter 3	Systems/dynamics of groups	
Feb. 2	Chapters 4,5	Stages of group development	5 File Resources
Feb. 9	Chapter 6	Theories of group intervention; Whole class groups	
Feb. 16	Chapter 7	Group Assessment and diagnoses	3 "Lesson Plans"
Feb. 23	Chapters 8, 14	Skills for group leaders; Legal/ethical requirements	3 Letters for project
Mar. 2	Chapters 9; 11	Intervention; Co-leadership and supervision	
Mar. 9	Chapter 10	Group techniques/structures	
Mar. 16	Chapter 12	Special populations; Crises; Whole School intervention	
Mar. 23	Chapters 13, 15	Challenges/Obstacles; Social Action	Project
Mar. 30		-----No class; Spring Break-----	
April 6		Student Presentations of Projects	File of Resources
April 13		Student Presentations of Projects	
April 20	--	Final Exam; Course Evaluation	

Evaluation and Grading:

Project:	40 points
Check-in leader	5 points
Final Exam	20 points
Pop Quizzes	
(4 at 3 points each)	12 points
File of Resources	23 points

Total Points possible: 100 A=90-100; B=80-89; C=70-79

Final Project: Guidelines:

Description of group, including your goals and the need for the group	3 points
Communication with principal/administration	3 points
Communication staff	2 points
Communication with parents	2 points
Communication with students	2 points
“Lesson Plans,” including handouts, lists of materials, several questions, goals for the day: at least seven plans including termination	14 points
Possible group norms	2 points
Logging system	2 points
Possible group problems/solutions	2 points
Sample report to administration and follow-up plan	2 points
Presentation to class and handouts	6 points

Pop quizzes will focus on the readings due that day; the **final exam** will be comprehensive.

Leading the 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.

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. Examples of topics/entries would include: Communication Forms, Ethics, Grief Groups, Diversity Issues, Questions for Termination, and so forth. Organization: 2 points; 6 entries each for 6 topics: 18 points; Presentation: 3 points. Handouts may be made through email.

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.

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.