

# **CPSY 515 Group Counseling With Adults Syllabus and Schedule**

Summer 2013  
Graduate School of Education and Counseling  
Lewis and Clark College

*Recovery can take place only within the context of relationships; it cannot occur in isolation.*

**-Judith Herman**

*As therapists, we must move beyond dealing with individual pain; we must become part of a larger solution by joining with others to transform the social conditions that contribute heavily to individual pain. We cannot continue to pathologize individual adaptations to socially destructive patterns. Therapy should not become a part of the problem by suggesting that the pathology is individual and the solution is individual.*

**-Judith Jordan**

Time: **Wednesdays, 5:30pm –9:00pm: 05/08/13-7/31/13**  
Location: Corbett Annex, Room 100  
Instructor: Shayna Collins, MS, NCC, CADCI  
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Office hours: By appointment

**Catalog Description:** Introduction to the major schools of group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

Prerequisite: CPSY 503 or 569

Credit: 3 semester hours

**Course Description and Outcomes:** This is a graduate level course designed to provide students with the theories, concepts and experiences that will increase their competency of group counseling with adults. Students will engage in lecture, readings, in-class activities and observation as well as experiential training groups. The content and experiences in this course provide concepts and skills necessary to satisfy the group work competencies stipulated in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2001) as outlined below. Students will gain knowledge of group counseling theory and demonstrate the practical skills necessary for the dynamic application to various adult group counseling settings. Students will understand how to adapt various theories and skills to the unique circumstances they find themselves in as professionals and citizens.

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

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (CC:6a)
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CC: 6c)
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d)

5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

### **Other Objectives of This Course:**

8. Apply an understanding of diversity & social justice to group work.
9. Provide at least 10 hours of participation in group work throughout the course.

### **Required Text:**

Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*, Basic Books, New York, NY.

## **COURSE GUIDELINES**

### **1. CPSY Departmental Attendance Policy:**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**It is essential that everyone is present at all of the sessions as this also impacts group dynamics, group cohesion and our ability to be fully present with each other.**

### **2. Student with Disabilities Policy:**

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:  
[http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

**3. Confidentiality Policy:** Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical. Please explore any concerns you have about confidentiality during class time, after class or during a training group.

**4. Special Considerations with Course Format:** The class will be a platform for demonstrating and examining the group process and experience through didactic and experiential teaching methods. While this is not a therapy group or personal growth group, experiential activities will bring the group process into our awareness with a focus on your ongoing counseling training and your professional development. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Grades will be based on your effort and ability to explore and apply the group concepts and experiences in this course towards the needs of adults in a group counseling setting. Your ability to use personal reflection, critical thinking and your ability to share the comments, questions and challenges that come out of this reflection and thought are essential in earning a successful grade in this course. **Evaluation in this course is not based on the content of your personal experiences, specifically, how much you self disclose, but on your participation in the process of learning about group dynamics.** Students are asked to be intentional about what they choose to share with other students in the class during activities. However, by taking this course, you agree to the opportunity to challenge yourself to become familiar with the territory of group work through participation in the activities provided—including the experiential training groups. If you become uncomfortable and feel as though you are unable to continue or participate during any aspect of this course, you may exercise your right to pass. If you find yourself repeatedly doing so, please discuss this with me or another trusted colleague. Your participation is vital to your learning.

**5. Additional Support:** Should you have emotional difficulty throughout the course, the following measures are available to support you:

- 1) Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- 3) You may also work on these concerns in the context of private counseling.

**6. Potential Risks of Engaging in This Course:**

- 1) Confidentiality cannot be guaranteed by the instructor.
- 2) While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- 3) While your instructor is taking on a dual role of both training and grading your performance in this course, you will not be graded on the content of your participation but on the intention you put forth to understand group process. If you have concerns about this at any point throughout the course, please discuss them with the instructor.
- 4) Please discuss any questions or concerns that come up during the course with the instructor in class time or through a scheduled appointment. Your communication and feedback are important to the integrity of this course.

**8. Other Classroom Expectations:**

- 1) Please adhere to the commitments in your Community Agreement. This document will be generated during the first class session and may be updated as the semester progresses.

**COURSE REQUIREMENTS**

## **A. Class participation (10 pts/week X 13 weeks = 130 pts)**

1. This includes participation in class discussions, small group discussions, assigned activities, group projects and participation in the experiential training group demos, both as a member and a facilitator.

Good participation is demonstrated by the following activities:

- Ask questions, offer perspective, share ideas & reactions
- Participate in all activities to the best of your ability
- An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course)
- You will challenge yourself to step-up or step down as appropriate

**2. Small group work on assigned course text and articles:** You will utilize small groups throughout the semester to discuss and analyze course readings. Your participation in these conversations is part of your class participation grade. **Come to class prepared!**

## **B. Exam (100 pts)**

1. **A mid-term exam** that will test your knowledge of relevant concepts and theories of group work covered in the first half of the semester.

## **C. Assignments + Projects (175 pts)**

### **1. Community Group Experience (25pts):**

You will attend a group session of your choosing in the community and write a brief 2-3 page paper that outlines what you learned in observing/participating in the group. You will share your learning with the class in a brief, informal discussion.

### **2. Diversity Experience and Social Justice Project (35 pts):**

You will find an event to attend on campus or in the community that is outside your “comfort zone” *and* where you are likely to be a minority in terms of race, culture, language, religion/spirituality, or sexual orientation. You will then write a research and reflection based paper (2-3 pages) outlining your experience at this event, your current understanding of working with issues of diversity and social justice in groups, and an outline for a group session based on integrating your understanding of these issues into group work.

### **3. Group Manual (50 pts):**

You will create a manual for facilitating a counseling group. (Detailed instructions will be handed out in class.)

### **4. Group Co-Facilitation Project (50 pts):**

a. You will choose a lesson from a curriculum on which you’d like to co-facilitate a group for the class. This will include collaboration with your assigned co-facilitator and co-facilitation of a group. You will also write a paper documenting what you learned from your co-facilitation experience. Detailed expectations for this assignment will be shared later in the course.

**b. Weekly reflections (25pts):** As a member or observer of the co-facilitated groups, you will hand in a weekly reflection on the group.

### 5. Additional Writing & Reflection:

Brief responses to course reserve articles, additional reading or activities may be assigned throughout the course.

### 415 TOTAL POINTS

**A: 415-375.5 B: 374-332 C: 331-290**

Date	Assigned Reading	Topic	Due
Week 1 <b>May 8</b>		Intro to Course, Syllabus Review, History of Group Work, Influences of Group Work, Basic Definitions	
Week 2 <b>May 15</b>	Preface, Ch 1, Ch 2 & Article	Types of Groups, Therapeutic Factors, Norms, Forming a Group, Screening	
Week 3 <b>May 22</b>	Ch 3 & Ch 4	Initial Stage	Mini Facilitation
Week 4 <b>May 29</b>	Ch 5, Ch 8	Transition Stage	Mini Facilitation
Week 5 <b>June 5</b>	Ch 9, 10, 11	Final Stage, Leadership Styles, Member Roles, Co-Leadership, Social Justice	Social Justice, Diversity and Group Work Paper Due
Week 6 <b>June 12</b>	Ch 6 & 7	Here and Now, Process vs. Content	Group Observation Assignment Due
Week 7 <b>June 19</b>	Ch 13, 14 & 15	Midterm Exam	
Week 8 <b>June 26</b>		Groups 1 & 2 Facilitation + Debrief	
Week 9 <b>July 3</b>		Groups 3 & 4 Facilitation + Debrief	Group Reflection Due
Week 10 <b>July 10</b>		Groups 5 & 6 Facilitation + Debrief	Group Reflection Due
Week 11 <b>July 17</b>		Groups 7 & 8 Facilitation + Debrief	Group Reflection Due
Week 12 <b>July 24</b>		Group 9 Facilitation + Debrief	Group Reflection Due
Week 13 <b>July 31</b>		Potluck, Group Manuals	Group Reflection Due Group Manuals Due