

## **CPSY 514: Group Counseling with Children and Adolescents**



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### **Time and Place**

Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519  
David Douglas School District, Wednesdays/Thursdays, 1:15 – 4:30 p.m.

### **Texts**

- 1) Berg, R., Landreth, G., Fall, K. (2013) Group Counseling: Concepts and Procedures, 5<sup>th</sup> Edition, Routledge NY. (Available at the bookstore)
- 2) Mortola, P., Grant, S., Hiton, H., (2008) BAM! Boys advocacy and mentoring, a leader's guide to facilitating strength-based groups for boys, Helping boys make better contact by making better contact with them. Routledge Series on Counseling and Psychotherapy with Boys and Men, Routledge Press, NY (Available in class on loan)

### **Catalogue Description and Course Goals**

Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students explore group dynamics, potential problems encountered when running children's groups, and generalization and maintenance of behavioral change. Specific issues including divorce, substance use, grief, and social skills will also be addressed. Prerequisite: CPSY 503 or 507/508 (may be taken concurrently). Credit: 3 semester hours.

In this class, we will address topics ranging from very practical “how to” applications of group counseling to more theoretical constructs of group dynamics and group interaction. There will be a heavy emphasis placed on the experiential and dialogic aspects of group learning in this class. The primary goal of this class is to help participants increase skills, comfort level, and flexibility as group leaders and group counselors. The following class objectives for class participants support this primary goal:

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) (NASP 2.4, 2.7).
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 & methods, and methods of evaluation of effectiveness; (CC: 6d) (NASP 2.4, 2.7)
5. Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

### **Course Projects/Assignments**

#### **Project 1: Practicum Group and Evaluation**

As a major component of this course, you will be supervised as you lead or co-lead a social skills counseling group for children at a school in the David Douglas school district on approximately eight scheduled days during class time. You will receive supervision and evaluation on your efforts and success within these group sessions in developing the skills detailed in the *Group Leadership Skills Rubric* in this syllabus.

#### **Project 2: Practice/Theory Paper**

You are asked to write a 6-8 page paper reflecting on your practice of leading children's counseling groups following the *Practice/Theory Paper Grading Guidelines* (to be provided in class). The focus of the first half of this paper will be on your skills as a group leader, both strengths and challenges. The focus on the second half of the paper will be on the qualitative data collected in the closing activity in your small group.

#### **Project 3: Class Attendance and Participation**

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation are expected and will be assessed and feedback will be provided. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Due to its importance in setting up the term, students must drop the class if the first class session is missed. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account. Any missed class time will require a standard make-up assignment, due the following week: A 2-3 page paper in which you: 1) describe what you learned from interviewing two individuals who attended the class you missed, and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings, or discuss challenges encountered in leading your group that week.

**Project 4: Pre-, Midterm, and Post-Assessments**

During our first class period, we will ask you to write about your experience, interests and concerns regarding the topic of our class as a pre-assessment. Please respond on a separate piece of paper to the following questions. Your honest and open responses to these questions will help us to understand your needs in the class and how we might address them.

- 1) What kind of history or experience do you have with group counseling and group dynamics?
- 2) What interests you or concerns you about the class or syllabus?
- 3) How would you rate yourself on the skills outlined in the Group Leadership Rubric?

In the middle of the term, you will be asked to fill out a midterm self-evaluation as well as a course evaluation as honestly and completely as possible. This self-evaluation helps give us an idea as to how the class is going for you and if you are achieving your own learning goals as well as ours for the class. For the final class, you will be asked to complete and turn in a Post-Assessment.

**Course Projects/Assignments Point Totals**

Project 1: Practicum Group and Evaluation	40 points
Project 2: Practice/Theory Paper	45 points
Project 4: Class Attendance and Participation	10 points
<u>Project 5: Pre-, Midterm, and Post-Assessments</u>	<u>5 points</u>
Total possible points	100 points

**CPSY 514: Class structure and activities by week**

	Assignments/Topics	Practicum Groups	Readings
1 Sept 4 & 5	Pre-Assessment (in class) Support & Risk Containment & Release Contact & Withdrawal		Syllabus discussion
2 Sept 11 & 12	Nature & Nurture Competition & Cooperation		BAM! Pgs. ix-129
3 Sept 18 & 19	Development issues in groups Integration & Differentiation		1 Rationale and history 2 Diversity & soc justice 3 Group work & theory Appendix A Terminology Appendix B Best practices Appendix F Div. principles Appendix C Prof standards Appendix G Ethical guides
4 Sept 25 & 26		Children's group 1	11 Groups w/ Children 12 Groups w/ Adolescents
5 Oct 2 & 3		Children's group 2	4 Holistic leadership 5 Leader's internal experience 6 Co-leadership
6 Oct 9 & 10		Children's group 3	9 Working w/ resistance Appendix E Typical issues
7 Oct 16 & 17	Mid-term Assessment (in class)	Children's group 4	
8 Oct 23 & 24		Children's group 5	
9 Oct 30 & 31		Children's group 6	
10 Nov 6 & 7			7 Initiating a group 8 Maintaining a group 10 Evaluating leader & group Appendix D Competencies
11 Nov 13 & 14		Children's group 7	
12 Nov 20 & 21		Children's group 8	
Nov 27 & 28	No class/Thanksgiving break		
13 Dec 4 & 5	Paper discussions <b>Practice/Theory Paper due</b>		
14 Dec 11 & 12	Paper discussions Course Evaluations		

### CPSY 514: Group Leadership Skills Rubric

<b>Skills</b>	<b>1 Unsatisfactory</b>	<b>2 Satisfactory</b>	<b>3 Exceptional</b>
<b>1 Support &amp; Challenge</b>	Student does not yet provide adequate levels of both support and challenge	Student does provide adequate levels of both support and challenge	Student provides masterful levels of both support and challenge
<b>2 Personal &amp; Professional</b>	Student does not yet negotiate personal & professional boundaries adequately	Student negotiates personal & professional boundaries adequately	Student negotiates personal & professional boundaries masterfully
<b>3 Immediacy &amp; Structure</b>	Student does not yet appropriately navigate between immediacy and the needs of curriculum	Student is able to appropriately navigate between immediacy and the needs of curriculum	Student is able to masterfully navigate between immediacy and the needs of curriculum
<b>4 Leading &amp; Supporting</b>	Student does not yet appropriately navigate between leading and supporting roles	Student is able to appropriately navigate between leading and supporting roles	Student is able to masterfully navigate between leading and supporting roles
<b>5 Verbal &amp; Nonverbal</b>	Student does not yet produce clear and helpful verbal and nonverbal communication	Student is able to produce clear and helpful verbal and nonverbal communication	Student masterfully produces clear and helpful verbal and nonverbal communication
<b>6 Theory &amp; Practice</b>	Student does not yet clearly understand and implement appropriate theory into practice	Student clearly understands and implements appropriate theory into practice	Student masterfully understands and implements appropriate theory into practice
<b>7 Whole &amp; Part</b>	Student is not yet able to address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)	Student is able to address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)	Student is able to masterfully address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)
<b>8 Giving &amp; Receiving Feedback</b>	Student is not yet able to give, receive and appropriately apply helpful feedback into practice	Student is able to give, receive and appropriately apply helpful feedback into practice	Student is able to masterfully give, receive and appropriately apply helpful feedback

**CPSY 514: Group Counseling with Children and Adolescents**  
**Friendship Skills and Bullying Prevention Curriculum**

Group Goals:

- 1) To provide a safe and fun environment to practice pro-social behaviors
- 2) To increase the development of friendship skills and supportive relationships
- 3) To increase the development of skills and options to address bullying: physical, verbal, and indirect
- 4) To increase social connections and support and limit social isolation related to bullying

Session 1

- Open:
- Lead stretching/balancing activity: (e.g. tree pose, one leg balancing, etc.)
  - Lead card activities: “a favorite thing to do” and “a sixty-second autobiography”
- Body:
- Welcome participants, describe group, goals and norms:  
“This is a group where we will have fun, feel safe, but also feel challenged. Each week, we are going to create some challenges for you as a group to accomplish so we can ultimately get to a cool prize at the end. Some will be physical challenges, some will be emotional challenges. We’ll have a safe group to discuss the challenges and good things about sixth grade, about making friends and about dealing with bullies. How does that sound?”
  - Create group poster with names and symbols
  - Tell a story about a challenge you faced in at middle school age.
  - Lead card activity: “Pick two cards: something you like/find challenging about 6<sup>th</sup> grade”
- Close:
- Ask: “What did you like about today?”

Session 2

- Open:
- Reiterate and emphasize norms regarding making the group both safe and challenging
  - Lead “Alligator Swamp” and brief check in
- Body:
- Solicit responses/reactions to alligator swamp, links ideas to group:  
“Not everyone is good at the same thing, that’s what makes a group stronger”  
“How was it to help and be helped?”  
“This is a place where we want you to feel included and safe, no teasing.”
  - Tell story about learning what made a good friend
  - Help participants share their own reactions and stories
- Close:
- Ask each participant to share something they learned or liked about group

Session 3

- Open:
- Lead “shake down” activity
  - Lead drawing activity: “This week’s personal weather report”
- Body:
- Tell emotions story (e.g. managing difficult middle school feelings re: belonging, anger, etc).
  - Help participants share their own reactions and stories
- Close:
- Lead stretching/balancing activities while sharing: “What did we learn about each other today?”
  - Give appreciations of good listeners, contributors, etc.

#### Session 4

- Open:
- Lead stretching/balancing activities:  
(e.g. “shakedown,” anemone, tree pose, one leg balancing, partner leans, etc.)  
“Imagine roots going from your feet into the ground helping you stand strong.”
  - Lead “which do you prefer?” activity
- Body:
- Tell bullying story (e.g. direct, indirect, bystander, etc.)
- Close:
- Solicit responses to exercise and make links to group rules and safety:  
“It is great that this group felt safe to be honest about names we get called.”
  - Help each participant share something they learned or liked about group

#### Session 5

- Open:
- Lead “Willow in the wind” activity (half the group)
  - Reflect on “feeling support” and “having each other’s back” in activity
- Body:
- Tell story about being teased for lack of gender conformity (e.g. “The pink shirt”)
  - Help participants to share reactions and stories
  - Create list of “what boys/girls get teased for”
- Close:
- Give appreciations to group members

#### Session 6

- Open:
- Lead “Willow in the wind” activity (half the group)
- Body:
- Tell story about reacting poorly to being teased (e.g. “Sheep head”)
  - Discuss both helpful and unhelpful responses to bullying  
e.g. unhelpful = silence or aggression  
e.g. helpful = recognize, refuse, report; stop/walk/talk, etc.
- Close:
- Make list of helpful responses to bullying

#### Session 7

- Open:
- Lead card activity: Something about you that is “outside the box”
- Body:
- Tell story about being “outside the gender box” (e.g. Peter’s birthday party story)
  - Lead “Appreciations” activity
- Close:
- Remind participants that next week is last meeting
  - Help each participant share something they learned or liked about group

#### Session 8

- Open:
- Revisit a variation of favorite group activity (e.g. trust walk, willow, swamp, etc.)
- Body:
- Tells story about this group and what was covered each week
  - Help participants share memories about what was accomplished and learned
  - Lead cards activity:  
“Pick three cards: one to represent something about you before we had this group, one to represent something about your experience in this group, and one thing you can take with from this group back into your classroom/school.”
- Close:
- Notice and state something special about each child in the group
  - Remind participants this is the last meeting and how to connect with each other

**CPSY 514: Midterm Self-Assessment**

**Name:**

Please comment on the following features of the class and your participation, efforts and learning in this class. Add any additional items that you believe are significant.

1) Describe the most successful features of your participation, efforts and learning in this class thus far and why you consider them as such:

2) Describe the least successful feature of your participation, efforts and learning in this class thus far, why you consider it as such, and how it might be strengthened or addressed before the term is over:

3) Describe what you consider to be the most important themes or findings of your learning in this class thus far:

4) Describe the most helpful aspects of this class in terms of your learning and participation:

5) Describe the least helpful aspects of this class and what would help you learn better in this environment:

## About Writing

Hello Peter. Thank you for your message. I just tried to call you, but I got voicemail. In our paper screening, we selected 5 out of 10 to interview. In Mary's case, there were misspellings/typos in her letter - which concerned us. If you strongly believe she's a star, we'll reconsider and add her to our interviews on Thursday. I realize that paper screening isn't always the best process. We chose not to interview all 10. Any direction you wish to provide is strongly appreciated! Gratefully, Antonia

Writing can help you better integrate your thoughts, feelings and actions regarding both your personal and professional development. That is, good writing reflects a conscientious and sustained effort to make clear and visible your thoughts and feelings about a topic and how you should act as a consequence of these reflections. Clear writing is a result of a reiterative and editorial process. Please strive to meet the following standards that we set for all writing assignments in this class.

### **514 Practice/Theory Paper: Grading Guidelines**

1. Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed. Spacing between lines is 1.5. Paper is 4-5 pages long. (3 points)
2. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. (3 points)
3. All sections of the paper described below are present and well-articulated (within and between):
  - a. Cover page (1 point)

Include project number and title along with your contact information. Please staple your paper. No covers or folders please.
  - b. Opening (2 points)

Describe what do you intend to do in the paper and why.
  - c. Body (12 points)
    1. Provide a brief written context and include a transcription (of approximately a paragraph or so in length) from the group audio recordings. (4 points)
    2. Include a substantial quotation referring to relevant theory or practice from either of the texts (at least 40 words or more, indented ½ inch). (4 points)
    3. Elaborate on how the transcript and text quotation are linked. Also include reference to relevant aspects of class discussions on the regulatory processes that help you define, describe, or make sense of the transcript and text quotation you have included. (4 points)
  - d. Closing (2 points)

Summarize what you have covered in this paper. Describe what you have learned as a person and as a professional. Set goals for yourself regarding your strengths/growing edges.

e. Proofreading paragraph (1 point)

Identify the classmate who proofread your work and what you learned in the proofreading process.

f. References (1 point)

Use APA format for all within text citations. You do not need to include a separate reference page if you cite only course texts.