

CPSY 514: Group Counseling with Children and Adolescents



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General Information

Time and Place

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

Texts

- 1) Berg, R., Landreth, G., Fall, K., (2013) Group Counseling: Concepts and Procedures, 5th 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 502/503 (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: Class Attendance and Participation (15 points)

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 may need to drop the class if the first class session is missed. Please contact us 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 significant 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 2: In-Class Assessments (5 points)

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- and course-evaluation as honestly and completely as possible. This 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 a Course evaluation.

Project 3: Practicum Group Experience (20 points)

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 4: Practicum Group Reflection/Transcription (20 points)

As part of your participation in the practicum groups, you will be asked to listen each week to your audio recordings of the group and reflect upon one or all of the following: individual students within the group, the group's development as a whole, and your experience as a leader within group. These reflections will be shared in class discussions and in supervision with the professors, and a transcription will be included in Project 5 below.

Project 5: Practicum Skills Project (25 points)

You are asked to complete a multi-faceted project focused on the reflection and evaluation of your leadership skills in leading the practicum group described above. The facets of and guidelines for this project are described below.

Part a: Skills Rubric (Due Oct 23):

- Bring a copy of the skills rubric (pasted below) to class having completed the document as specified in the directions. **2 points.**

Part b: Skills Paper (Due Oct 30):

- Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is 4-6 pages long, 12-point font, typed, stapled, printed on two sides, with line spacing of 1.5. Use APA format for all within text citations. Do not include a separate reference page if you only cite course texts. **3 points.**
- Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. All sections of each paper described below are present and well-articulated (within and between). **3 points.**
- Paper opening: In the right hand corner of the first page of your paper, include your name, project number and title. In the opening paragraphs, describe what do you intend to do in the paper and why. Also provide a brief overview of the process of how you evaluated your skills as a group leader. **2 points.**
- Paper transcript: Provide a brief written context and include two relevant transcriptions (at least a paragraph, less than a page, indented ½ inch) from the group audio recordings that include 1) a demonstration of a skill from the rubric that is presently a strength as a group leader, and 2) an example from practice of a skill from the rubric you are still developing. **5 points.**
- Paper quotations: Relating to the transcript above, include relevant and substantial quotations from class texts referring to the skills you have referenced above and why they are important theoretically for individual or group development. Elaborate on how the transcript and text are related regarding leadership skills that are evidenced (or not) in your practice (quotes of at least 40 words or more, indented 1/2 inch). **5 points.**
- Paper closing: Summarize what you have covered in this paper by describing what you have learned as a person and as a professional. Set goals for yourself regarding your strengths and growing edges as a group leader and how you will reach those goals by the end of the term. Identify the classmate who proofread your paper and what you learned in the proofreading process. **2 points.**

Part c: Goals Reflection (Due Dec 4):

- Goals reflection: In approximately 3 pages, reflect on the goals you set in Part b above, your process in approaching those goals, and the degree of success you had in developing those skills as a group leader. Provide examples/evidence from your group work. Set further goals for yourself regarding your strengths and growing edges as a group leader. Identify the classmate who proofread your paper and what you learned in the proofreading process. **8 points.**

Project 6: Practicum Group Data Presentation (15 points)

On the last day of class in a fifteen-minute presentation, you and your group co-leader are asked to present both

qualitative and quantitative group evaluation data regarding to the class for reflection and discussion. Please send electronic versions of these data to both professors:

- Qualitative: Provide an image and transcript excerpt for each child in your group from the closing card activity that in some way summarizes their experience in your group.
- Quantitative: Provide an image/graph that represents the individual and cumulative results of the weekly survey data you collected each week in your group using the instrument provided below:

Weekly Group Evaluation Questions

	Name: Week:	1 Not much	2 Some	3 A lot
1	I liked being in group today			
2	I felt safe participating in my group today			
3	I felt connected to my group members today			
4	I learned some things about friendship and bullying today			

Course Projects/Assignments Point Totals

Project 1: Class Attendance and Participation	10 points
Project 2: In class Assessments	5 points
Project 3: Practicum Group Experience	20 points
Project 4: Practicum Group Reflection/Transcription	20 points
Project 5: Practicum Skills Project (Parts a b c)	30 points
<u>Project 6: Practicum Group Data Presentation</u>	<u>15 points</u>
Total possible points	100 points

CPSY 514: Class Assignments, Activities, and Readings by Week

	Assignments due	Activities	Readings due
1 Sept 4	Project 2: Pre-Assessment due (completed in class)	Practicum prep	Syllabus discussion
2 Sept 11		Practicum prep	BAM! Pgs. ix-129
3 Sept 18		Practicum prep	1 Rationale and history 3 Group work & theory
4 Sept 25		Practicum group 1	6 Co-leadership 2 Diversity & soc justice
5 Oct 2		Practicum group 2	4 Holistic leadership 5 Leader's internal experience
6 Oct 9		Practicum group 3	9 Working w/ resistance Appendix E Typical issues
7 Oct 16	Project 2: Midterm-Assess. due (completed in class)	Practicum group 4	Appendix B Best practices Appendix A Terminology
8 Oct 23	Project 5a: Skills Rubric due	Practicum group 5	11 Groups w/ Children 12 Groups w/ Adolescents
9 Oct 30	Project 5b: Skills Paper due	Practicum group 6	Appendix F Div. principles
10 Nov 6		Practicum group 7	Appendix C Prof standards
11 Nov 13		Practicum group 8	Appendix G Ethical guides
12 Nov 20		Practicum group 9	7 Initiating a group Appendix D Competencies
Nov 27	Thanksgiving break		
13 Dec 4	Project 5c: Goals Reflection due	Skills paper discussions	8 Maintaining a group 10 Evaluating leader & group
14 Dec 11	Project 6: Group Data due Project 2: Course Eval. due (completed in class)	Group data discussions	

CPSY 514: Group Leadership Skills Rubric

Please bring this form to class on the due date having completed the two following tasks: 1) For each conceptual skill set identified below, provide a specific example from practice (written in the margins) of what this skill has looked like in your efforts as a group leader; 2) From the list of skills below, identify at least one area of strength and at least one area of challenge for you in terms of your group leadership skills.

Skills	1 Unsatisfactory	2 Satisfactory	3 Exceptional
1 Support & Challenge	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
2 Personal & Professional	Student does not yet negotiate personal & professional boundaries adequately	Student negotiates personal & professional boundaries adequately	Student negotiates personal & professional boundaries masterfully
3 Immediacy & Structure	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
4 Leading & Supporting	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
5 Verbal & Nonverbal	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
6 Theory & Practice	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
7 Whole & Part	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)
8 Giving & Receiving Feedback	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

