

Lewis and Clark College  
Graduate School of Education and Counseling  
Fall Semester 2013

### **CPSY 515: GROUP COUNSELING WITH ADULTS**

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#### **Time and Place:**

Graduate School, York Graduate Center, Room 107  
Wednesday 1:00-4:15  
September 3<sup>rd</sup>-December 10<sup>th</sup> 2014

#### **Text:**

The Theory and Practice of Group Psychotherapy (2005) by Irvin Yalom with Molyn Leszcz. (Basic Books, NY) Available at bookstore.

**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 for Counseling and Related 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.

#### **CPSY 515 Group Counseling with Adults**

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) (CC 1.1.2)
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.

## COURSE GUIDELINES

### 1. CPSY Departmental Attendance Policy:

#### 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.

### 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/)

**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.**

### 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.

**7. Other Classroom Expectations:**

- 1) As a counselor in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- 2) Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- 3) You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- 4) Step Up/Step Down-Step In/Step Out: I hope you will be eager to participate in this course and challenge yourself to step up (to share more than you normally would) or step down (if it is necessary to make space for others).
- 5) Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone, texts and Facebook!

**Course Schedule:**

Week	Topics	Experiential Learning	Readings Due	Assignments Due
1 Sept 3 <sup>rd</sup>	What is a group? Types of Groups	What's it Like to Join a Group?	Syllabus Discussion	Reflection Paper
2 Sept 10 <sup>th</sup>	Therapeutic Factors and Interpersonal Learning	Identify the basic components of successful group leadership	Yalom Chapters 1-2	Reflection paper
3 Sept 17 <sup>th</sup>	Group Cohesiveness and Integrating Therapeutic Factors	Mock Group; Support for Graduate Students	Yalom Chapter 3-4	Reflection paper <b><i>Interviews Due</i></b>
4 Sept 24 <sup>th</sup>	The Therapist: Basic Tasks and Stages of Group	Co-facilitation	Yalom Chapter 5	Reflection paper
5 Oct 1 <sup>st</sup>	Here and Now!	Co facilitation	Yalom Chapter 6	Reflection paper <b><i>Articles Chosen and link emailed to class</i></b>
6 Oct 8 <sup>th</sup>	Transference and Transparency	Co-facilitation	Yalom Chapter 7 Article	Reflection paper
7 Oct 15 <sup>th</sup>	Preparation and Multi Cultural Persepctive	Co-facilitation	Yalom Chapter 10	Reflection paper
8 Oct 22 <sup>nd</sup>	The Advanced Group	Co-facilitation	Yalom Chapter 11 and 12	Reflection paper
9 Oct 29 <sup>th</sup>	Handling challenges in group, Tasks and Exercises for the Therapist.	Co-facilitation,	Chaperts 13 and 14	Reflection paper
10 Nov 5 <sup>th</sup>	Specialized Groups and Ethical Considerations	Video	Chapter 15	Reflection paper
11 Nov 14 <sup>th</sup>	Practical Applications	Individual Facilitation	No reading ☺	Reflection paper
12 Nov 19 <sup>th</sup>	Practical Applications	Individual Facilitation	No Reading ☺	Reflection paper
Nov 26 <sup>th</sup> Off				
13 Dec 3 <sup>rd</sup>	Challenging Members	Mock Groups	Read Articles from Classmates	Reflection Paper
14 December 10 <sup>th</sup>	Termination Share Curriculum	How to Terminate	No reading ☺	Curriculum's Due

### **Assignments:**

**Attendance:** In order to create and preserve the integrity of our group experience your attendance in every class is mandatory for this course. If there are events outside of your control that force you to miss class please let me know by phone or email as soon as possible. In order to make up the class you will be asked to interview **TWO** classmates on what happened during class and write a two page reflection paper on occurred.

**Reflection Papers:** One page handwritten reflection on your experience in class and personal/ professional response to the material.

**Chapter Discussions:** We expect that you will have not only read the required readings but that you bring thoughts and questions or concerns about what you read in order to be ready to discuss with the group.

**Group Facilitator Interview:** Contact a group therapist in the area (found on Portland Therapy Center or Psychology today) and conduct a short 30 minute phone or email interview asking them about the types of groups they do and what are the potential challenges and benefits to group work. Write a report on the information you gained. Should be 1-2 double spaced pages in length.

**Article Sharing:** Locate an article, essay, journal, chapter from book (under 10 pages) regarding group work in an area of specialty that you may be interested in. Email this link or bring to class to copy on October 1<sup>st</sup>.

**Co-facilitation:** Be sure to meet with your co-group leader to prepare for your 20 minute facilitation and identify key topics from the reading that you would like to point out for discussion. Arrange to videotape or audio record your facilitation. Review your video of facilitation and identify key areas of success and areas of growth. Write a 2-3 page paper on your reflections. **(Due 2 weeks after your facilitation)**

**Individual facilitation:** Lead a small group in an experiential/ psycho-educational activity and discussion (total 30 minutes). Video or audio record your experience and write a reflection paper (2-3 pages) on what you learned about yourself as a group leader. **(Due 2 weeks after your facilitation)**

### **Final Project: Group Curriculum**

Design your own group curriculum manual complete with facilitator introduction, explanation of group, goals of group, rules/guidelines and group expectations, and week-by-week agenda. This can be done individually or with *one* partner from class.

### **Point Breakdown:**

- 1) Class attendance/ participation/ reflection papers: 60 points**
- 2) Interview Paper: 6 points**
- 3) Co-facilitation Project Paper: 8**
- 4) Individual Facilitation Project Paper: 8**
- 5) Article on Moodle and Class Discussion: 4 points**
- 6) Final Project: 14**

**Total 100 Points**