

CPSY 515 Group Counseling With Adults
Syllabus and Schedule
FALL 2014
Graduate School of Education and Counseling
Lewis and Clark College

Time: **Thursday, 1pm-4:15pm, 9/4/13-12/11/13**
Location: York Graduate Center rm 107
Instructor: Samantha Pauley, LPC, LMFT, MAC
Phone: **503 505 4191 (cell) 503 554 4312 (office)**
Email: spauley@lclark.edu
Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor, Licensed Marriage and Family Therapist and a Masters of Addiction Counseling. I received my Masters of Counseling at Lewis and Clark College and began my career working with adolescents and their families at DePaul Treatment Centers. I was involved in running the Family Department at the Youth Facility and co-wrote the Helping Hands: Healthy Communication for Healthy Families, a psychoeducational curriculum. I have had a private practice where I focused on providing individual and couples counseling. Currently, I work at Hazelden Springbrook, part of the Hazelden Betty Ford Foundation, offering dual diagnosis treatment for those suffering from addiction. I currently manage two 18 bed Extended Care units at the residential facility and supervise registered interns and students. I am involved in daily milieu management and facilitation of both psychoeducational and clinical/process groups, as well as program development and systemic process improvements.

My philosophy of teaching & supervision: I believe it is my professional responsibility to provide a respectful, supportive and challenging learning environment to help individuals develop a sense of self. Practical activities, dialogue, collaborative learning and personal reflection guide my teaching. I believe that learning is constructed collaboratively and is an active process.

I believe that the best learning comes from those around us. I learned early on in my career that our patients/clients are our best teachers and have recently come to believe that the same applies to my students and colleagues. *Perspective...* Through the process of working and learning from each other, we create the learning experience rather than mere information exchange and recitation. An environment that invites connection, and therefore healthy human development, invites learning.

“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**

“Recovery can take place only within the context of relationships; it cannot occur in isolation.”-**Judith Herman**

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.

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)

Required Texts:

1. *Interactive Group Counseling and Theory* by Kline

http://omo.outreach.olemiss.edu/omo/course_content/COUN_Kline/klinetext.html

2. *Theory and Practice of Group Psychotherapy* by Yalom (5th edition; older editions will be acceptable for our purposes)

Lewis and Clark Bookstore

http://www.amazon.com/Theory-Practice-Group-Psychotherapy-Edition/dp/0465092845/ref=sr_1_1?ie=UTF8&qid=1376762946&sr=8-1&keywords=yalom

3. *Group Counseling: concepts and Procedures* by Robert Berg

Lewis and Clark Bookstore

Suggested Text:

Essentials of Group Therapy

<http://www.amazon.com/Essentials-Group-Therapy-Virginia-Brabender/dp/0471244392>

* **Readings for this course will not be assigned from this text however it's a good basic text to reference**

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/

3. Confidentiality Policy: Confidentiality is extremely important to the integrity of this course.

Confidentiality cannot be guaranteed in a group 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 advisor. 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 be eager 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. **Do not check your phone during active class time: wait until breaks. Violating this rule will result in points being taken off your participation for the day.**

COURSE REQUIREMENTS

A. Class participation (10 pts/week X 14 in class sessions = 140 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
- Come to class prepared – you will be expected to participate in discussions both based on the context of information presented, as well as in small group “fishbowl” experiential exercises. Your participation in these conversations is part of your class participation grade. **Come to class prepared!**

B. Assignments + Projects (150 pts)

1. Group Class Journal (20 pts): You will complete a journal entry (½ pg) at the end of each class period. There will be time at the end of each class to begin these entries. They are due by Sunday following the class, typed and e-mailed using the following format: **Lastname-journalwk1.doc**. These brief reflections should be informed by your own experience, reaction, insight and knowledge gained throughout the class time.

2. Reading Lecture and Discussion Co-facilitation: (60 pts): You will co-facilitate lecture material based on the readings assigned each week. Presentations should be informative, creative and engaging. There may or may not be overlap in content between the readings and from week to week there may be repetition. Each week it is the groups task to provide content and experience. It’s up to you to determine what is most important to convey from the readings.

You will be randomly assigned into small groups and it is up to each group to decide how to disseminate the responsibilities of presenting/lecturing on the material and leading a small group discussion. Each group will present twice (15 pts total per presentation) and all members are expected to co-facilitate part of a group; failure to do so will make completing the Reflection Paper difficult.

Necessary components for each weeks learning: you will have 2 hrs to divide the lecture portion and the small group process. Each group must have:

- Lecture/presentation of written material
- Group Discussion: either in a large group format, “Fishbowl” where ½ the class in the discussion and the second ½ is observing, mini groups throughout the lecture material - You decide!
- Reflection Question or prompt for the Group Class Journal Entry

Additional points (5pts for each use) are available for the use of media (video/audio), articles, chapter/content from suggested/additional text, creative demonstration of group principles, etc that increase the experience of learning.

3. Post Co-facilitation Reflection Papers (10 pts each; 20 pts): due the Sunday following your turn to present

Part A: You will write a paper following your co-facilitation, documenting what you learned from your experience. You will be expected to outline your role in your small groups preparation and

reflect on what you learned as the Co-Facilitator, outlining both where you saw yourself applying principles of group facilitation and acknowledging area of growth. Personal growth comes from demonstrating vulnerability in our learning experience.

Part B: You will provide feedback regarding your group members. Please include a small section (2 - 3 sentences max per person) reviewing their participation.

4. Group Creation (50 pts): You will create a group outline. Using the principles and skills learned throughout the term, you will write and present your group format. The expectation is that the group outline will be a comprehensive outline of the purpose, clientele, topics, and processing involved in structuring a group. During the final two weeks of the term, each class member will give a 10 - 15 minute presentation highlighting your group.

290 points total on class participation and assignments

Additional Available Points:

- 5 points for keeping your syllabus and turning it in on the final day of class with your signature
- 5 points total for sending **ALL** assignments with the correct formatting and file name; Lastname - assignment.doc
- 5 points for each use of creative/additional material used to demonstrate content during Reading Lecture/Discussion

A: 320 - 280 B: 279 - 240 C: 239 - 200

Submit all written assignments to me via email using your last name as a part of the file name. **EX: Pauley-journalwk1.doc; Pauley-PostReflectionPaper.doc**

Date	Reading	Group Assignment Schedule Due each week: Journal
9/4/14	Welcome Kline: Ch 1	
9/11/14	Kline: Ch 14 Berg: Ch 3 Yalom: Ch 5 & 6	Red - Group Co-facilitation & reflection paper
9/18/14	Kline: Ch 9 Berg: Ch 4 Yalom: Ch 1 & 2	Blue - Group Co-facilitation & reflection paper
9/25/14	Kline: Ch 8 Berg: Ch 6 Yalom: Ch 3 & 7	Green - Group Co-facilitation & reflection paper
10/2/14	Kline: Ch 10 Berg: Ch 7 Yalom: Ch 10 & 11	Yellow - Group Co-facilitation & reflection paper
10/9/14	Kline: Ch 11 Berg: Ch 8 Yalom: Ch 12	Orange - Group Co-facilitation & reflection paper
10/16/14	Kline: Ch 12 Berg: Ch 9 Yalom: Ch 14	Red - Group Co-facilitation & reflection paper
10/23/14	Kline: Ch 13 Berg: Ch 12 Yalom: Ch 13	Blue - Group Co-facilitation & reflection paper
10/30/14	Kline: Ch 2 & 4 Berg: Ch 2	Green - Group Co-facilitation & reflection paper
11/6/14	Kline: Ch 3 & 5 Berg: Ch 1	Yellow -Group Co-facilitation & reflection paper
11/13/14	Kline: Ch 6 Berg: Ch 11	Orange- Group Co-facilitation & reflection paper

11/20/14	Video Review	Journal still due - related to video
11/27/14		NO CLASS-FALL BREAK
12/4/14		Group Creation Presentations
12/11/14		Group Creation Presentations