

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**CPSY 514 / CPSY 515**  
**Group Counseling with Children and Adolescents / Group Counseling with Adults**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 6a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- 6b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- 6c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- 6d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- 6e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

**Key Required Assignments/Student Learning Outcomes**

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development,	Practicum Year	Course Grade 90-100%	Course grade 80-89%	Course grade 70-79% and	Course grade below 70%	CPCE Score average/above average or CPCE score	Assessment Chair Review/Referral to BRC or ARC

dynamics, counseling theories, group counseling methods and skills, and other group work approaches.						below average and course grade of A in CPSY 514 or 515	
	Practicum Year	Assignment grade 90-100%	Assignment grade 80-89%	Assignment grade 70-79% and	Assignment grade below 70%	CPSY 514 or CPSY 515: Group facilitation assignment	Assessment Chair Review/Referral to BRC or ARC

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

Fall 2015

Graduate School of Education and Counseling  
Lewis and Clark College

---

Time: Wednesday 01:00PM - 04:15PM  
Location: York Graduate Center, Room 117  
Instructor: Elizabeth Oshrin Parker  
Email: [eparker@lclark.edu](mailto:eparker@lclark.edu)  
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 for Counseling and Related Programs (CACEREP) 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**

Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (CC:6a)

Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)

Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CC: 6c)

Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d)

Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (CC: 6e, C2)

Professional preparation standards for group leaders; and (CC: 6f)

Ethical and legal considerations. (CC: 6g)

## **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.

### **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:

- 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.
- Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- You may also work on these concerns in the context of outside private therapy.

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

- Confidentiality cannot be guaranteed by the instructor.
- While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- 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.
- 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:**

- As a therapist 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 please take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- 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.
- Please be respectful about the use of technology in the classroom. Laptops should be used for note taking purposes only during lecture time. If this becomes problematic, the use of laptops will no longer be acceptable during class time for all students. Please keep your cell phones put away during class time. For special considerations please talk with professor.
- Late assignment policy: Inability to facilitate on assigned date without previous permission from instructor will result in a drop in a full grade. Late assignments will result in a loss of 3 points deduction per day following the assignment due date.

## **COURSE REQUIREMENTS**

**A. Class participation (10 pts/week X 14 weeks = 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

**2. Small group work on assigned course text and lectures:** 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

## **B. Assignments + Projects (150 pts)**

### **1. Group Co-Facilitation (30 pts):**

You will be assigned a topic from the curriculum on which you will co-facilitate a group for the class. This will include collaboration with your assigned co-facilitator and co-facilitation of a group. You will hand-in your outline in preparation for the group. Expectations for this assignment will be shared in the course.

**2. Group Co-Facilitation Manual: (30pts):** Detailed expectations for this assignment will be shared later in the course.

### **3. Videotape Presentation: (30 pts):**

Detailed expectations for this assignment will be shared later in the course.

### **4. Group (Process) Facilitation (30pts):**

You will facilitate a group of your peers by focusing on areas of here and now work which may include but not limited to: conflict management, naming/identifying present energy within group dynamics, deeper level processing, and self-awareness/disclosure.

### **5. Group Facilitation Reflection Paper (30 pts):**

A reflection paper outlining your current understanding of the groups interactions/dynamic and your facilitation style. Detailed expectations for this assignment will be shared later in the course.

## **Final Grading**

A = 93-100

A- = 90-92

B + = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

## **WEEK'S TOPICS AND READINGS**

<b>9/9/15</b> <b>Introduction</b> <b>Syllabus/Assignments</b>	Assignments: Small group in class handout
<b>9/16/15</b> <b>Cultural Context &amp; Dynamics</b>	Readings: Chapters 1-3 (Yalom)
<b>9/23/15</b> <b>Co-Facilitation Groups</b> <b>Group Manuals</b>	No Class Readings: Chapters 5, 9, 10 (Yalom) Co-facilitation Preparation (Hand-out & Manuals)
<b>9/30/15</b> <b>Co-Facilitation Groups</b> <b>Class Discussion</b>	Group # 1 & 2  Assignments: Group Manuals Due
<b>10/7/15</b> <b>Co-Facilitation Groups</b> <b>Class Discussion</b>	Group # 3 & 4
<b>10/14/15</b> <b>Co-Facilitation Groups</b> <b>Class Discussion</b>	Group # 5&6
<b>10/21/15</b> <b>Video &amp; Group Discussion</b>	Readings: Chapters 6, 7 (Yalom)
<b>10/28/15</b> <b>Process Group</b> <b>Video Presentation</b>	Readings: Chapters 11 (Yalom)
<b>11/4/15</b> <b>Process Group</b> <b>Video Presentation/Discussion</b>	Assignments: Facilitator Reflection Paper Video Presentation Outline
<b>11/11/15</b> <b>Process Group</b> <b>Video Presentation/Discussion</b>	Assignments: Facilitator Reflection Paper Video Presentation Outline
<b>11/18/15</b> <b>Process Group</b> <b>Video Presentation/Discussion</b>	Assignments: Facilitator Reflection Paper Video Presentation Outline
<b>11/25/15</b> <b>No Class</b>	

<b>12/2/15</b>  <b>Process Group</b> <b>Video Presentation/Discussion</b>	Assignments: Facilitator Reflection Paper Video Presentation Outline
<b>12/9/15</b>  <b>Process Group</b> <b>Video Presentation/Discussion</b>	Assignments: Facilitator Reflection Paper Video Presentation Outline
<b>12/16/15</b>  <b>Last Class Discussion and</b> <b>Feedback</b>	

