

CPSY 514: Group Counseling with Children and Adolescents



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General Information

Day and Place

Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519
David Douglas School District, Wednesdays, 9:15 - 12:30 and 1:15 - 4:30 pm.

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:

Professional Counseling Identity (CACREP 2016 Standards)

- 6a. theoretical foundations of group counseling and group work
- 6b. dynamics associated with group process and development
- 6c. therapeutic factors and how they contribute to group effectiveness
- 6d. characteristics and functions of effective group leaders
- 6e. approaches group formation, including recruiting, screening, and selecting members
- 6f. types of groups and other considerations that affect conducting groups in varied settings
- 6g. ethical and culturally relevant strategies for designing and facilitating groups
- 6h. 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

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to 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.

Clinical skill		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, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	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 below average and course grade of A in CPSY 514 or 515	Assessment Chair Review/Referral to BRC or ARC
	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

Course Requirements

Social Justice in Action Paper

You are asked to write a 3-4 page academic paper before we begin our counseling groups with the sixth graders following the guidelines below:

- Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is 4-5 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. (1 point)
- 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). (1 point)
- 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. (1 point)
- Body:
 - Provide your own definition and examples of social justice
 - Provide quotations from each of the first three weeks of readings in relation to the topic
 - Describe the ways in which you can address issues of social justice, large or small, through your work with the sixth graders over the nine weeks in your small groups
 - Describe the ways in which you can imagine learning more about social justice through leading the counseling groups with sixth graders at Ron Russell Middle School. (5 points)
- Paper closing: Summarize what you have covered in this paper. Set goals for yourself regarding what you hope to learn. (1 point)
- Proofreading paragraph: Identify the person/classmate who proofread your paper and what you learned in the proofreading process. (1 point)

Group Leadership Dialectical Skills Rubric

As a major component of this course, you will be supervised as you lead and/or co-lead a social skills counseling group for children at a Ron Russell Middle School in the David Douglas school district on nine scheduled days during class time. You will receive supervision and evaluation on your participation, efforts and growth within these group sessions in developing the skills detailed in the *Group Leadership Dialectical Skills Rubric* below in this syllabus. Your supervisor will use this rubric to give you developmental feedback during the course and summative feedback at the end of the course. (9 items x 2 points each = 18 points total)

Leadership Journal Entries

You are asked to send to your supervisor (either Diane or Peter) via *Google Docs* a single document named “Leadership Journal Entries” that you will use to reflect on your small group leadership skills on five of the dates detailed in the calendar below. To compose these reflections, you are asked to listen each week to your audio recordings of the group and reflect upon individuals within the group, the group's development as a whole, and/or your experience as a leader within the group. Please send these journal entries to your supervisor by the date and time mentioned in the calendar. Your supervisor will send back comments before your next group. Each of the five entries will be graded based on the following guidelines:

- Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Journal entry is approx. 2 pages long, and is linked to the previous weeks’ journals. (1/5 point)
- Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. All sections described below are present and well-articulated (within and between). (1 point)
- Opening: Include your name, project number and title. In a brief opening paragraph, describe what do you intend to do in the paper and why. (1 point)
- Body (Linking theory and practice):
 - 1) Provide two relevant transcriptions from your group audio recordings (each approx. 1/2 page) to highlight one skill that is a strength for you as a group leader and one that you are still developing/challenged by.
 - 2) Provide relevant and substantial quotations from the class readings (each at least 40 words or more, single-spaced, indented ½ inch). Describe why you chose these quotes and make links to group issues, processes, or leadership in your sixth-grade groups. (3 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 “growing edges” as a group leader and how you will reach those goals by the end of the term. (1/2 point)

Practicum Group Data Presentation

On the last day of class, you and your group co-leader are asked to present the quantitative group evaluation data (maintaining anonymity for group members) to the class for reflection and discussion. Please send electronic versions of the data to both professors before the final class:

- A brief, 12-minute presentation, 3-5 slides, sent to professors before the final class meeting (2 points)
- Quantitative: Provide an image/graph that represents the individual and cumulative results of the weekly survey data you collected each week in your group and discuss what this data reveals. (2 points)
- Summary reflections: In your presentation, make brief references to the final week’s readings regarding group and leadership evaluation and briefly summarize what you both have learned in the process of leading this group and what you would recommend for the sixth-grade group project moving forward. (1 point)

Pre, Mid, 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- 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.

CPSY Departmental Attendance Policy, Professional Standards, and Make up Assignments

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 using the Class Professional Standards evaluation below. 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. Any missed class time will be made up by completing extra assignments described below. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. 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 the instructor 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 three 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.

Assignment Point Totals and Due Dates

1) Social Justice in Action Paper	10 points
2) Leadership Journals (10 points each x 5)	50 points
3) Group Data Presentations	10 points
4) Dialectical Skills Rubric Evaluation	18 points
5) Attendance, Participation, & Course Professional Standards Evaluation	<u>12 points</u>
	100 total

Overall course grading:

A = 93 – 100

B = 85 – 92

C = 77 – 84 (a grade of C or lower is a non-passing grade)

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

Class dates	Readings due	Class activities	Assignments and due dates
1 Sept 7 LC York 115	Syllabus discussion "Groups in Schools" Chapter	Practicum prep	Pre-Assessment (in class)
2 Sept 14 A 190	BAM! "Example" p. 29-65	Practicum prep	
3 Sept 21 B C/B	1 Rationale and history 2 Diversity & Soc. Justice 7 Initiating a group	Practicum prep	"Social Justice in Action" Paper (due in class, 9/21)
4 Sept 28 B C/B	11 Groups w/ Children 12 Groups w/ Adolescents Appendix A Terminology	<i>Practicum group 1**</i>	Leadership Journal #1 (due via Google Docs, Fri., Sept 30, 5 pm)
5 Oct 5 A 190	6 Co-leadership 9 Working w/ resistance	<i>Practicum group 2</i>	
6 Oct 12 B C/B	4 Holistic leadership 5 Leader's internal experience Appendix E Typical issues	<i>Practicum group 3</i>	Leadership Journal #2 (due via Google Docs, Fri., Oct 14, 5 pm)
7 Oct 19 A 190		<i>Practicum group 4</i>	
8 Oct 26 B C/B	3 Group work & theory	<i>Practicum group 5</i>	Leadership Journal #3 (due via Google Docs, Fri., Oct 28, 5 pm)
9 Nov 2 A 190		<i>Practicum group 6</i>	
10 Nov 9 At LC		No Practicum groups	
11 Nov 16 A 190	8 Maintaining a group Appendix B Best practices Appendix C Prof standards	<i>Practicum group 7</i>	Leadership Journal #4 (due via Google Docs, Fri., Nov 18, 5 pm)
Nov 23			Thanksgiving Break/No class
12 Nov 30 A 190	Appendix D Competencies Appendix G Ethical guides Appendix F Div. principles	<i>Practicum group 8</i>	
13 Dec 7 A 190	8 Maintaining a group Appendix B Best practices Appendix C Prof standards	<i>Practicum group 9</i>	Leadership Journal #5* (due via Google Docs, Fri., Dec 9, 5 pm)
14 Dec 14 At LC	10 Evaluating leader & group	Group data discussions	Group Data Presentations

* Provide 3-5 relevant examples of image and transcript excerpts from children in your group from the closing card activity that summarize or stand out from the overall experience in your group
Working with RRMS Students during periods:

**AM class: 9:15-12:30, 9:55-10:50 groups (9:48-10:49 1/5)
PM class: 1:15-4:30, 1:45-2:40 Groups (1:39-2:40 4/8)

Course Professional Standards Evaluation

This evaluation assesses candidate professional engagement in the course in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. The course instructor will circle a rating next to each standard based on candidate performance and include comments and goals for professional development as part of the evaluation of candidate performance for this course. (2 Points each)

Rating Scale:

N—No Opportunity to observe 0—Does not meet criteria 1—Meets criteria minimally/Area for growth
2—Meets criteria appropriately for program/practice level 3—Meets criteria exceptionally/Area of strength

Professional Standards Rubric

1	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
2	The candidate demonstrates a capacity for openness to points of view, theories, experiences and perspectives in the course that may differ from their own.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner in the course that is consistent with the program’s mission and standards, follows professionally recognized conflict resolution processes, and demonstrates appropriate emotional self-regulation regarding interpersonal relationships in the course.	N	0	1	2	3
4	The candidate is thoughtfully, positively, and productively engaged in the course and is timely with assignments and class attendance.	N	0	1	2	3
5	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication and appropriately monitors the use of technology in relation to the course.	N	0	1	2	3
6	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers and the instructor and is able to give such feedback respectfully in the course.	N	0	1	2	3

Comments and Goals for Future Development:

CPSY 514: Group Leadership Dialectical Skills Rubric

Dialectical Skills	1 Unsatisfactory	2 Satisfactory	3 Exceptional
1 Support & Challenge	Student does not yet provide adequate levels of both warm support and appropriate challenge	Student does provide adequate levels of both warm support and appropriate challenge	Student provides masterful levels of both warm support and appropriate challenge
2 Playfulness & Seriousness	Student does not yet appropriately navigate between a helpful sense of play and a mindful seriousness	Student is able to appropriately navigate between a helpful sense of play and a mindful seriousness	Student is able to masterfully navigate between a helpful sense of play and a mindful seriousness
3 Personal & Professional	Student does not yet negotiate personal & professional boundaries appropriately	Student negotiates personal & professional boundaries appropriately	Student negotiates personal & professional boundaries masterfully
4 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
5 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
6 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
7 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
8 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)
9 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

Comments:

CPSY 514: Group Counseling with Children and Adolescents
6th Grade “Building Community” Curriculum

Group Goals:

- 1) To increase social connections and supportive relationships in our community
- 2) To increase acceptance and respect of individual differences and identities in our community
- 3) To increase skills and options to address various forms of bullying in our community

Session 1

- Open:
- Lead stretching/balancing activity: (e.g. tree pose, one leg balancing, etc.)
 - 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 building community, and about dealing with bullies. How does that sound?”
 - Create group poster with names and symbols
- Body:
- Lead “sixty-second autobiography” activity
- Close:
- Ask: “What did you like about today?”

Session 2

- Open:
- Reiterate and emphasize norms regarding making the group both safe and challenging
- Body:
- Lead “Alligator Swamp” at least once (3x3 and/or 4x4)
 - 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”
 “What did you learn about yourself or others in this activity”
 “How was it to help and be helped?”
- Close:
- “This is a place where we want you to feel included and safe, no teasing.”
 - Ask each participant to share something they learned in or liked about group

Session 3

- Open:
- Lead “which do you prefer?” activity (“In school, do you prefer math or reading? Cat or a dog for a pet? To hang out with a single friend or a group of friends? When you are sad do you tell someone or keep to yourself? When you are angry do you let it out or keep to yourself?”)
- Body:
- Pick two cards of animals you like. Ask: “How are you like/not like those animals?”
 - Ask: “How will we manage high talkers/low talkers in this group?”
- Close:
- Make links to group rules and safety:
 “It is great that this group felt safe to share about themselves
 - Help each participant share something they learned in or liked about group

Session 4

- Open:
- Lead “shake down” activity
- Body:
- Tell “managing middle school emotions” story (e.g. belonging, anger, confusion, etc).
 - Lead card activity:
 Snowball: a favorite thing to do/something you find challenging about 6th grade
 - Make list of good and challenging aspects of sixth grade
 - Ask: “How can we help each other with managing challenges of sixth grade in this group?”
- Close:
- Give appreciations for good listeners, contributors, etc.
 - Lead stretching/balancing activities while sharing:
 “What did we learn about each other today?”

Session 5

- Open: • Lead “find the leader” or similar activity
- Body: • Tell bullying story (e.g. direct, indirect, bystander, etc.)
- Write down the top three things that students get bullied for on a piece of paper (e.g. race, class, ability, gender conformity, physical characteristics, family, religion, ethnicity, age, etc.)
 - Create list and lead discussion based on what is written.
 - Discuss both helpful and unhelpful responses to bullying
 - e.g. unhelpful = silence or aggression
 - e.g. helpful = recognize, refuse, report; stop/walk/talk, etc.
 - Role play new behaviors/responses if appropriate
- Close: • Give appreciations to group members and ask for what student’s appreciated about today

Session 6

- Open: • Lead stretching/balancing activities (for Mixed Group #2):
(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.”
- Body: • Tell story about belonging to a community
- Create drawings of ways we belong
 - Discuss sameness, belonging, conformity, social pressures in our community
- Close: • Group members share what they’ve learned about each other

Session 7

- Open: • Lead stretching/balancing activities (for Mixed Group #2):
(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.”
- Body: • Tell story about being unique or different
- Discuss difference, uniqueness, and identity in our community
 - Create drawings of ways we belong
 - Lead: “I am the kind of person who…” regarding the following categories: school, family, friends, culture, gender, etc.
- Close: • Give appreciations for having not teased but rather supported each other

Session 8

- Open: • Lead “Willow in the wind” activity
- Body: • Lead “Appreciations” activity (recording each response)
- Close: • Remind participants that next week is last meeting
- Help each participant share something they learned or liked about group

Session 9

- 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