

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

Required Objectives:

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	As facilitator, managed time with group appropriately and had informative handouts on topic. Utilized basic group counseling skills (e.g. linking, blocking, summation, modeling), that allow deeper processing of members.	Managed time appropriately, though went over limit within 10 minutes, or handouts were not well informed. Utilized basic group counseling skills.	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

The Ever Evolving Syllabus for CPSY 515-01  
Group Counseling w/ Adults  
Fall 2016

**Instructor:** Jeffrey Christensen, PhD

**Phone:** 503-768-6071

**e-mail:** [jchristensen@lclark.edu](mailto:jchristensen@lclark.edu)

**Office Hours:** Please arrange in advance by email or phone

**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 Objectives:** 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 (2016) 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.

The following program objectives are in accordance with the CACREP 2016 standards for “Counseling and Helping Relationships” and will be experientially integrated into the classroom experience.

- 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

**Required Text:**

Corey, M. S., Corey, G., & Corey, C. (2012). Groups: Process and Practice 9<sup>th</sup> ed. Belmont, CA: Brooks/Cole, Cengage Learning.

**Course Expectations:**

## **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.

**PLEASE NOTE** (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

## **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.

## **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.

## **Course Requirements:**

1. Attend and participate in class. Attendance is mandatory. (See Course Expectations)

2. Personal Reflections (10 pts. x 5 = 50 pts.)

Students are responsible for writing personal reflections on their experiences of being part of a group process and leading a group. Journal prompts may be provided to direct reflective process and will be posted on Moodle for that week. Rather than summarizing the particulars of each class, students will focus on their internal responses to engaging in the experiential activities, demonstrating their reflection on the many issues involved in building strong helping relationships while incorporating personal style in a professional, authentic, and caring manner. Each journal entry will be a minimum of 2 pages in length. Handouts will be provided with examples for student use in developing a style of reflection. Reflections will be sent via e-mail to me and are due by noon on the Friday immediately following class.

3. Group Facilitation(100 pts.) and Group Co-Facilitation (50 pts.)

You are expected to facilitate and co-facilitate a group of your peers by focusing on areas of here and now/process illumination which may include but not limited to: conflict management, naming/identifying present energy within group dynamics, deeper level processing, and self-awareness/disclosure. From areas of interest, you will lead and co-lead these groups, while incorporating skills and techniques covered in class. Each exercise will include a psychoeducational component, as well as a process component. The topics to choose from will be worked out in class and include but are not limited to; depression/anxiety, grief/loss, substance use, parenting, communication, social skills.

4. Group Critique Paper (100 pts.)

Being part of the group process is essential in being able to navigate the process of others. While class will offer opportunities to be part of a group, being able to be a member outside the mantle of student, would be invaluable. Thus, you are expected to visit a working group in the community and to take part in it as a member. Try and find a group that is personally relevant and identify (1) organizational structure of the group, (2) identify group goals, (3) outline and describe the group processes, and (4) specify group outcome goals. As a part of the report, show research findings that support the efficacy of conducting such groups (literature review using professional journal sources or materials from the group foundation). Your paper should be formatted in APA essay style, with title page, abstract and a references section. You should have a minimum of 2 appropriate references other than the text for this course. The paper should be 3-4 pages.

## Weekly Readings and Agenda\*

<b>Date</b>	<b>Topic/Class Activity</b>	<b>Assigned Reading/</b>	<b>Assignments Due</b>
Sept. 12	Introductions, Syllabus Review, <i>Instructor Led Group Exercise</i> <i>(Introductions/Setting Norms)</i>		
Sept. 19	Types of Group and the Group Counselor <i>Student Small Group Exercise</i>	Corey et al., Chapters 1-2	Personal Reflection #1
Sept. 26	Ethics in Group Counseling; Group Theory <i>Group #1 Led Exercise</i>	Corey et al., Chapters 3-4	Personal Reflection #2
Oct. 3	Earlier Stages of a Group <i>Group #2 Led Exercise</i>	Corey et al., Chapter 6-7	Personal Reflection (Group #1)
Oct. 10	Later Stages of a Group <i>Group #3 Led Exercise</i>	Corey et al., Chapter 7-8	Personal Reflection (Group #2)
Oct. 17	Groups in the Community Setting <i>Group #4 Led Exercise</i>	Corey et al., Chapter 11	Personal Reflection (Group #3)
Oct. 24	Local Community Resources <i>Student Small Group Exercise</i> <i>Group #5 Led Exercise</i>	Rose City Resource Reading TBA	(Check Moodle Page for Prompt) Personal Reflection (Group #4)
Oct. 31	Running Process Group vs. Psychoeducational <i>Student Small Group Exercise</i> <i>Group #6 Led Exercise</i>	Students find group curriculum and review	Personal Reflection (Group #5)
Nov. 7	<i>Group #7 Led Exercise</i>		Personal Reflection (Group #6)
Nov. 14	<i>Group #8 Led Exercise</i>		Personal Reflection (Group #7)
Nov. 21	<i>Group #9 Led Exercise</i>		Personal Reflection (Group #8)
Nov. 28	<i>Group #10 Led Exercise</i>		Personal Reflection (Group #9)
Dec. 5	<i>Group #11 Led Exercise</i>		Personal Reflection (Group #10)
Dec. 12			Personal Reflection #5 Group Critique Paper

**\*Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class. Additional readings may be assigned, based off class discussion and interest.**