

**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)

- C2I. 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

## **CPSY 514: Group Counseling with Children and Adolescents**



**Peter Mortola, Ph.D.**

[pmortola@lclark.edu](mailto:pmortola@lclark.edu), Rogers Hall 323

(o) 503 768 6072 or (c) 503 730 5489

**Diane Gans, M.A.**

[dgans@lclark.edu](mailto:dgans@lclark.edu)

(c) 503-704-3759

### **General Information**

#### **Day and Place**

Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519  
David Douglas School District, Wednesdays, 10:30 - 1:45 pm.

#### **Texts**

1) Berg, R., Landreth, G., Fall, K., (2013) Group Counseling: Concepts and Procedures, 5<sup>th</sup> 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:

### **Course Requirements**

### **Group Leadership Dialectical Skills Rubric: Pre- and Post-Assessment**

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 ten 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. You are asked to evaluate yourself on the items both at the beginning of the course (as a pre-assessment) and at the end of the course (as a post assessment). Please also write on the following two questions in your pre-assessment: 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?

### **Group Leadership Papers**

You are asked to complete six short papers this term reflecting on your developing leadership skills. You are asked to send to your supervisor (either Diane or Peter) via *Google Docs* a single document named, for example, “Peter Mortola’s Group Leadership Papers” in which all six of your papers will be included over time. Please send papers to your supervisor by noon on the Monday following class, including an email stating you updated your document. Your supervisor will send back comments before your next group. Please respond via email stating you received and read the comments. Each of the six papers will be graded based on the following guidelines:

- Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas succinctly in three pages. (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 described below are present and well-articulated (within and between). (1 point)
- Opening: Include your name, title, and date. In a brief opening paragraph, describe what do you intend to do in the paper and why. (1 point)
- Body (see instructions and titles below for each of the six papers due this term, 6 points):
  - Group Leadership Strength Papers #1 and #2  
Provide a relevant transcription from your group audio recordings (approx. 3/4 page) to highlight one dialectical skill that is a strength for you as a group leader.
  - Group Leadership Challenge Papers #1 and #2  
Provide a relevant transcription from your group audio recordings (approx. 3/4 page) to highlight one dialectical skill that you are still developing or are challenged by.
  - Group Leadership Reflection Paper #1 and #2  
Provide at least 2 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.
- 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. Ask any relevant questions regarding supervision. (1 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, 10-minute presentation, of 5-7 slides, sent to professors before the final class meeting (3 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. (3 points)
- Qualitative: 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. (3 points)
- Summary reflections: In your presentation, 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)

### **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. 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**

1) Leadership Papers (10 points each x 6)	60 points
2) Professional Standards and Skills Evaluation	30 points
3) Group Data Presentation	<u>10 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 Readings, Assignments, and Activities by Week**

<b>Class dates</b>	<b>Readings due</b>	<b>Class activities</b>
1 Jan 11/A	Syllabus overview and discussion Mortola, P., Gans, D: Fierce in a good way	Practicum prep Pre Assessment
2 Jan 18/A	Diamond, Gans, & Mortola: Groups in Schools, Mortola, et al: BAM! Pages 1-47	Practicum prep
3 Jan 25/B	Berg, 4: Holistic leadership Berg, 5: Leader's internal experience	Practicum prep
4 Feb 1/B	Berg, 3: Group work & theory Berg, 6: Co-leadership	Practicum prep
5 Feb 8/A	Berg, 7: Initiating a group Berg, 8: Maintaining a group	<i>Practicum group 1</i>
6 Feb 15/B	Berg, 2: Diversity & Soc. Justice Berg, 9: Working w/ resistance	<i>Practicum group 2</i>
7 Feb 22/A	Mortola, et al: BAM! Pages 48-67	<i>Practicum group 3</i>
8 Mar 1/B	Berg, 1: Rationale and history Berg, 11: Groups w/ Children	<i>Practicum group 4</i> (RRMS Out at 1pm)
9 Mar 8/A	Berg, 12: Groups w/ Adolescents	<i>Practicum group 5</i>
10 Mar 15/B	BPSLS 21: Best Practices in Group Counseling	<i>Practicum group 6</i>
11 Mar 22/A	BPSLS 15: Best Practices in Social Skills Training	<i>Practicum group 7</i>
Mar 29	Spring Break/No class	
12 Apr 5/B	Mortola, et al: BAM! Pages 68-133	<i>Practicum group 8</i>
13 Apr 12/B	BPSLS Ch 14: Applying Positive Psychology in Schools	<i>Practicum group 9</i>
14 Apr 19/A	BPSLS 17: Assessing and Promoting Social Support	<i>Practicum group 10</i>
15 Apr 26/B	Berg, 10: Evaluating leader & group	Group presentations

**Professional Standards and Skills Evaluation**

The following criteria will be used by in this course to evaluate student efforts in attendance, participation and professionalism. Students are expected to be *present, on time, alert, and involved* in all activities and responsible, responsive and communicative in all relationships relating to the course (i.e. peers and professor). At the end of the course, the professor will be identifying both strengths as well as adding appropriate comments and goals that will facilitate further personal and professional development of the student.

- Rating Scale:     0—Does not meet criteria  
                           1—Meets criteria minimally/Area for growth  
                           2—Meets criteria appropriately  
                           3—Meets criteria exceptionally/Area of strength

1	The student relates to peers, professors, supervisors, hosts and others in a respectful, ethical and appropriate manner.	0	1	2	3
2	The student 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.	0	1	2	3
3	The student is thoughtfully and effectively timely and engaged in all aspects of the class and makes the effort to contribute positively.	0	1	2	3
4	The student consistently shows strong and effective skills in verbal, nonverbal, and written communication.	0	1	2	3
5	The student follows professionally recognized conflict resolution processes, seeking appropriate consultation, and is proactive in addressing individuals/groups involved.	0	1	2	3
6	The student takes initiative, is dependable and responsible, and is concerned with their own personal and professional growth.	0	1	2	3
7	The student demonstrates the ability to receive, integrate and utilize feedback from peers, and supervisors and is able to give such feedback respectfully.	0	1	2	3
8	The student exhibits appropriate levels of self-assurance and confidence, and balances this with a healthy sense of humility and openness to learning.	0	1	2	3
9	The student demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own.	0	1	2	3
10	The student demonstrates appropriate emotional self-regulation in interpersonal relationships with peers, supervisors, faculty, and others.	0	1	2	3
11	The student demonstrates an ability to helpfully use attentive and reflecting listening skills in practice.	0	1	2	3
12	The student demonstrates an ability to helpfully use verbal and nonverbal empathizing skills in practice.	0	1	2	3
13	The student demonstrates an ability to accurately facilitate the therapeutic experiences as modeled in practice during class.	0	1	2	3
14	The student demonstrates an ability to balance a helpful playfulness with appropriate seriousness in practice.	0	1	2	3
15	The student demonstrates an ability to attend to and participate in all class hours, experiences and assignments.	0	1	2	3

**Comments on student’s strengths and at least one suggested goal for growth:**

**CPSY 514: Group Leadership Dialectical Skills Rubric**

<b>Dialectical Skills</b>	<b>1 Unsatisfactory</b>	<b>2 Satisfactory</b>	<b>3 Exceptional</b>
<b>1 Support &amp; Challenge</b>	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
<b>2 Playfulness &amp; Seriousness</b>	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
<b>3 Personal &amp; Professional</b>	Student does not yet negotiate personal & professional boundaries appropriately	Student negotiates personal & professional boundaries appropriately	Student negotiates personal & professional boundaries masterfully
<b>4 Immediacy &amp; Structure</b>	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
<b>5 Leading &amp; Supporting</b>	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
<b>6 Verbal &amp; Nonverbal</b>	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
<b>7 Theory &amp; Practice</b>	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
<b>8 Whole &amp; Part</b>	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)
<b>9 Giving &amp; Receiving Feedback</b>	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**  
**6<sup>th</sup> 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 6<sup>th</sup> 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

- Self created session by co-leaders

### Session 9

- 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 10

- 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