

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 515:
GROUP THERAPY WITH ADULTS**

Graduate School of Education and Counseling
LEWIS & CLARK COLLEGE
Spring 2017

INSTRUCTOR	
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COURSE DESCRIPTION
This course is designed to give students instruction and experiential learning of group dynamics, the principles of group therapy, the legal and ethical considerations when conducting group therapy, and common factors that contribute toward effective group therapy outcomes. We will focus on developing both clinical knowledge of group facilitation skills as well as have opportunities to engage in experiential group activities.

OBJECTIVES (ALSO REFER TO COVER SHEET)
<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate ability to articulate and critique theoretical foundations of interpersonal group psychotherapy, skills groups, support groups, and hybrid group types. 2. Demonstrate the ability to identify major common factors involved in effective group therapy. 3. Demonstrate knowledge of group leader considerations, co-facilitation practices, inclusion/exclusion criteria, developing group protocols, ethical and legal considerations, group therapy documentation and considerations, and multicultural considerations.

REQUIRED TEXTS
<p>Yalom, I. D., & Leszcz, M. (2005). <i>The theory and practice of group psychotherapy</i> (5th ed.). New York, NY: Basic Books.</p> <p>American Counseling Association (2014). <i>ACA Code of Ethics</i>. Alexandria, VA.</p>

ADDITIONAL READINGS
Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

Readings:

- American Group Psychotherapy Association (2007). *Practice guidelines for group psychotherapy*. Developed by the Science to Service Task Force.
- Anderson, D. (2007). Multicultural group work: A force for developing and healing. *The Journal for Specialists in Group Work*, 32, 224-244
- Corey, G. (2012). *Theory and practice of group counseling (8th Edition)*. Brooks/Cole: Belmont, CA.
- Elliott, R., Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2004). *Learning emotion-focused therapy: The process-experiential approach to change*. Washington DC: American Psychological Association.
- International Association for Group Psychotherapy and Group Processes. (2016). *Ethical guidelines and professional standards for group psychotherapy*.
- Kennedy-More, E., & Watson, J. C. (1999). *Expressing emotion: Myths, realities, and therapeutic strategies*. New York: Guilford.
- Linehan, M. M. (2015). *DBT skills training manual (2nd Ed.)*. Guilford: New York.
- Luft, J. (1969). *Of human interaction* Palo Alto, CA: Mayfield Publishing.
- Mangione, L., Forti, R., & Iascuzzi, C. M. (2007). Ethic and endings in group psychotherapy: Saying good-bye and saying it well. *International Journal of Group Psychotherapy*, 57, 25-40.
- Munoz, R. F., & Miranda, J. (1996). *Group therapy manual for cognitive-behavioral therapy for depression*.
- Substance Abuse and Mental Health Services Administration (2015). *Substance use treatment: Group therapy: A treatment improvement protocol (TIP 41)*. Published by the U.S. Department of Health and Human Services, Rockville, MD.

EVALUATION**Quizzes (50pts each = 100pts)**

There will be two quizzes distributed during the course. The purpose of the quizzes is to have students absorb, reflect, and articulate information gained in the readings and course meetings. The quizzes will be posted online and students will have one week to complete them. Each quiz will contain both multiple choice and essay questions.

Classroom Discussion and Participation (200 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in facilitating group dynamics, participating in group process, and attend instruction. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course. Students are not allowed to miss their turn to facilitate group unless approved by the instructor in advance.

Reflection of Group Participation (100 total points)

Throughout the semester you will have the opportunity to be a participant in a group-like experience. The group is not designed to be a therapy group but more as an instrument of experiential knowledge of group dynamics in real time. Because a great deal of this course discusses processes that are sometimes difficult to understand abstractly, the group experience portion of the class will help illuminate concepts to the group. It may be helpful

that through out the process to jot down notes or journal your experience. At the end of the semester please share a 3-4 page summary of your experience participating in the group experience portion of the course.

Term Paper: Research Paper in Group Therapy (200 points)

This term paper is an opportunity to research any topic concerning group therapy and to provide an in-depth reflection on the topic. The paper can focus on particular problems that group therapy could or has been used to address (e.g., depression, substance use problems, emotion regulation concerns). The paper could focus on working with particular client populations (e.g., the elderly, LGBTQ community). It may be beneficial to discuss potential topics with the instructor in order to assure you have ample focus for the term paper. In **10-12 pages**, please demonstrate your knowledge of the relevant topic to group therapy with adulates, how it is relevant to the information discussed in the course, and how it can apply to your future work.

SUMMARY OF POINTS

Quizzes	100 points
Class Attendance	200 points
Reading Reflection	100 points
Term Paper	200 points
TOTAL	600 points

CLASS STRUCTURE AND SCHEDULE FALL 2016

Date	Topic & Reading
1/9	Snow Day! No Class
1/16	MLK Jr. Day! No Class
1/23	Introduction to the Course and a Look at Group Therapy Group Psychotherapy, History and Contextual Factors, Integral Theoretical Framework, Overview of Course Expectations, Discussion of Group Participation Yalom Chapter 1
1/30	Interpersonal Theory of Groups and Group Dynamics: Yalom Chapter 2 and 3, Anderson article
2/6	The Group Therapist Part I Yalom Chapters 4 and 5,
2/13	The Group Therapist Part II Yalom Chapter 6 and 7, Corey Chapter 2 (pdf) → QUIZ 1 Due 2/19 ←
2/20	Ethical Considerations for Groups International Association for Group Psychotherapy and Group Processes ethical guidelines.
2/27	Emotions and Process in Groups Kennedy-Moore and Watson Chapter 1 and 8 (pdf). Elliott et al. Chapter 4

3/6	Creating a Group Yalom Chapters 8-10
3/13	Stages of Group Therapy Yalom Chapter 11 and 12 →QUIZ 2 Due 3/19←
3/20	Managing Group Dynamics and Challenges Yalom Chapter 13 and 14
3/27	SPRING BREAK! No Class
4/3	Skills Groups and Psychoeducational Groups Linehan Chapter 2. Skim Munoz treatment manual. →TERM PAPER DUE←
4/10	Creative Group Interventions and Types Self Compassion Group Protocol and Navigating Distress Brief Group Protocol
4/17	Group Termination Mangione et al article.
4/24	End of Semester Review, Reflections, and Feedback →Reflection of Group Experience Paper Due←