

Group Counseling with Adults, CPSY 515 - 01, Spring 2018
Lewis & Clark Community Counseling Center room 205-B
Tuesdays, 9am-12:15pm
January 9-April 17, 2018

Lewis & Clark College
Professional Mental Health Counseling &
Professional Mental Health Counseling - Specialization in Addictions
Professor: Julianna Vermeys, MA, LPC, RYT
Office Hours: By appointment only
Phone: 503-307-3007
Email: julianna@lclark.edu

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	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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	
DVD/Video Presentation	x
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	x
Other:	

Required Text

Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy, 5th Edition*, Basic Books, New York, NY.

Suggested Reading

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

Other reading to be assigned throughout course

Course Guidelines

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 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 presentation and 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 above. 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.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** 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 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/

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 experiential 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.

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.

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.

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

CLASS PARTICIPATION (10 pts)

Participation in full class discussions, small group discussions, assigned activities, group projects and participation in the group demos, both as a member and a facilitator is expected.

While you are expected to attend each class on time and in completion, please inform me if you are going to be absent via email or phone so we can make arrangements for an assignment that will serve as hours needed to fulfill class requirements (i.e. 1 absence = additional log). In addition to required attendance, your class participation is crucial to the class being a successful and meaningful aspect of your education, growth as a counselor, and your personal development. It is my hope through various modes of learning and dynamic experiences between you and your classmates, this class will synthesize an understanding of your growth and personhood and the ways in which your life and group experiences influence your practice of helping others through counseling. Should class participation prove challenging for you, please contact me outside of class time to discuss.

Small group work on assigned course text and lectures is required. 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.

LOGS (2 pt x 5= 10 pts.)

An opportunity to synthesize your thoughts around readings and the class experience, you will write at least 5 1-2 page logs engaging in critical thinking and integration of theory, application of interventions and personal reflections. You will utilize concepts from the text, independently found or shared articles/videos/readings, and classroom experiential learning to support your thoughts and conceptualizations of successful group therapy practice. These logs will be used to guide small group discussion. **A emailed copy of your logs are due by the beginning of class.**

GROUP FACILITATION (30 pts. CACREP required)

Each student will have an opportunity to facilitate a small group (determined by group formation in the first class). Group type will be determined by your area of interest. You will be encouraged to challenge yourself with materials or group type development. You will develop a group theme, type and format to assist you in staying on track and focused during your facilitation time. While you facilitate your small group, the remaining students and professor will observe. There will be a constructive feedback session at the end of the group observation. Facilitations are approximately 45 minutes each with time for feedback after.

GROUP PRESENTATION (10 pts.)

Small groups will be determined on the first day of class. You will develop a presentation and co-facilitation on 2 types of groups and/or related theories. Theories will be chosen and then researched for specific populations. You will address deficiencies within theoretical approaches and increase conceptual effectiveness of theories for your specific population by integrating theories and considering an expressive/creative modality to add.

You will include a multimedia and experiential component to the presentation and develop materials that would be used in the group format. The types of groups can be related, sequential, or not related. (For example: ACT group for addicts using, followed by Psychodrama group on loss; movement-based group followed by psycho-education group; LGBT process group followed by an expressive arts group on race and diversity.) You will present on what you found, questions and concerns that arise, and how you would lead with specific populations. Class participants will act as group members in your experiential portion. You may divide class into smaller groups or remain a large group. You will team lead and then co-facilitate a group experience with class based on your research and then lead feedback discussion. Group members will provide an outline with credit to each member for their role in the presentation with works cited to be shared with the class. Presentations are approximately 1.5 hours.

GROUP PARTICIPATION (10 pts.)

When part of a group session, you will be expected to actively engage in personal, meaningful work that enhances and supports the group experience. This class will be part of an ongoing opportunity for you to know where your limits of disclosure and comfort are. You will not be required to disclose personal information about yourself or your life experience that is outside of the boundaries of your comfort, but you will be asked to challenge yourself to disclose in an appropriate and effective manner.

The hope is that this participation generates thoughtful learning and personal growth critical to your developmental integrity as a professional counselor and caregiver.

GROUP ATTENDANCE AND CRITIQUE PAPER (20 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 for something personally relevant is paramount to your learning. 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. In a 3-5 page critique paper, describe how you found the group and include information of research efficacy of specific group chosen.

REFLECTION PAPER (10 pts)

A 3-5 page paper reflecting on the experience of the class as a facilitator, a group member and presenter and how it informs your development as a counselor, inspires your area of interest and generates desire for further consideration of application, materials, theory and group development. Please include reference to text and 1-3 other outside resources (i.e. online literature, research). This may include research you did for your group presentation.

Your papers should be formatted in APA essay style, with title page, abstract and a references section. Logs are less formal, but please cite references appropriately.

Grading scale:

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	73 - 76 = C
87 - 89 = B+	70 - 72 = C-
83 - 86 = B	69 and below = F
80 - 82 = B-	Total possible 100 points

SCHEDULE

Week	Date	Class Content	Assignments due
Week 1	January 9	Introductions, Class expectations, Small group formation, Experiential learning and discussion, Small group presentation sign-up, Group facilitation sign-up	none
Week 2	January 16	Lecture and discussion of readings/log shares, Experiential learning, group therapy video and discussion	Reading: Ch 1-2, pgs. 1-52 Log due
Week 3	January 23	Planning/Q&A Group Facilitation, Discussion of readings/reference shares, video and discussion	Reading:Ch 4-5, pgs. 77-140 find one reference for group work with diverse populations
Week 4	January 30	Group 1 facilitation and feedback, lecture and discussion of readings/log shares/reference found	Reading: Ch. 15, pgs. 475-524 Log due
Week 5	February 6	Group 2& 3 facilitation and feedback, Experiential learning, video and discussion of readings/log shares	Reading:Ch. 6, pgs. 141-200 find resource for trauma informed care in group setting
Week 6	February 13	Group 4 & 5 facilitation and feedback, Experiential learning and discussion, Discussion of readings/log shares./TIC resources	Reading:Ch. 7 & 9, pgs. 201-230, 259-280 Log due
Week 7	February 20	Group 6 & 7 facilitation and feedback, resource shares, Group Presentation prep. small group break out.	Reading: Ch. 8, pgs. 231-258 consider one type of group that is not talk therapy oriented, find resource and info to share
Week 8	February 27	Group 8 & 9 facilitation and feedback, Experiential learning and discussion, Discussion of readings/log shares	Reading:Ch.13, pgs. 391-428 Log due
Week 9	March 6	Group 10 & 11 Facilitation and Feedback, experiential learning, Q&A about presentations, Lecture and discussion	Reading: Ch. 14, pgs. 429-474
Week 10	March 13	Group 12 & 13 Facilitation and Feedback, Experiential learning and discussion, Discussion of readings/log	Reading: Ch. 16, pgs. 525-542 Log due
Week 11	March 20	Group 14 facilitation and feedback, Experiential learning and discussion	Reading: Ch. 17, pgs. 543-566
	March 27	Spring Break	work on critique
Week 12	April 3	Group 1 Presentation, experiential learning, Discussion and critique shares	Critique due
Week 13	April 10	Group 2 Presentation, experiential learning, critique shares	work on paper
Week 14	April 17	Group 3 Presentation , Reflection paper discussion, closing	Reflection Paper due by April 20th

*Videos will be shown in class. If you'd like to share something with the class please let me know so it can be added to schedule.

*Schedule subject to change.

*Additional readings to be assigned periodically