

Lewis & Clark College
PMHC & PMHCA : CPSY 514 Group Counseling with Children and Adolescents / 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.

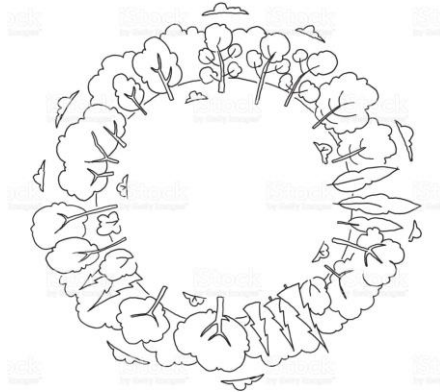
Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	Practicum 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	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	X
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	X
Group Supervision	X
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	X
Other: Practicum Experience with Sixth Grade Anti-Bullying Groups - 9 Hours of Direct Experience	X

Lewis and Clark College
Graduate School of Education and Counseling
Fall Semester 2019

CPSY 514: Group Counseling with Children and Adolescents



Peter Mortola, Ph.D.

pmortola@lclark.edu, Rogers Hall 323

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

Diane Gans, M.A., LPC

dgans@lclark.edu

(c) 503-704-3759

General Information

Place and Time

- Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519
- Earl Boyle's Elementary School, 10822 SE Bush St, Portland, OR 97266, [\(503\) 256-6554](tel:5032566554)
- Wednesdays, Section 01/03 9:15am - 12:30pm, Section 02 1:15pm - 4:30pm,

Texts

Readings as assigned in the *Class outline by week* and available online

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.

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.

Course Requirements

Pre-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 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 supervisors 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) using a four-point scale (i.e. 4=most competent in, 1=most challenged by). Please also write on the following questions on the back of your pre-assessment:

- 1) history/experience/familiarity with group counseling/leading groups
- 2) skills and responsibilities you imagine are most important in group counseling leadership
- 3) strengths and challenges you bring to group leadership
- 4) how and why group counseling is important

Mid-Term and Final Course Evaluation Rubric

The criteria listed on this document will be used in this course to evaluate students at both the mid-term and at the end of the course. The professors will be identifying both strengths as well as challenges, adding appropriate comments and goals that will facilitate further personal and professional development. Any feedback from the Mid-Term evaluation in terms of professional development is expected to be implemented in the remainder of the term.

Group Leadership Papers

Students are required to complete four, 3-page papers this term reflecting on their developing leadership skills and in which they successfully address the following criteria:

- **Sharing:** Student shares with both supervisors (via *Google Docs*) paper named “514SP19 Week #, last name.” Student shares paper with supervisors by 9 am on the Monday it is due. One of the supervisors will send back comments before the next group. Student adds additional comments to the shared document reflecting on supervisor feedback, asking for additional supervision if needed. Supervisors grade each paper (i.e. 4 Excellent; 3 Very Good; 2 Satisfactory; 1 Unsatisfactory) based on the following criteria:
- **Pragmatics:** Student uses clear and effective spelling, punctuation, and grammar in communicating ideas succinctly in 3 pages. Student uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. Each section described below has its own heading and is well-articulated (within and between):
- **Heading/Opening:** Student includes name, week # of paper, and date. Student includes a narrative description regarding relevant information about group setting, members, session, and the piece of the curriculum that will be the focus of this paper.
- **Body:** Student provides 1) a relevant transcription from group audio recordings of group dialogue, counselor intervention, strategic stories, etc. (approx. 1/2 page, single spaced); 2) a reflection on the transcription regarding how it reflects the session or piece of the curriculum was a success or challenge in terms of group goals and what skills as a leader helped lead to this success or needed to be in place to make it a success; 3) at least one relevant quotation from the class readings; 4) at least one dialectical or group skill discussed in class/listed in the syllabus.
- **Closing:** Student summarizes what was learned as a person and as a professional, sets goals for practice addressing “growing edges” as a group leader, and asks any relevant questions regarding supervision.

Practicum Group Data Presentation

On the last day of class, students are asked to present qualitative and quantitative group evaluation data (maintaining anonymity for group members) to the class and school professionals for reflection and discussion. Students present a brief, 5-minute presentation of 5-7 slides. The content of this presentation will serve as the content of Paper #4, due the last day of class.

- Quantitative: Provide one image/graph that represents the cumulative results of the weekly survey data you collected each week in your group. Provide one image/graph that represents the individual results of one student over time.
- Qualitative: Provide 3-5 relevant examples of visual images and verbal transcripts (combined) from the closing card activity in your group that summarize or stand out from the overall experience in your group.
- Summary reflections: In your presentation and paper, briefly address: 1) what the data tells you in terms of group effectiveness; 2) What you have learned in the process of leading this group; and 3) What you would recommend for the sixth-grade group project moving forward.

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 (see 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.

Make-up Assignment

Any significant missed class time will require a standard make-up assignment, due the following week: A three page paper in which the student: 1) describes what was learned from interviewing two individuals who attended the missed class time; 2) discusses the chapters due during the week missed, including comments, questions and what was learned; 3) discusses challenges/successes encountered in leading the practicum group that week.

Disability Services Statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

Non-Discrimination Policy and Special Assistance

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

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

Date	Readings	Activities
1 Sept 4 A	<ul style="list-style-type: none"> • Syllabus • Oaklander - <i>Therapeutic Process</i> (pdf) 	<ul style="list-style-type: none"> • Pre-assessment in class • Teacher consult • Practicum prep
2 Sept 11 B	<ul style="list-style-type: none"> • Diamond, Gans, Mortola - <i>Groups in Schools</i> (pdf) 	<ul style="list-style-type: none"> • Counselor consult • Practicum prep
3 Sept 18 A	<ul style="list-style-type: none"> • Mortola/Gans - <i>Belong & Be You</i> (intro. and Week 1-4), (pdf) 	<ul style="list-style-type: none"> • Principal consult • Practicum prep
4 Sept 25 B	<ul style="list-style-type: none"> • Mortola/Gans - <i>Fierce in a Good Way</i> (pdf) 	<ul style="list-style-type: none"> • Practicum prep
5 Oct 2 A	<ul style="list-style-type: none"> • ASGW - <i>Social Justice Theory/Adolescents</i> (pdf) 	<ul style="list-style-type: none"> • Practicum group 1 • Paper #1 due 10/7 9am
6 Oct 9 B	<ul style="list-style-type: none"> • Rigby - <i>Bullying Prevention</i> (pdf) 	<ul style="list-style-type: none"> • Practicum group 2 • Teacher consult
7 Oct 16 B	<ul style="list-style-type: none"> • Mortola/Gans - <i>Belong & Be You</i>, (Weeks 5-9), (pdf) 	<ul style="list-style-type: none"> • Practicum group 3
8 Oct 23 A	<ul style="list-style-type: none"> • Olson - <i>Group Counseling Effectiveness</i> (pdf) 	<ul style="list-style-type: none"> • Practicum group 4 • Mid-term evaluations • Paper #2 due 10/28 9am
9 Oct 30 B	<ul style="list-style-type: none"> • Missouri - <i>Group Guide</i> (pdf) 	<ul style="list-style-type: none"> • Practicum group 5
10 Nov 6 A	<ul style="list-style-type: none"> • Fazio/Griffith - <i>CBPT Group counseling</i> (pdf) 	<ul style="list-style-type: none"> • Practicum group 6 • Teacher consult
11 Nov 13 B	<ul style="list-style-type: none"> • McGuire - <i>CCGPT</i> (pages 1-29) (pdf) 	<ul style="list-style-type: none"> • Practicum group 7
12 Nov 20 A		<ul style="list-style-type: none"> • Practicum group 8 • Paper #3 due 11/25 9am
Nov 27	Thanksgiving Break/No class	
13 Dec 4 A		<ul style="list-style-type: none"> • Practicum group 9
14 Dec 11 B	<ul style="list-style-type: none"> • Personal technology needed for course evaluations 	<ul style="list-style-type: none"> • Paper #4 due in class • RRMS Presentations

Daily Class Schedule

<u>Morning Section</u>		<u>Afternoon Section</u>
09:30 - 10:00	Small group supervision and prep	01:15 - 02:00
10:10 - 11:05	Groups with sixth graders	02:10 - 03:05
11:15 - 11:30	Small group supervision	03:15 - 03:30
11:30 - 12:15	Reading discussion and modeling	03:30 - 04:00
12:15 - 12:30	Leader prep	04:00 - 04:15

CPSY 514: Group Leadership Dialectical Skills

Skills	Description	Examples
1 Support & Challenge	Student provides adequate levels of both warm support and appropriate challenge	<ul style="list-style-type: none"> • empathy, universalizing, active listening, warmth & • fierceness, blocking, confrontation, questioning
2 Leading & Supporting	Student is able to appropriately navigate between leading and supporting roles	<ul style="list-style-type: none"> • providing clear explanations and directions & • helping to summarize, focus or redirect
3 Integration & Differentiation	Student helps group members gain both a stronger sense of self and group membership	<ul style="list-style-type: none"> • facilitates individual voice, participation, identity & • helps group members see, respect, include others
4 Theory & Practice	Student clearly understands and implements appropriate theory into practice	<ul style="list-style-type: none"> • ability to explain why actions were taken when & • acting and leading through clear moves
5 Immediacy & Structure	Student is able to appropriately navigate between immediacy and the needs of curriculum	<ul style="list-style-type: none"> • use of extending questions and focusing & • adherence to step-by-step processes
6 Whole & Part	Student is able to address aspects of the whole (group goals, group process) while attending to the parts (activities, individual needs)	<ul style="list-style-type: none"> • keeping in mind the good of the "whole" & • attending to individual needs and moments
7 Personal & Professional	Student negotiates personal & professional boundaries appropriately	<ul style="list-style-type: none"> • use of well-edited "strategic stories" and disclosure & • ability to assume a professional role in context
8 Playfulness & Seriousness	Student is able to appropriately navigate between a helpful sense of play and a mindful seriousness	<ul style="list-style-type: none"> • creating a "play frame," use of imagination & • sustaining a challenging conversation, clear intent
9 Verbal & Nonverbal	Student is able to produce clear and helpful verbal and nonverbal communication	<ul style="list-style-type: none"> • congruence in tone and word selection & • physical orientation and expression of self in group
10 Giving & Receiving Feedback	Student is able to give, receive and appropriately apply helpful feedback into practice	<ul style="list-style-type: none"> • respectful use of the "sandwich" form of feedback & • demonstrated examples of changing behavior

Course Evaluation Rubric: Professional Standards, Practical Skills and Course Assignments

The following criteria will be used by in this course to evaluate student expectations in attendance, participation, professionalism, and assignments at mid term and at the end of the course. The professors 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: 4—Exceeds; 3—Meets; 2—Approaches; 1—Does not meet.

Professional Standards						
1	The student demonstrates ability to relate to peers, professors, supervisors, and other professionals in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	1	2	3	4	
2	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different <u>from</u> their own and also demonstrates the ability to receive, integrate/utilize feedback from peers and supervisors and is able to give such feedback respectfully.	1	2	3	4	
3	The student exhibits appropriate levels of self-assurance and confidence, and the ability to assume a professional and appropriate role in the context of practice.	1	2	3	4	
4	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	1	2	3	4	
Professional Skills						
5	The student consistently shows strong and effective skills in verbal, nonverbal, and written communication.	1	2	3	4	
6	The student demonstrates an ability to helpfully use attentive and reflective listening skills as well as concise and clear verbal and nonverbal leadership skills in practice.	1	2	3	4	
7	The student demonstrates an ability to helpfully balance the ability to be both supportive/warm/playful and challenging/fierce/serious in practice.	1	2	3	4	
8	The student demonstrates an ability to structurally and helpfully facilitate the counseling experiences as modeled during class as well as be appropriately creative and flexible in practice.	1	2	3	4	
9	The student demonstrates an ability to helpfully balance both leadership and co-leadership skills in practice.	1	2	3	4	
10	The student demonstrates an ability to helpfully balance both personal and professional boundaries in practice.	1	2	3	4	
Course Assignments						
11	The student demonstrates thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively. The student takes initiative, is dependable and responsible, and is concerned with their own personal and professional growth.	1	2	3	4	
12	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #1	1	2	3	4	
13	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #2	1	2	3	4	
14	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #3	1	2	3	4	
15	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #4	1	2	3	4	
17	The student demonstrates an ability to meet the criteria and requirements of Group Data Presentation	1	2	3	4	
18	The student demonstrates an ability to meet the criteria and requirements of Mid Term Evaluation and apply feedback into practice	1	2	3	4	
	Comments:	Totals:	1 8	3 6	5 4	7 2

Course Grading: 72 total points possible. A = 72-63, A- = 62-54, B = 53-49, B- = 48-44, C = 43-39

Graduate School policy: "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

CPSY 514 Paper Example: Transcript and Links to Theory

"The following is a transcript from the recording of our group session during week six. At this point in the session, we had been creating a list of the things that students get teased for and then we were discussing each of those items on the list. In this case, we were specifically talking about how students can get teased for what they wear, or more generally, their appearance:

Leader: "Who has ever been teased for their clothes or appearance?"

Miguelito: "It happens a lot, like if you wear sketchers."

Cherise: "I love sketchers, I think they are comfortable."

Leader: "Who decides what is cool or uncool?"

Cherise: "I'll tell you. See Jake's? (Cherise pointing to Jake's shoes.) How they are like stylish. Sketchers like light up and people say that they are like childish. Has to be *Jordans* or *Nikes* or *Adidas* or *Tims* or *Concordes*."

Leader: "I bet if all of the other kids wore sketchers then they would be cool. What would happen if everyone started wearing sketchers?"

Cherise: "Then everyone would think they were cool. Now that we are talking about this I need to say something. I used to be a bully. There were kids I didn't like and I would say they were ugly or they couldn't afford this or that. I would feel bad when I got home. When I got to 6th grade I would see people get in fights or bully and I stopped bullying because I didn't want to do that anymore."

Leader: "Thank you for sharing that Cherish. I can look back at times where there were things that I did that was also bullying behavior, but it might not have felt that way because there were others doing it too. It's something when you look back you feel bad about..."

This felt like a big moment for our group. Cherish had become comfortable enough in the group that she felt she could divulge information about her own past and bullying behavior. This reminded me of the dialectical skills integration and differentiation. This concept identifies that it is possible to grow closer to a group and feel a stronger sense of belonging by venturing out and differentiating yourself from that same group. These may seem like two opposing ideas, but there is an understanding in this case that a balance between these skills is necessary. If a person does not feel established in the group, they may not feel ready to share how they are different from others. If they differentiate themselves too much, they may end up too far from the group, and will lose that protection.

Earlier in the group Lily shared her story about standing by while a fellow student was bullied. She spoke about her fears of getting in trouble, she talked about feeling bad for the bullied child, and she conveyed feelings that she wished she had acted differently in the situation. Lily was able to model vulnerability to the group, and through that vulnerability, differentiate herself. The stories that our group members shared after hearing Lily's story showed that they connected with what she had to say. They shared feeling of sympathy for the situation Lily found herself in, feelings of sympathy for the bullied girl, and a recognition that kids in their classes experience the same type of bullying behavior. It was powerful to see the students make connections between Lily's story and their own experiences. They then opened up about their own experiences and shared personal stories regarding situations in which they were bullied. These stories all differentiated our group members from each other, they were embarrassing stories, but as they shared them, they became emboldened by others' sharing. They put themselves at risk for speaking out about their own perceived embarrassing experiences (differentiation), and then were embraced by the group for sharing such experiences (integration)."