

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	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	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

CPSY 515-01 Group Counseling with Adults Syllabus

FALL 2019

Graduate School of Education and Counseling

Lewis & Clark College

Time: Thursdays, 9/05/19 - 12/12/19, 9am-12:15pm

Location: Lewis & Clark College, Corbett Annex, Room 100

Instructor: Suzanne Sanchez, LPC

Email: suzannesanchez@lclark.edu

Catalog Description: Introduction to the major schools of thought regarding 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 Description and Outcomes: 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 (2001) 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.

Required Text: Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*

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

COURSE GUIDELINES

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.

Student 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/

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.

It is essential that everyone is present at all of the sessions as this also impacts group dynamics, group cohesion and our ability to be fully present with each other

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 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 private counseling.

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 and use your breaks to check your phone, texts and social media. 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 (14 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 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 (6 pts.)

An opportunity to synthesize your thoughts around readings and the class experience, you will write a 1 page log 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. An emailed copy of your logs are due by the beginning of class.

GROUP FACILITATION (25 pts): (CACREP REQUIRED)

Each student will be given a chance 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 instructor will observe. There will be a constructive feedback session at the end of the group observation.

GROUP PRESENTATION (25 pts): Small groups will be determined on the first day of class, and you will pick a topic from the curriculum on which you will co-facilitate a group for the class. This will include collaboration with your assigned co-facilitators and co-facilitation of a group. 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: writing group followed by CBT group; movement-based group followed by psycho-education group; LGBT process group followed by a psychodrama 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 coordinate and facilitate feedback discussion. Group members will provide an outline with credit to each member for their role in the presentation. Further details of this assignment will be given in class.

GROUP PARTICIPATION & REFLECTION JOURNAL (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.

After participating in a group and facilitating a group you are responsible for writing personal reflections on your experiences of being part of a group process (5 total). Rather than summarizing the particulars of the group, you will focus on your internal responses to engaging in the experiential activities, demonstrating 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 1.5-2 pages long. Reflections will be uploaded via Moodle and are due on Fridays.

REFLECTION PAPER (20 pts): A reflection paper outlining your current understanding of the groups interactions/dynamic and your facilitation style. 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 2-3 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. You should have a minimum of 2 appropriate references other than the text for this course.

Grading scale:

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

Total possible 100 points

Schedule

Date	Class Content	Assigned Readings	Assignment Due in Moodle
9/5/19	Introductions, Class expectations, Small group formation, Experiential learning and discussion, Small group presentation sign-up, Group facilitation sign-up	None	None
9/12/19	Discussion of readings/log shares, Experiential learning, video and discussion	Chapters 1-3	Log #1
9/17/19	Discussion of readings/log shares, Experiential learning, video and discussion	Chapters 4-5	Log #2
9/26/19	Discussion of readings/log shares, Experiential learning, video and discussion	Chapter 6-7	Log #3
10/3/19	Group 1 & 2 facilitation and feedback, Experiential learning, and discussion of readings/log shares	Chapter 8 & ACA Ethics	Log #4
10/10/19	Group 3 & 4 facilitation and feedback, Experiential learning and discussion, Discussion of readings/log shares	Chapter 9-10	Log #5
10/17/19	No Instructor---Work on Group Presentations		
10/24/19	Group 5 & 6 facilitation and feedback, Experiential learning and discussion, Discussion of readings/log shares	Chapter 10-11	Log #6
10/31/19	Group 7 facilitation and feedback, Group 1 Presentation, Experiential learning, Discussion of readings/log	Chapter 12	Log #7
11/7/19	Group 8 facilitation and feedback, Presentation, Experiential learning, Discussion of readings/log	Chapter 13	Log #8
11/14/19	Group 9 facilitation and feedback , Group 3 Presentation, Experiential learning, Discussion of readings/log	Chapter 14	Log #9
11/21/19	Group 10 facilitation and feedback, Presentation, Experiential learning, Discussion of readings/log	Chapter 15	Log #10
11/28/19	Thanksgiving---No Class!!!		
12/7/19	Group 5 Presentation, Experiential learning, Discussion of readings/log	Chapter 16-17	Log #11
12/14/19	Termination, Final Thoughts, Experiential learning, Evaluations	None	Reflection Paper Due by 12/16/19

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.