

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.

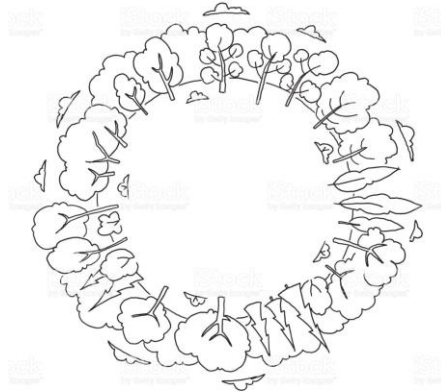
Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	Practicum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

Lewis and Clark College
Graduate School of Education and Counseling
Fall Semester 2020

CPSY 514: Group Counseling with Children and Adolescents



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General Information

Place and Time

On-Line Class, Wednesdays, Sept 9 - Dec 16, Sections 1&3 - 9:15-12:30; Sections 2&4 - 1:15- 4:30

Texts

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

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 & Structure

Weekly Class Structure

For weeks 2 through 14, this course will have both asynchronous (i.e. working independently, offline) and synchronous (i.e. working together, online) components, as described below. Please note that for our first class meeting on September 9th there will be no asynchronous components and we will meet together, online, using Zoom, for the full three hours of class, using these Zoom links:

Sept 9 - Sections 1&3, 9:15-12:30 <https://zoom.us/j/98365780941>

Sept 9 - Sections 2&4, 1:15-4:30 <https://zoom.us/j/98800467114>

Asynchronous class components (week 2-14)

Each of the following asynchronous components will be completed before class each week:

- 1) Viewing a pre-recorded weekly, lecture available in a shared Google folder
- 2) Viewing an additional video related to group counseling and available on YouTube (see chart on page 4)
- 3) Submitting an entry in a Reflection Journal (described below) as a Google Doc

Synchronous class components (week 2-14)

Each of the following synchronous components will be completed during class each week on Zoom. Please note that given the asynchronous components of class described above, our synchronous online class time will be two, not three hours in length, roughly divided into the following parts:

5 Minutes	Check in & Mindful Opening (Student leader, TBA)
30 Minutes	Reading Reflection & Activity Prep (Diane)
60 Minute	Practicum Activity, supervision and break (Student leaders, TBA)
30 Minutes	Modeling Activities (Diane & Peter)
10 Minutes	Check out & Mindful Opening (Student leader, TBA)

514 Reflection Journal (due each week the day before class, beginning week 2)

This journal is to be created on Google Docs (entitled *514 Reflection Journal - Your Last Name*) and shared with the instructor by 9am on Tuesday, Sept 15th, and will be due each week thereafter. Your journal will be read, commented on, and graded by the instructor each week (using this scale: 0 (Did not meet criteria); 1 (Meets some criteria); 2 (Meets most criteria); 3 (Meets all criteria); 4 (Meets all criteria exceptionally). To complete the 514 Reflection Journal each week, students will need to view the week's recorded lecture, view the week's YouTube video clip, and reflect on the previous week's practicum experience. Each weekly journal entry:

- 1) is shared with instructor each week by 9am the Tuesday before class, is well-organized, clearly structured, contains all headings/sections described below, and reflects integrative and thoughtful presentation of weekly materials and learning.
- 2) leans toward formal writing (while still being a reflection of your personal learning) is both respectfully appreciative and critical, and is error free in terms of spelling, word usage, sentence/paragraph structure and punctuation,
- 3) is approximately 1000 words in length and contains three sections entitled *514 Lecture Notes*, *514 Reading Notes*, & *514 Practicum Notes*. Each of these three sections contain:
 - a) at least one **direct quote/transcription** (from lecture statements or slides, readings, and practicum work)
 - b) **your reflection** on those direct quotes/transcriptions (e.g. comparing previous understanding, describing new learning/changed thinking, stating questions/critiques/comments, etc)
 - c) brief descriptions of how these quotes and reflections may **apply to your practice** working with children/adolescents in groups

514 Pre-Assessment (due before class, week 2)

As a significant component of this course, you will be supervised as you lead or co-lead exercises in a social skills counseling group with sixth graders or other classmates as participants. You will receive supervision and evaluation on your participation, efforts and growth within these group sessions. In part, your skills will be evaluated in reference to those listed in the *Group Leadership Dialectical Skills* 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. Please write on the following pre-assessment questions in the **Practicum Notes** section your first 514 Reflective Journal:

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

514 Mid-Term and End-of-Term 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. Students are expected to implement supervision and feedback from the Mid-Term evaluation in the remainder of the term.

514 Culminating Assignment (due as the last entry in the 514 Reflective Journal)

The last week's entry of the 514 Reflective Journal will take a different form, containing two sections of approximately 1000 words total: **Special Topic Curriculum** and **Final Reflection**. The special topic curriculum section contains a description of a curriculum addressing a particular area interest that you have researched (e.g. divorce, anxiety, etc), why you chose the topic and some strengths/limitations of the curriculum you chose. The final reflection section addresses how you think about 1) group leadership, 2) yourself as a leader, and 3) group work with children and adolescents differently now at the end of the term than you did when the term started. Students will be asked to share parts of this culminating assignment during the last session of class.

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 in your Reflective Journal. In addition to the regular sections of the journal, add approx. 1000 words in a section entitled **Make Up Assignment** in which you: 1) describe what was learned from interviewing at least two individuals who attended the missed class time; 2) discuss independently readings on the topic of the class 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.

Graduate School Grade 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: Lectures, Videos, Readings, & Practicum Activities by Week

Date	Lectures/Videos	Readings	Practicum Activities
1 Sept 9	L1 - Orientation to Groups V1 - Saltzman	R1 Syllabus R1 AGPA Guidelines for Groups	60 Second Autobiography
2 Sept 16	L2 - Dialectical Skills: Pt. 1 V2 - Mindful Schools	R2 Oaklander - Therapeutic Process R2 Mortola/Gans - Fierce in a Good Way	This or That
3 Sept 23	L3 - Dialectical Skills: Pt. 2 V3 - Mortola - BAM! Cards	R3 Diamond, et al - Groups in Schools R3 Mortola - Talking Cards	Picture Cards
4 Sept 30	L4 - Belong/Be You: Part 3 V4 - Grant - Soc Skills Ball	R4 Mortola/Gans - Belong/Be You, 1-3 R4 Best Practices Group Counseling	Strategic story: emotions
5 Oct 7	L5 - Belong/Be You: Part 2 V5 - Bauman/Steen - Adols.	R5 Mortola/Gans - Belong/Be You, 4-6 R5 Best Practices Bullying Prevention	Strategic story: bullying
6 Oct 14	L6 - Belong/Be You: Part 3 V6 - Gerhart - Mindfulness	R6 Mortola/Gans - Belong/Be You, 7-9 R6 ASGW - Social Justice Competency	Bibliotherapy: regulation
7 Oct 21	L7 - Types of Groups 1 V7 - Yoga Calm	R7 Fazio/Griffith - CBPT Groups R7 Anderson - Multicultural Group Work	Role playing: responses
8 Oct 28	L8 - Types of Groups 2 V8 - Hartz & V8 - Hernandez	R8 Griffith - LGBTQ Group Curriculum R8 Olson - Group Coun. Effectiveness	Bibliotherapy: social justice
9 Nov 4	L9 - Types of Groups 3 V9 - Mortola - Tulip	R9 McGuire - CCGPT (pages 1-29) R9 Mortola, et al. - Image Before Word	Story/Drawing: belonging
10 Nov 11	L10 - Types of Groups 4 V10 - Bauman/Steen	R10 Bauman: Multicult. Group Coun. R10 Rigby - Bullying Prevention	Story/Drawing: uniqueness veterans day
11 Nov 18	L11 - Development/Groups 1 V11 - Chevere - Self Image	R11 Oaklander - Working with Groups R11 Kuypers - Zones of Regulation	This or that revisited
Nov 25	No class	Thanksgiving Break	No class
12 Dec 2	L12 - Development/Groups 2 V12 - Kreative Leadership	R12 Shechtman - Group Coun/Schools R12 SELF - Trauma Informed Curric.	Appreciations
13 Dec 9	L13 - Development/Groups 3 V13 - Fox - Little Flower	R13 Best Practices - Soc Skills Training R13 Autism Speaks - Soc Skills Curric.	Card Closing
14 Dec 16	Student Presentations	R14 Best Practices - Positive Psychology	Student Presentations

YouTube Video Links

- V1 - Saltzman - Just Breathe, Mindfulness (<https://www.youtube.com/watch?v=RVA2N6tX2cg>)
V2 - Mindful Schools - A Quiet Revolution (<https://www.youtube.com/watch?v=cJzcdeEaOBA>)
V3 - Mortola - BAM! Cards (<https://www.youtube.com/watch?v=yVSkRCuoCcl>)
V4 - Grant - Social Skills Ball (<https://www.youtube.com/watch?v=DEas7qkuji8>)
V5 - Bauman/Steen - Group Counseling Adolescents (<https://www.youtube.com/watch?v=p3P7a4xfyYU>)
V6 - Gerhart - Mindfulness and the Brain (https://www.youtube.com/watch?v=a_hPelcPRTg)
V7 - Yoga Calm - Focusing Fun (<https://www.youtube.com/watch?v=cxcLQSH-BS4>)
V8 - Hartz - Group Counseling with Girls (<https://www.youtube.com/watch?v=LwL5ZH5BK5I>)
V8 - Hernandez - LGBT Group Therapy (<https://www.youtube.com/watch?v=LaYufSIWTLs>)
V9 - Mortola - Tulip (<https://www.youtube.com/watch?v=xGO49vll41k>)
V10 - Bauman/Steen - Multi Cultural Approach (<https://www.youtube.com/watch?v=bSOGSDGmNt4>)
V11 - Chevere - Adolescent Self Image Group (<https://www.youtube.com/watch?v=96daW-XQpmE>)
V12 - Kreative Leadership - Self Regulation Games (https://www.youtube.com/watch?v=H_O1brYwdSY)
V13 - Fox - Little Flower Yoga (<https://www.youtube.com/watch?v=iBHYo3q2vEs>)

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 Task & Process	Student can demonstrate skills in facilitating both the tasks of a group as well as the processing of tasks.	<ul style="list-style-type: none"> • competently leads activities outlined in curriculum & • facilitates processing and "unpacking" of activities
4 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
5 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
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 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
8 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
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 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
11 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

CPSY 514 Mid-Term and Final Evaluation Rubric

Student:

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 term. Supervisor will identify both strengths and challenges as well as 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 from 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/effective skills in verbal/nonverbal/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 facilitate and verbally process the counseling activities 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 (e.g. stating needs, resolving challenges, offering and receiving constructive feedback) in practice.	1	2	3	4
10	The student demonstrates an ability to helpfully balance both personal and professional boundaries in practice (e.g. strategic stories, differentiating personal issues, assuming a professional role)	1	2	3	4
Course Assignments					
11	The student demonstrates dependable, thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively.	1	2	3	4
12	The student demonstrates the ability to receive supervision during the Mid Term Evaluation and apply feedback into practice	1	2	3	4
13	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #1	1	2	3	4
14	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #2	1	2	3	4
15	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #3	1	2	3	4
16	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #4	1	2	3	4
17	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #5	1	2	3	4
18	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #6	1	2	3	4
19	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #7	1	2	3	4
20	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #8	1	2	3	4
21	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #9	1	2	3	4
22	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #10	1	2	3	4
23	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #11	1	2	3	4
24	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #12	1	2	3	4
25	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #13	1	2	3	4
26	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #14	1	2	3	4
		2	5	7	1
Total Points		6	2	8	0
					4

Course Grading: 60 total points possible

A (84 and above); A- (78 and above); B (70 and above); B- (65 and above).

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."

514 Reflective Journal: Practicum Notes Example

"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)."