

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 Moodle and/or instructor provides rating for assignment. See syllabus for details.

Clinical Skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate or fail	As evidenced by:	Evaluations and remediation
Goal: 3/5							
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%	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	
Group Supervision	X
Case Study	X
Debate	
Class Visitor /Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

CPSY 515-01 Group Counseling with Adults
Syllabus and Schedule
Spring 2022
Graduate School of Education and Counseling Lewis and Clark College

“There is no human deed or thought that lies fully outside the experience of other people.”
Irvin D. Yalom

Time: Wednesdays, 01/12/2022 - 04/20/2022 5:30 pm-8:45 pm

Location: Virtual 1/12 and 1/19, then Lewis & Clark Campus, Rogers Hall, room 220 starting 1/26

Instructor: Claire Andrus, MA, LPC, CADC I

Email: candrus@lclark.edu

Phone: 603-759-6725 (cell)- call or text

Office Hours: by appointment

Required Text:

The Theory and Practice of Group Psychotherapy (2005) by Irvin Yalom with Modyn Leszcz. (Basic Books, NY) Available at bookstore.

Catalog Description:

CPSY 515 Group Counseling with Adults Content: 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.

Prerequisites: For students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and CPSY 506, MHC 513, and CPSY 550. For Marriage, Couple, and Family Therapy students, take MCFT-516. For students in the School Psychology program, take SPSY 502.

Credits: 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 (CACREP) 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.

CPSY 515 Group Counseling with Adults

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (CC:6a)
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CC: 6c) (CC 1.1.2)
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d)
5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

Other Objectives of This Course:

8. Apply an understanding of diversity & social justice to group work.
9. Provide at least 10 hours of participation in group work throughout the course.

COURSE GUIDELINES

1. CPSY Departmental Attendance Policy: 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. 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.

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.

2. 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/

3. 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.

4. 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.

5. Additional Support:

Should you have emotional difficulty throughout the course, the following measures are available to support you:

- 1) 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.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- 3) You may also work on these concerns in the context of private counseling.

6. Potential Risks of Engaging in This Course:

- 1) Confidentiality cannot be guaranteed by the instructor.
- 2) While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- 3) 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.
- 4) 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.

7. Other Classroom Expectations:

- 1) As a counselor 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 I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- 2) Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- 3) 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.
- 4) Step Up/Step Down-Step In/Step Out: I hope you will be eager to participate in this course and challenge yourself to step up (to share more than your normally would) or step down (if it is necessary to make space for others).
- 5) Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone.

Assignments:

1. Attendance:

In order to create and preserve the integrity of our group experience your attendance in every class is mandatory for this course. If there are events outside of your control that force you to miss class, please let me know by phone or email as soon as possible. In order to make up the class you will be asked to interview TWO classmates on what happened during class and write a one-page (double-spaced, size 12 font) reflection paper on what occurred.

2. Reflection journaling:

Half to 1-page (double-spaced, size 12 font) e-mailed reflection on your experience in class and personal/professional response to the material that week (due Sunday evening following each class)

3. Chapter Presentation(s):

Each week, someone will be assigned a chapter from the text book to present on summarizing: key take-away's, ongoing considerations, and your own personal thoughts on the material. This may be done with PowerPoint or in an another creative/visual way. I expect everyone in the class to have not only read the required chapter(s) but that you bring thoughts, questions, or concerns about what you read in order to be ready to discuss with the group presenter. Length of presentation, including time for questions and feedback from the group: 45 minutes- 1 hour

4. Community Group Therapist Interview:

Contact a group therapist in the area (found on Portland Therapy Center, Psychology today, or teacher referrals) and conduct a short 30-minute phone or email interview asking them about the types of groups they facilitate and what are the potential challenges and benefits of group work. If they utilize a specific group curriculum, gather information about the curriculum. Write a paper on the information you gained. Length of paper: 1-2 pages, double-spaced, size 12 font.

5. Individual facilitation of a group:

Lead a small group on your own in an experiential/ psycho-educational activity and discussion (total 45-60 minutes). Write a reflection paper (2-3 pages) on what you learned about yourself as an individual group leader. (Due 2 weeks after your facilitation).

6. Co-facilitation of a group:

Co-facilitate a 45-60-minute group during class time. Meet with your co-facilitator prior to your assigned presentation day to discuss key components of group therapy from the text book that you would like to highlight. Engage in a post-group discussion where you will receive feedback from the class and then write a reflection paper. You will be graded on your ability to demonstrate attempts to use group skills as well as your reflections on areas of success and areas of growth. (Due 2 weeks after your facilitation).

7. Final Group Curriculum Project:

Design your own group curriculum manual including: facilitator introduction, explanation of group, goals of group, rules/guidelines and group expectations, and week-by-week agenda. This will be done individually or with one partner from class.

Point Breakdown:

1. Class attendance/ participation: 35 points
2. Reflection journaling: 12 points (1 point each)
3. Chapter presentation(s): 15 points
4. Interview Paper: 6 points
5. Co-facilitation Project + Paper: 10 points
6. Individual Facilitation Project + Paper: 10 points
7. Final Project: 12 points

Total 100 Points

Week # and date	Topic(s)	Experiential Learning	Readings Due	Assignments Due
1 January 12 (virtual)	What is group?, Creating initial structure, and types of groups	What is it like to join a group?	Syllabus discussion	First class, nothing due. Reflection journal entry due 1/16/22
2 January 19 (virtual)	Therapeutic factors and interpersonal learning	Identify the basic components of successful group	Yalom chapters 1-2	Reflection journal entry 1/23/22
3 January 26	Group Cohesiveness and Integrating Therapeutic Factors	Mock Group; Support for Graduate Students	Yalom chapters 3-4	Interview paper due night of group Reflection journal entry 1/30/22
4 February 2	The Therapist: Basic Tasks and Stages of Group	TBD	Yalom chapter 5	Reflection journal entry 2/6/22
5 February 9 (maybe in person)	Here and Now	Guest Speaker (change from the earlier week) Individual Facilitation	Yalom chapter 6:	Reflection journal entry 2/13/22
6 February 16	Transference and Transparency	Individual Facilitation	Yalom chapter 7:	Reflection journal entry 2/20/2022
7 February 23	Preparation and Multi-Cultural Perspective	Individual Facilitation	Yalom chapter 10:	Reflection journal entry 2/27/2022
8 March 2	The Advanced Group and feedback Johari's window	Individual Facilitation	Yalom chapter 11-12	Reflection journal entry 3/6/2022
9 March 9	Handling challenges in group, Tasks and Exercises for the Therapist	Individual Facilitation	Yalom chapter 13-14	Reflection journal entry 3/13/2022
10 March 16	Specialized Groups and Ethical Considerations	Individual Facilitation	Yalom chapter 15	Reflection journal entry 3/20/2022
11 March 23	SPRING BREAK	-----	----NO CLASS --	-----
12 March 30	Practical Applications	Co-facilitation: TBD		Reflection journal entry 4/3/2022
13 April 6	Practical Applications Guest Lecture: Kim Crow	Co-facilitation: TBD		Reflection journal entry 4/10/2022
14 April 13	Challenging Members	Co-facilitation and/or Mock Group		Reflection journal entry 4/17/2022
15 April 20	Termination, course review, evaluations	How to terminate		Final paper due at time of final class

