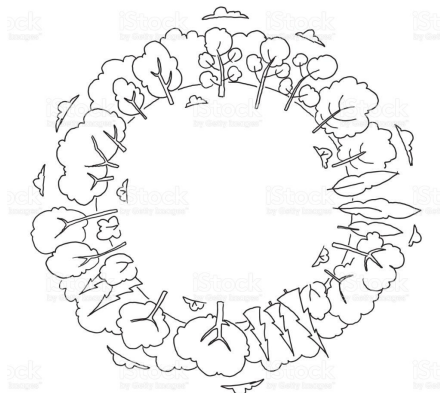


Lewis and Clark College
Graduate School of Education and Counseling
Fall Semester 2022

CPSY 514: Group Counseling with Children and Adolescents



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General Information

Place and Time

This class will meet at two locations: For the first three sessions of the class as well as the last session, we will be meeting in York 115 on the Graduate Campus. On all other Wednesday mornings this term, this class will meet at: Earl Boyles Elementary School, which is located at 10822 SE Bush St, Portland, OR 97266. (503 256 6554). During the term, we will also be walking over to the adjoining middle-school to run counseling groups with sixth graders at Ron Russell Middle School which is located at 3955 Southeast 112th Avenue, Portland, OR 97266 (503 256-6519).

Texts

There is no class text. Readings will be available online in our shared class Google Folder entitled “1 CTSP 514 F22” Readings assigned by date are listed in the *Class Calendar* (page 4).

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-Part One

As a major component of this course, you will be supervised as you co-lead a social skills counseling group for children with students from Ron Russell Middle School in the David Douglas School District on nine scheduled days during class time. So that we can make appropriate group leadership triads, please write briefly on these questions (400 words total): 1) your history/experience/familiarity with group counseling or leading groups; 2) skills you imagine are most important in group counseling leadership; 3) strengths and challenges you bring to group leadership; 4) why group counseling is important. This assignment is to be completed as a Google Doc entitled **514 Pre-Assessment, Last Name**, and shared with both instructors by **Monday, September 12th, 12:00pm**.

Pre-Assessment-Part Two

As you co-lead the sixth-grade groups, 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* (page 5). You are asked to evaluate yourself on each dialectical skill items at the beginning of the course using a four-point scale (i.e. 4=most competent in, 1=most challenged by). Add a few sentences for each dialectical skill in addition to the rating, describing your strength or challenge with it. Do this on the same Google Doc as above and share with instructors by **Monday, September 19th, 12:00 pm**.

Mid-Term and End-of-Term Evaluation Rubric

The criteria listed *CPSY 514 Mid-Term & End-of-Term Evaluation Rubric* (page 6) will be used to evaluate students at both the mid-term and at the end of the course. Professors and Co-Leaders will be identifying both strengths and 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.

Journal Entries

Co-leading Teams are required to complete 9 journal entries this term reflecting on their developing leadership skills. Each part of each journal entry is to be discussed as a group, but written by a single (named) co-leader. Journal entries must address the following criteria:

- **Sharing:** Co-leaders will share with both supervisors (via *Google Docs*) one document named "*514 Journal SP 22, last names*" in which all journal entries will be included. Co-leaders will be graded individually for their contributions and share the entries with supervisors and co-leaders by **noon on the Monday it is due**. Supervisors will send back comments before the next group. Co-leaders add additional comments to the shared document signaling they received and reflected on supervisor feedback, and asking for additional supervision if needed.
- **Pragmatics:** Co-leaders include # of journal entry and date for each entry (adding the entry **above** all previous entries and **leaving** the previous week's supervisor comments). Co-leaders use clear and effective spelling, punctuation, and grammar in communicating ideas succinctly in ~**750** words per entry. Co-leaders use clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. The sections described below are complete and are well-articulated (within and between):
- **Looking Back: Overview.** Co-leader #1 includes a brief (~ 250 words) overall description of the group session including: attendance, energy level, dynamics, curriculum match, strengths and challenges.
- **Looking Back: Focused.** Co-leader #2 includes: 1) a brief (~ 250 words) focused description of a particular positive or challenging moment in the past group session including relevant information (who, what, when) in narrative form; 2) a particular **dialectical leadership skill** or group theory concept that helps describe/make sense of the moment; 3) a summary of what was learned as a co-leading team and goals for practice addressing "growing edges" as group leaders. (see example, page 7)
- **Looking Forward: Plan.** Co-leader #3 outlines in **detail the plan** (~ 250 words) for the next group session, including: 1) something that was helpful from viewing the lecture; 2) activities for opening, body, energizers, and closing (pasted and adapted from class curriculum); 3) potential challenges and ideas for proactively addressing them; 3) rationale for modifications based on identified group needs; 4) co-leaders taking the lead on each item.

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 create and present a brief, 5-minute presentation of 5-7 slides regarding group data and findings (using a shared in the class *Google Slides* presentation) including the following:

- Introduction Slide: Image of group, group name, demographic information, etc.
- Quantitative Data Slide(s): Provide one or more images/graphs that represents the cumulative results of the weekly survey data you collected each week in your group: Focus on relevant aspects of the data (e.g. whole group change over time reflected in pre/post data or weekly survey data, individual student comparisons, etc.)
- Qualitative Data Slides(s): Provide 3-5 relevant examples of visual images and/or verbal transcripts from the weekly sessions or the closing card activity that speak to or stand out from the overall experience in your group.
- Summary Reflections Slide: Briefly address: 1) what the data tells you in terms of group effectiveness; 2) What you would recommend for the sixth-grade group project moving forward; and 3) What you have learned in the process of leading this group.

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.

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: Class Calendar

Readings and lectures found in the shared Google Folder “1 CTSP 514 SP22”

Date Place	Readings (R) & Assignments (A)	Lectures & Practicum
1 Sept 7 York 115	R1 Syllabus R1 McDowell - Critical Social Theories	In-Class Lecture 1: Class/Project Orientation Practicum Prep
2 Sept 14 York 115	R2 Best Practices in Group Counseling R2 Mortola/Gans - Belong & Be You (1-31) 514 Pre-assessment, Part One (9/12, noon)	In-Class Lecture 2: Belong & Be You (Part 1) Practicum Prep
3 Sept 21 York 115	R3 Mortola/Gans - Belong & Be You (33-87) R3 Mortola/Gans - Fierce in a Good Way 514 Pre-assessment, Part Two (9/19, noon)	In-Class Lecture 3: Belong & Be You (Part 2) Practicum Prep
4 Sept 28 Earl Boyles	R4 Mortola/Gans - Belong & Be You (88-142) R4 Best Practices in Bullying Prevention	In-Class Lecture 4: Belong & Be You (Part 3) Practicum Prep
5 Oct 5 Earl Boyles	R5 Oaklander - Working with Groups 514 Journal Entry #1 - due 10/3, noon	Online Lecture 5: Session #1 Practicum Group 1
6 Oct 12 Earl Boyles	R6 ASGW – SJ Competence 514 Journal Entry #2 - due 10/10, noon	Online Lecture 6: Session #2 Practicum Group 2
7 Oct 19 Earl Boyles	R7 Anderson - Multicultural Group Work 514 Journal Entry #3 - due 10/17, noon	Online Lecture 7: Session #3 Practicum Group 3
8 Oct 26 Earl Boyles	R8 Shechtman - Group Counseling in Schools 514 Journal Entry #4 - due 10/24, noon	Online Lecture 8: Session #4 Practicum Group 4
9 Nov 2 Earl Boyles	R9 Griffith - LGBTQ Group Curriculum 514 Journal Entry #5 - due 10/31, noon	Online Lecture 9: Session #5 Practicum Group 5
10 Nov 9 Earl Boyles	R10 Fazio/Griffith - CBPT Groups 514 Journal Entry #6 - due 11/7, noon	Online Lecture 10: Session #6 Practicum Group 6
11 Nov 16 Earl Boyles	R11 Oaklander - Therapeutic Process 514 Journal Entry #7 - due 11/14, noon	Online Lecture 11: Session #7 Practicum Group 7
Nov 23	Thanksgiving Break/No class	
12 Nov 30 Earl Boyles	R12 SELF - Trauma Informed Curriculum 514 Journal Entry #8 - due 11/28, noon	Online Lecture 12: Session #8 Practicum Group 8
13 Dec 7 Earl Boyles	R13 McGuire - CCGPT (pages 1-29) 514 Journal Entry #9 - due 12/5, noon	Online Lecture 13: Session #9 Practicum Group 9
14 Dec 14 York 115	Course evaluations	Practicum group data presentations

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
1b 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
2 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
2b Whole & Part	Student is able to address aspects whole (goals, 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
3 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
3b 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
3c 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
4 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
4b 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
4c 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
4d 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 & End-of-Term Evaluation Rubric
Student:

The following criteria will be used 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. All assignments are graded: 10 (A = excellent), 9 (A- = very good), 8 (B = proficient), 7 (B- = developing), 6 (C = insufficient).

	Professional Standards	A	A-	B	B-	C
1	Student demonstrates ability to relate to peers/professors/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, & socioeconomic status.	10	9	8	7	6
2	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.	10	9	8	7	6
3	Student exhibits appropriate levels of self-assurance and confidence, and the ability to assume a professional and appropriate role in the context of practice.	10	9	8	7	6
4	Student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	10	9	8	7	6
	Professional Skills					
5	Student consistently shows strong and effective skills in verbal, nonverbal, and written communication in assignments and practicum.	10	9	8	7	6
6	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.	10	9	8	7	6
7	Student demonstrates an ability to helpfully balance the ability to be both supportive/warm/ playful and challenging/fierce/serious in practice.	10	9	8	7	6
8	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.	10	9	8	7	6
9	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)	10	9	8	7	6
10	Student demonstrates an ability to helpfully balance facilitating both integration and differentiation of practicum group members	10	9	8	7	6
11	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.	10	9	8	7	6
12	Student demonstrates thoughtful, timely, responsible and effective engagement in all aspects of the class and makes the effort to contribute positively.	10	9	8	7	6
13	Student demonstrates the ability to receive supervision and apply feedback into practice	10	9	8	7	6
	Course Assignments					
14	Student demonstrates ability to meet the criteria and requirements of 514 Pre-assessment, pt. 1 & 2	10	9	8	7	6
15	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #1	10	9	8	7	6
16	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #2	10	9	8	7	6
17	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #3	10	9	8	7	6
18	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #4	10	9	8	7	6
19	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #5	10	9	8	7	6
20	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #6	10	9	8	7	6
21	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #7	10	9	8	7	6
22	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #8	10	9	8	7	6
23	Student demonstrates ability to meet the criteria and requirements of 514 Journal Entry #9	10	9	8	7	6
24	Student demonstrates ability to meet the criteria and requirements of Group Data Presentation	10	9	8	7	6
	240 total points possible.	240-228	227-216	215-192	191-180	179-

Course Grading

Excellent A (95-100%)	Very Good A- (90-94%)	Proficient B (80-89%)	Developing B- (79-75%)	Insufficient C (74% and below)
240-228	227-216	215-192	191-180	179 and below

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)

- C21. 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

Relevant YouTube Video Links

- V1 - Salzman - 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://youtu.be/yVSkRCuoCcI>)
- 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>)
- 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>)