

CPSY 514: Group Counseling with Children and Adolescents

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Office hours: Thursday, 2:00 – 4:00 p.m.

Meeting place and time: David Douglas School District, South Powellhurst Building,
2900 SE 122nd, Wednesdays, 1:00 – 4:30 p.m.

General Class Information

Texts

- 1) Kottler, J.A., & Englar-Carlson, M., (2010) *Learning Group Leadership: An Experiential Approach*, Sage Publications, Inc. Thousand Oaks, CA (Available at the bookstore)
- 2) Mortola, P., Grant, S., Hiton, H., (2008) *BAM! Boys advocacy and mentoring, a leader's guide to facilitating strength-based groups for boys, Helping boys make better contact by making better contact with them*. Routledge Series on Counseling and Psychotherapy with Boys and Men, Routledge Press, NY (Available in class: on loan or at cost)

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. The course introduces curriculum for specific issues including divorce, substance use, grief, and social skills. Prerequisite: CPSY 503 or 507/508 (may be taken concurrently). Credit: 3 semester hours.

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. The following class objectives for class participants support this primary goal:

- to develop a repertoire of ways of working with and leading groups of children and adolescents in counseling and therapeutic contexts, an understanding of ethical and legal considerations of such groups, and a better understanding of one's own process in groups as well as one's own style of leadership in groups
- to understand principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work, and to explore approaches used for different types of group work, including task groups, psycho-educational groups, socio-educational groups, therapy groups, and multi-family groups
- to gain a better understanding of the theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature, as well as purposes, processes, development, and dynamics of therapeutic groups
- to integrate group skills and understandings to social justice theory and critical consciousness and to understand the ways in which dominant group theories and processes intersect and may need to be adapted to populations and issues related to race/ethnicity, class, gender, sexual orientation, and other areas of diversity

Assignments

Project 1: Pre-Assessment and Quick Write (15 points)

During our first class period, I will ask you to write for 15 minutes about your interests and concerns regarding the topic of our class: What kind of history or experience do you have with group counseling and group dynamics? What interests you or concerns you about the syllabus? What do you hope to learn and how do you hope to learn it? What do you want to see emphasized and de-emphasized in this class? What goals do you have for yourself in this class? Your writing on these questions will help me to understand your needs in the class and how I might address them. You will also be asked to fill out a pre-assessment that will be discussed in class.

Project 2: Leading Group Discussions (100 points)

You will be asked to co-lead twice (with the same partner) the discussion of a chapter from the Kottler/Englar-Carlson text. The first time you co-lead will be with a small group within the larger class. The second time you co-lead will be with the whole class. During these facilitated discussions, your goals will be three-fold: 1) to help the group talk openly about areas of interest or confusion in the text, 2) to help the group focus on and understand sections of the chapter that you consider important, and, 3) to use any of the skills described in the class readings that are appropriate to help further or deepen the discussion. Your role then, along with your co-leader, is to serve as a facilitator of the discussion. You are not being asked to be a presenter. Instead, you are being asked to actively engage in the group discussion and to have strategies on hand that will help the discussion continue in a meaningful way for approximately 15 minutes. After this "content" discussion, we will help facilitate a "process" discussion

in which you will receive both supportive and constructive feedback for your efforts. We will record both the content and process discussions for use in later assignments.

Project 3: Midterm Evaluations (20 points)

You will be asked to fill out a self- and course- evaluation as honestly and completely as possible. This self-evaluation helps give us an idea as to how the class is going for you and if you are achieving your own learning goals as well as ours for the class.

Project 4: Afterschool Group Practicum (100 points)

In addition to the requirements within class, you will be asked to participate in an afterschool program at one of two elementary schools in the David Douglas school district (Gilbert Heights and Mill Park) on seven scheduled days from 3:15-4:30. You will co-lead (in teams of three) activities for a social skills group with fourth and/or fifth grade students during five of those visits. This experience of co- leading a group will help you to implement the content and to practice the group leading skills discussed in class in an afterschool setting. The goals of these groups will be to 1) establish helpful group structures and processes, 2) create and maintain a healthy and safe group and afterschool climate, and, 3) lead activities designed to improve the group members sense of self, relational competence, and skills to address and reduce bullying behaviors.

Project 5: Linking Theory and Practice Paper (100 points)

Please write up a 5-7 page paper in which you reflect on your practice as a group leader in class and/or in the afterschool environment. Refer to the *Project 5 Grading Guideline* as you work on your paper.

Project 6: Post-Assessment (15 points)

At the end of the term, you will be asked to fill out a self-assessment that summarizes your learning in the class this term.

Project 7: Reading/Content Quizzes (50 points)

There will be three brief quizzes during the term. In these quizzes, you will be asked to respond to a number of true/false, multiple choice, matching, and/or brief response questions covering topics covered in class discussions and readings.

Project 8: Class Attendance and Participation (100 points)

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation are expected and will be assessed and feedback will be provided. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Due to its

importance in setting up the term, students must drop the class if the first class session is missed. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account.

Any missed class time will require a standard make-up assignment: A 2-3 page paper in which you: 1) describe what you learned from interviewing two individuals who attended the class you missed, and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings. Please also set up a meeting with one of us to turn in and discuss this make up assignment.

Point Totals

Project 1: Pre-Assessment and Quick Write	15	points (in class)
Project 2: Leading Group Discussions	100	points
Project 3: Midterm Evaluations	20	points (in class)
Project 4: Afterschool Group Practicum	100	points
Project 5: Linking Theory and Practice Paper	100	points
Project 6: Post-Assessment	15	points (in class)
Project 7: Quizzes	50	points (in class)
<u>Project 8: Class attendance and participation</u>	<u>100</u>	<u>points (in class)</u>
Total possible points	500	points

Class outline, readings, and assignments by week

	Kottler/Carlson readings	BAM! readings & Project due dates	Course Activities
1 1/13		Project 1	In-class demo
2 1/20		BAM! Pgs. ix-68	In-class demo
3 1/27		BAM! Pgs. 68-129	In-class demo
4 2/3	Ch. Intro, 1 & 2		Afterschool visit
5 2/10	Ch. 8 & 9		Afterschool group
6 2/17	Ch. 3 & 4		Afterschool group
7 2/24	Ch. 5 & 6		Afterschool group
8 3/3	Ch. 7 & 10	Project 3: Midterm evals. Project 7: Quiz 1	
9 3/10	Ch. 11 & 12		Afterschool group
10	Ch. 13 & 14		Afterschool group

3/17			
3/24		Spring Break	
11 3/31	Ch. 15 & 16		Afterschool group
12 4/7	Project 5 presentations		Afterschool group
13 4/14	Project 5 presentations	Project 7: Quiz 2	
14 4/21	Project 5 presentations	Projects 5 & 6 due	

About Writing

Hello Peter. Thank you for your message. I just tried to call you, but I got voicemail. In our paper screening, we selected 5 out of 10 to interview. In Mary's case, there were misspellings/typos in her letter -- which concerned us. If you strongly believe she's a star, we'll reconsider and add her to our interviews on Thursday. I realize that paper screening isn't always the best process. We chose not to interview all 10. Any direction you wish to provide is strongly appreciated! Gratefully, Antonia

Writing can help you better integrate your thoughts, feelings and actions regarding both your personal and professional development. That is, good writing reflects a conscientious and sustained effort to make clear and visible your thoughts and feelings about a topic and how you should act as a consequence of these reflections. Clear writing is a result of a reiterative and editorial process. Please strive to meet the following standards that we set for all writing assignments in this class.

CPSY 514: Project 5 Grading Guideline

1. Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed. Spacing between lines is 1.5. Paper is between 5 and 7 pages long.
2. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided.
3. All sections of the paper described below are present and well-articulated (within and between):
 - a. Cover page

Include project number and title along with your contact information. Please staple your paper.
No covers or folders please.
 - b. Opening

Describe what do you intend to do in the paper and why.
 - c. Body

Provide two examples each of: 1) skills you demonstrated in your practice, and, 2) skills you are still developing at your "growing edge". Use the following format to present each of 4 examples:

 1. Provide written context and include a detailed transcription (of approximately a paragraph or so in length) of the skill you are focusing on.
 2. Link this example from your work to a quotation from the class texts (or class discussions) that defines and describes the skill you are focusing on.

3. Elaborate on how the transcript from your practice is related to (or different from) the quotation and the ideas discussed in the text or in class.

d. Closing

Summarize what you have covered in this paper. Describe what you have learned as a person and as a professional. Set goals for yourself regarding your strengths/growing edges.

e. References

Use APA format for all within text citations. You do not need to include a separate reference page if you cite only course texts.

f. Proofreading paragraph

Describe who proofread your work and what you learned in the proofreading process.

g. Attachment

Please staple this Grading Guideline from your syllabus to the last page of your paper.

CPSY 514: Midterm Self-Assessment Name:

Please comment on the following features of the class and your participation, efforts and learning in this class. Add any additional items that you believe are significant.

1) Describe the most successful features of your participation, efforts and learning in this class thus far and why you consider them as such:

2) Describe the least successful feature of your participation, efforts and learning in this class thus far, why you consider it as such, and how it might be strengthened or addressed before the term is over:

3) Describe what you consider to be the most important themes or findings of your learning in this class thus far:

4) Describe the most helpful aspects of this class in terms of your learning and participation:

5) Describe the least helpful aspects of this class and what would help you learn better in this environment:

CPSY 514: Pre- and Post- Self Assessment

Name:

Please circle a rating assessing your present skill level regarding these aspects of group leadership and add relevant comments below each section:

	No competency			Complete competency	
<u>Understanding theory</u>					
I have an understanding of relevant theory, research and concepts regarding group leadership:	1	2	3	4	5
<i>comments:</i>					

Applying theory to practice

I am able to explore links between group theory and practice and put ideas from theory into practice: 1 2 3 4 5
comments:

Facilitating group process

I can understand and facilitate the development of group process when working in and leading groups: 1 2 3 4 5
comments:

Thinking reflectively

I can examine my own and other's assumptions, motivations and needs when working in and leading groups: 1 2 3 4 5
comments:

Setting appropriate boundaries

I can set appropriate personal and professional boundaries when working in and leading groups; and I can monitor appropriate disclosure of self and others in groups: 1 2 3 4 5
comments:

Using group leadership skills

I understand and utilize the following skills of group leadership:
1) Telling stories 1 2 3 4 5
2) Leading lessons 1 2 3 4 5
3) Facilitating direct communication 1 2 3 4 5
4) Leading and processing activities 1 2 3 4 5
5) Facilitating appreciations 1 2 3 4 5
6) Leading discussions 1 2 3 4 5
7) Using the self in leadership 1 2 3 4 5
8) Using playfulness 1 2 3 4 5
9) Using creativity 1 2 3 4 5
10) Leading relaxation/mindfulness exercises 1 2 3 4 5
comments:

Using "whole/part" awareness

I keep in mind both the whole (group goals, group process) while attending to the parts (group activities, individual needs) in leading groups and activities: 1 2 3 4 5
comments:

Overall group leadership skills

Overall, I consider my present skills and abilities to conceptualize and lead a counseling group for children and adolescents to be: 1 2 3 4 5
comments:

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Group Counseling with Children/Adolescents
Course Number	CPSY 514
Term	GS 2010
Department	Counseling Psychology
Faculty Name	Peter Mortola & Diane Gans

Catalogue Description: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).