

CPSY 515 Group Counseling With Adults
Syllabus and Schedule
Spring 2011
Graduate School of Education and Counseling
Lewis and Clark College

Time: Tuesdays, 5:30pm – 8:45pm
Location: SCCC, 117
Instructor: Karen Hixson, M.Ed., LPC
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Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor and have past experience as a Certified Alcohol and Drug Counselor. I received my Master's Degree in Agency Counseling at the University of Puget Sound in Tacoma, WA. Upon moving to Portland, I provided group counseling in a corrections facility and local non-profit as a drug and alcohol counselor and mental health counselor serving outpatient and inpatient populations. Currently, I work in private practice with a focus on providing relational counseling that infuses awareness of political struggles into my work with individuals and couples. I am also currently engaged in many projects connected to group work and facilitation.

“As therapists, we must move beyond dealing with individual pain; we must become part of a larger solution by joining with others to transform the social conditions that contribute heavily to individual pain. We cannot continue to pathologize individual adaptations to socially destructive patterns. Therapy should not become a part of the problem by suggesting that the pathology is individual and the solution is individual.”
-**Judith Jordan**

“Recovery can take place only within the context of relationships; it cannot occur in isolation.”
- **Judith Herman**

Catalog Description: Introduction to the major schools of 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.

CACREP Curriculum Standards and Course Objectives

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)
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.

Required Text:

Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*, Basic Books, New York, NY.

Also Recommended:

Group Work Experts Share Their Favorite Multicultural Activities by Salazar, C.

Articles on Reserve in Moodle:

Several articles will be available via PDF in our Moodle course.

Use of Moodle:

Moodle will be utilized in this course to assist you in tracking the syllabus, assignments and readings. We may use it for specific reflections and discussions throughout the course. Moodle may also come in handy in the event of significant extended absences or school closures.

Enrollment Key:

COURSE GUIDELINES

1. Attendance Policy: Students are highly encouraged to make every effort to resolve any attendance conflicts in order to attend all classes and activities. Students can receive an excused absence at the instructor's discretion. Extraordinary conditions such as illness or family emergencies warrant an excused absence. If a student cannot attend class: (1) contact the instructor prior to the absence to explain the reason for the absence (email if anticipated or phone if last minute) (2) make provisions to obtain class materials and any other information missed (3) make up work may be required. One unexcused absence can lower the student's final grade; two unexcused absences may result in failure. Three late arrivals are equal to once unexcused absence.

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. 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.

3. 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.

4. 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.

5. Potential Risks of Engaging in This Course:

- 1) Confidentiality can not 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.

6. 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 be eager 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).

COURSE REQUIREMENTS

A. Class participation (30%: 150 pts)

1. This includes participation in class discussions, small group discussions, assigned activities, group projects and participation in the experiential training group demos, both as a member and a facilitator.

Good participation is demonstrated by the following activities:

- Ask questions, offer perspective, share ideas & reactions
- Participate in all activities to the best of your ability

- An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course)

B. Exam (20%: 100 pts)

1. **A written mid-term exam that** will demonstrate relevant concepts and theories of group work covered in the first half of the semester.

C. Written Assignments + Projects (50%: 150 pts):

1. Group Observation (25pts):

You will attend a group session of your choosing and write a brief paper that outlines what you learned in observing/participating the group. You will share your learning with the class in a brief, informal discussion.

2. Diversity, Social Justice & Group Work Project (50 pts):

A research and reflection based paper outlining your current understanding of working with issues of diversity and social justice in groups. This will also include an outline for a group session based on integrating your understanding of these issues into group work

3. Group Co-Facilitation Project (50 pts):

You will choose a lesson from a curriculum on which you'd like to co-facilitate a group for the class. This will include collaboration with your assigned co-facilitator and co-facilitation of a group. You will also write a paper documenting what you learned from your co-facilitation experience. Detailed expectations for this assignment will be shared later in the course.

4. Final Paper: Post-Group Training Evaluation (25 pts):

You will complete a paper exploring what you learned about group work and group leadership from your experiences and reflections on the course. This will include personal learning along with relevant references to materials covered in the course.

5. Additional Writing & Reflection:

Brief responses to the course reserve articles, additional reading or activities we do throughout the course.

Course Outline and Schedule:

Please see Moodle for details activities, assignments and articles

Spring Break: 3/22/10

Final Class: 4/19/11

Bibliography
CPSY 515
Karen Hixson, M.Ed., LPC

Group Counseling and Psychotherapy

- Basic Counseling Responses in Groups* by Hutch Haney & Jacqueline Leibsohn
- Comprehensive Group Work: What It Means and How to Teach It* By Conyne, R.,K. Wilson, F. R., & Ward, D. E.
- Counselors Treatment Manual: Matrix Intensive Outpatient Treatment for People with Stimulant Use Disorders* by SAMHSA
- Critical Incidents in Group Counseling* By Tyson, L.E., Perusse, R., & Whitley, J.
- Group Work Experts Share Their Favorite Multicultural Activities* by Salazar, C.
- Group Work: A Practical Guide to Developing Groups in Agency Settings* by Alle-Corliss, L & Alle-Corliss, R.
- Groups In Action: Evolution and Challenges Video and Workbook* By Corey, G., Schneider-Corey, M. & Haynes, R.
- Instant Icebreakers* by N.L. Tubesing
- Intentional Group Counseling: A Microskills Approach* By Ivey, A., Pedersen, P.B., & Ivey, M. B
- Seeking Safety: A Treatment Manual for PTSD and Substance Abuse* by Lisa M. Najavits
- The Theory and Practice of Group Psychotherapy, 5th Ed.* By Yalom, Irvin D. and Leszcz, Moly.
- Theory and Practice of Group Counseling 7th Ed.* by G. Corey
- This Changes Everything* by Christina Robb
- Understanding Group Psychotherapy, Videos* by, Yalom, I.

Dialogue, Mediation, Conflict Resolution & Facilitation

- The Little Book of Dialogue for Difficult Subjects: A Practical, Hands On Guide* by Lisa Schirch & David Camp
- Narrative Mediation: A New Approach to Conflict Resolution* by John Winslade & Gerald Monk
- The Circle Way* by Christina Baldwin & Ann Linnea
- Turning to One Another: Simple Conversations to Restore Hope to the Future* by Margaret J.. Wheatley

Counseling: General

- Constructing the Self, Constructing America: A Cultural History of Psychotherapy* by Philip Cushman
- Critical Psychology* by Fox & Prilliltensky
- Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy* by Steven C. Hayes
- Skills Training Manual for Treating Borderline Personality Disorder* by Marsha M. Linehan
- The Basics, 2nd Edition, A Curriculum for Co-Occuring Psychiatric and Substance Disorders* by Rhonda McKillip

The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients by Irv Yalom
The Heart and Soul of Change by Hubble, Duncan & Miller
The Heroic Client by Duncan, Miller & Sparks
The Use of Self in Therapy by Michele Baldwin
Transformative Family Therapy by Almeida, Dolan-Del Vecchio & Parker
Trauma and Recovery by Judith Herman
Trauma Stewardship by Van Dernoot Lipsky & Burk
We've Had a Hundred Years of Psychotherapy—And the World's Getting Worse by James Hillman & Michael Ventura
What Therapists Say and Why They Say It by Bill McHenry & Jim McHenry

Relational Cultural Theory

Relational Practice In Action By Jordan, J. & Dooley, C.
The Complexity of Connection Edited by Jordan, J.V., Walker, M., & Hartling, L.M.
The Healing Connection: How Women Form Relationships in Therapy and In Life by Jean Baker Miller & Stiver