

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

Time: **Wednesdays, 5:30pm –9:00pm, 9/7/11-12/14/11**
Location: Roger 219
Instructor: Karen Hixson, M.Ed., LPC
Phone: **503 475 5996 (direct) office (503 314 6027)**
Email: khixson@lclark.edu; alternate email: karenhixson@mac.com
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.

Making Task Groups Work in Your World by Hulse-Killacky, D., Killacky, J. & Donigian, J.

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:

Equipment information:

The graduate school has a camcorder loaner pool for students. We have 25 Flip camcorders for use by graduate students. *Students must email gradloaner@lclark.edu to reserve a camcorder for up to 5 business days. They can pick up the equipment Monday through Friday from 2pm to 4pm in Rogers 214.* The hours will be expanded as student workers are hired!

COURSE GUIDELINES

1. 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.

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/

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.

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 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).
- 5) Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone, texts and Facebook!

COURSE REQUIREMENTS

A. Class participation (20 pts/week X 14 weeks = 140 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)
- You will challenge yourself to step-up or step down as appropriate

B. Exam (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. Assignments + Projects (175 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. Videotaped Practice Facilitation (25 pts):

You will be given class time to facilitate a mini-group with a few of your peers. You will videotape the session and provide a written critique of your facilitation.

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

a. 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.

b. **Weekly reflections (25pts):** As a member or observer of the co-facilitated groups, you will hand in a weekly reflection on the group.

5. Additional Writing & Reflection:

Brief responses to the course reserve articles, additional reading or activities may be assigned throughout the course.

415 TOTAL POINTS

A: 415-375.5 B: 374-332 C: 331-290

Course Outline and Schedule:

Please see Moodle for detailed course schedule, activities, assignments and articles

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, Molyn.
Theory and Practice of Group Counseling 7th Ed. by G. Corey
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-Occurring 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

Couples Counseling & Sex Therapy

The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert by Gottman and Silver
The Relationship Cure: A 5 Step Guide to Strengthening Your Marriage, Family, and Friendships
by John Gottman
And Baby Makes Three: The Six-Step Plan for Preserving Marital Intimacy and Rekindling Romance After Baby Arrives John Gottman Ph.D. & Julie Schwartz Gottman
Systemic Sex Therapy by Hertlein, K., Weeks, G., Gambescia, N.
Quickies: The Handbook of Brief Sex Therapy by Shelley K. Green and Douglas G. Flemons
Resurrecting Sex: Solving Sexual Problems and Revolutionizing Your Relationship by David Schnarch
and James Maddock
Intimacy & Desire by Schnarch
Passionate Marriage by Schnarch

GLBTQ

Queer Theory, Gender Theory: An Instant Primer by Riki Anne Wilchins
Get Closer: A Gay Men's Guide to Intimacy and Relationships
GenderQueer: Voices From Beyond the Sexual Binary
Transgender Emergence: Therapeutic Guidelines for Working With Gender-Variant People and Their Families
Transgender Subjectivities: A Clinician's Guide (Journal of Gay & Lesbian Psychotherapy
Monographic Separates)
Undoing Gender by Judith Butler

Trauma

Healing Sex: A Mind-Body Approach to Healing Sexual Trauma by Staci Haines
Healing and Recovery by Judith Herman
The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment by Babette Rothschild
Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment by Dr. John Briere
and Catherine Scott
Trauma and the Body: A Sensorimotor Approach to Psychotherapy by Pat Ogden, Kekuni Minton,
Clare Pain and Daniel J. Siegel
Prolonged Exposure Therapy for PTSD: Emotional Processing of Traumatic Experiences Therapist Guide (Treatments That Work)
Cognitive Processing Therapy for Rape Victims: A Treatment Manual (Interpersonal Violence: The
Practice Series) by Patricia A. Resick, Monica Schnicke
*Reclaiming Your Life from a Traumatic Experience: A Prolonged Exposure Treatment Program
Workbook* (Treatments That Work) by Barbara Rothbaum (Author), Edna Foa (Author),
Elizabeth Hembree

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

This Changes Everything by Christina Robb