

Lewis and Clark College
Graduate School of Education and Counseling
Spring Semester 2012

CPSY 514: Group Counseling with Children and Adolescents

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Meeting place and time: West Powellhurst School, David Douglas School District,
2921 SE 116th Ave, Wednesdays and Thursdays, 1:30 – 4:45 p.m.

General Class Information

Texts

- 1) Smead, R. (1997) Skills and techniques for group work with children and adolescents. Research Press, Illinois (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)

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. 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:

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) (NASP 2.4, 2.7)
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) (NASP 2.4, 2.7)
5. Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

Assignments

Project 1: Leading Reading Discussion

You will be asked to lead or co-lead a discussion of a selection from the course texts. Your primary goal will be to facilitate a twenty-minute group discussion of the class reading using the group leadership skills outlined in texts. Please come prepared with an outline of the readings in your head or notes, as well as questions or prompts that would help the discussion to gain traction. At the end of the discussion, you will receive feedback from the instructor and group on leadership skills and qualities you demonstrated and also ones you could practice more.

Project 2: School Group Practicum

As a major component of this course, you will be supervised as you lead or co-lead a social skills counseling group for children at an elementary schools in the David Douglas school district on approximately eight scheduled days during class time. You will receive supervision and evaluation in your efforts to address the following goals for each of these group sessions:

- 1) Successful implementation of the group curriculum presented in class
- 2) Successful collaboration with your co-leader in the group setting
- 3) Successful application of group theory and leadership skills from course texts
- 4) Successful reception of and application of feedback from supervisors
- 5) Successful negotiation of personal and professional boundaries

Project 3 & 4: 514 Practice/Theory Papers 1 & 2

You are asked to write two 4-5 page papers reflecting on your practice of leading children's counseling groups following the Practice/Theory Grading Guidelines outlined on page 5 of this syllabus.

Project 5: Class Attendance and Participation

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.

Project 6: Pre-, Midterm, and Post-Assessments

During our first class period, we will ask you to write for 10 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? Your writing on these questions will help us to understand your needs in the class and how we might address them. You will also be asked to fill out a pre-assessment that will be discussed in class. In the middle of the term, you will be asked to fill out a self-evaluation as well as a 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. For the final class, you will be asked to complete and turn in a Post-Assessment.

Point Totals

Project 1: Leading Small Group Chapter Discussion	10 points
Project 2: School Group Practicum	25 points
Project 3: 514 Practice/Theory Paper 1	25 points
Project 4: 514 Practice/Theory Paper 2	25 points
Project 5: Class Attendance and Participation	10 points
<u>Project 6: Pre-, Midterm, and Post-Assessments</u>	<u>5 points</u>
Total possible points	100 points

Note: This class will be graded on a Pass/No Pass basis. In order to receive a passing grade, students must receive a minimum of 85 points total on the assignments listed above.

Class structure and activities by week

	Assignments/Topics	Groups	Readings
1 1 11/12	Pre-Assessment Support & Risk		Syllabus discussion
2 1 18/19	Integration & Differentiation Regulation & Release		BAM! Pgs. ix-68
3 1 25/26	Nature & Nurture Contact & Withdrawal		BAM! Pgs. 68-129
4 2 1/2			Nature of Groups/Organization Smead- Pgs. 1-56
5 2 8/9		Children's group 1	Understanding group process: Smead-Pgs. 57-66
6 2 15/16		Children's group 2	Skills: Smead-Pgs.93-125
7 2 22/23		Children's group 3	Skills: Smead-Pgs. 127-151
8 2 -29 3-1	Mid-term Assessment		Skills: Smead-Pgs.153-185
9 3 7/8		Children's group 4	Problems As Learning: Smead: 68-86
10 3 14/15	514 Practice/Theory Paper 1	Children's group 5	Therapeutic Interventions: Smead: Pgs. 189-219
11 3 21/22		Children's group 6	Therapeutic Interventions: Smead: Pgs. 221-264
3 28/29	Spring Break		

12 4 4/5		Children's group 7	
13 4 11/12		Children's group 8	
14 4 18/19	Post-Assessment 514 Practice/Theory Paper 2		

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.

514 Practice/Theory Papers 1 & 2 Grading Guidelines

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 approximately 5 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

1. Provide written context and include a transcription (of approximately a paragraph or so in length) from the group audio recordings
 2. Link this example from your work to a substantial quotation from the class texts (or class discussions) that helps you define, describe, or make sense of the transcript
 3. Elaborate on how the transcript from your practice and the quotation from the text are both similar and different.
- 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. (In paper 2, also reflect on what you learned through your pre- and post- assessments and attach both to this paper).
- e. Proofreading paragraph
- Describe the qualified individual who proofread your work and what you learned in the proofreading process.
- f. 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.

CPSY 514: Group Counseling with Children and Adolescents

Friendship Skills and Bullying Prevention Curriculum

Group Goals:

- 1) To provide a safe and fun environment to practice pro-social behaviors
- 2) To increase the development of friendship skills and supportive relationships
- 3) To increase the development of skills and options to address bullying: physical, verbal, and indirect
- 4) To increase social connections and support and limit social isolation related to bullying

Session 1

Open: • Do “favorites” ball activity (multiple rounds, slow motion, fast, etc.)

- Body:
- Welcome participants, describe group and goals using child friendly language:
“This is a BAM!/GEM! group where we want you to feel safe, have fun, and learn more about making friends and also what to do about teasing and bullying. This is a place where bullying is not okay and we will make new friends.”
 - Create group poster with names and symbols
 - Leader tells sixty-second autobiography
 - Participants tell sixty-second autobiography
- Close:
- Using ball, ask: “What did you like about today?” Will you come each week?”

Session 2

- Open:
- Do “Alligator Swamp” and brief check in
 - Welcome participants, review last week’s group. emphasize making the group safe and challenging.
- Body:
- Leader solicits responses/reactions to alligator swamp, links ideas to group:
“Not everyone is good at the same thing, that’s what makes a group stronger”
“This is a place where we want you to feel included and safe, no teasing.”
 - Leader tells story about asking or not asking for help from a friend
 - Participants share their own reactions and stories
- Close:
- Each participant shares something they learned or liked about group

Session 3

- Open:
- Do multiple, fun stretching/balancing activities (e.g. tree pose, one leg, partner leans, etc.)
“Imagine roots going from your feet into the ground helping you stand strong.”
 - Welcome participants, review last week’s group, and check in: Weather system
- Body:
- Leader tells bullying story (e.g. direct, indirect, bystander, etc.)
 - Participants share their own reactions and stories
- Close:
- Ask “What did you learn about each other today?”
 - Make appreciations of good listeners, contributors, etc.

Session 4

- Open:
- Introduce “Willow in the wind” activity

- Body:
- Leader story about being put “in the box” (e.g. “The pink shirt”)
 - Participants share their own reactions and stories
 - Lead participants through the “boy/girl in the box” exercise
- Close:
- Solicit responses to exercise and make links to group rules and safety:
“It is great that this group felt safe to be honest about names we get called.”
 - Each participant shares something they learned or liked about group

Session 5

- Open:
- Complete “Willow in the wind” activity
- Body:
- Do “Willow in the wind” activity and reflect on being supported
 - Leader tells story on reacting poorly to being teased (e.g. “Sheep head”)
 - Discuss both helpful and unhelpful responses to bullying
 - e.g. unhelpful = silence or aggression
 - e.g. helpful = recognize, refuse, report; stop/walk/talk, etc.
- Close:
- Make list of helpful responses to bullying
 - Give appreciations to group members
 - Reflect on how “willow” activity is about “having each other’s back”

Session 6

- Open:
- Revisit a favorite trust activity from the group (e.g. trust walk, willow in the wind, etc)
- Body:
- Tell story about being “outside the box.” (e.g. Peter’s birthday party story)
 - Participants share their own reactions and highlight ways they are “outside of the box” and how that makes them unique and special
- Close:
- Solicit responses to exercise and make links to group rules and safety:
“It is great that we felt safe to share ways we are outside the box.”
Each participant shares something they learned or liked about group

Session 7

- Open:
- Check in: Day 1-10
- Body:
- Treasure Hunt/Appreciations activity

- Close:
- Group leader notices the teamwork and group cohesion that is growing.
 - Group leader reminds participants that next week is their last meeting
 - Each participant shares something they learned or liked about group

Session 8

- Open:
- Revisit a variation of favorite group activity
 - Welcome participants, review last week’s group, and check in: “This and that”
- Body:
- Group leader tells story about this group and what was covered each week
 - Participants share their own memories about what was accomplished and learned
 - Cards activity: “pick three cards, one to represent something about you before we had this group, one to represent something about your experience in this group, and one thing you are looking forward to in the future”
- Close:
- Notice something special about each child in the group
 - Children fill out “post evals”

CPSY 514: Self Assessment—Post

Name:

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

No competency

Fully competent

Understanding theory

I have an understanding of relevant theory, research and concepts regarding group leadership:

1 2 3 4 5

comments:

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 strategic stories	1	2	3	4	5
2) Facilitating direct communication	1	2	3	4	5
3) Leading and processing activities	1	2	3	4	5
4) Facilitating appreciations	1	2	3	4	5
5) Leading discussions	1	2	3	4	5
6) Using playfulness and creativity	1	2	3	4	5
7) 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:

CPSY 514: Self-Assessment—Midterm 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:

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

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

<u>Applying theory to practice</u> I am able to explore links between group theory and practice and put ideas from theory into practice: comments:	1	2	3	4	5
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<u>Facilitating group process</u> I can understand and facilitate the development of group process when working in and leading groups: comments:	1	2	3	4	5
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<u>Thinking reflectively</u> I can examine my own and other’s assumptions, motivations and needs when working in and leading groups: comments:	1	2	3	4	5
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<u>Setting appropriate boundaries</u> 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: comments:	1	2	3	4	5
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<u>Using group leadership skills</u> I understand and utilize the following skills of group leadership:					
1) Telling strategic stories	1	2	3	4	5
2) Facilitating direct communication	1	2	3	4	5
3) Leading and processing activities	1	2	3	4	5
4) Facilitating appreciations	1	2	3	4	5
5) Leading discussions	1	2	3	4	5
6) Using playfulness and creativity	1	2	3	4	5
7) Leading relaxation/mindfulness exercises	1	2	3	4	5
comments:					

<u>Using “whole/part” awareness</u> 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: comments:	1	2	3	4	5
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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:
comments:

1 2 3 4 5