

"Out beyond ideas of wrongdoing and rightdoing, there is a field.
I'll meet you there."
Rumi

GROUP COUNSELING WITH CHILDREN
CPSY 514-11 Lewis and Clark College
Summer 2009

"In every adult lurks a child—an eternal child, something that is always becoming, is never completed, and calls for unceasing care, attention, and education. That is the part of the human personality which wants to develop and become whole."

C. G. Jung

Classroom: Rogers 218

Dates: Wednesdays 5-13, 5-20, 5-27, 6-3, 6-10, 6-17, 6-24

Time 9:00-3:30

Instructor: Margaret Eichler PhD LPC NCC ACS
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"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, 579, 507-508 (may be taken concurrently).
Credit: 3 semester hours

Textbooks

Short-Term Psychotherapy Groups for Children: Adapting Group Process for Specific Problems; Charles E. Schaefer

Purchase a small journal to carry with you and record reflective notes

Between our two lives
There is also the life of
The cherry blossom

Matsu Bashó

Format: We will explore the process of counseling children and adolescents in

groups through readings, class discussions, class activities, creative exercises, skill practice and through our own group process as a class. Emphasis will be placed on a collaborative class environment where students lead each other in creating a challenging learning environment.

Outcomes: Students will gain knowledge related to group theory as applied to

counseling with children and adolescents. Students will demonstrate the practical skills and artful application of group counseling for children or adolescents through personal experience of leading a small group within the classroom. Students will also exemplify their learning through a written proposal for a group designed for children and adolescents.

CACREP AAMFT NASP Standards for Group Work

6. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
 - e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;

- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

Worldview paper: 10 points, Due May 20th

This is a two to three page informal paper asking to define in some ways where you came from (family, gender, culture, race, geography, economics, education, religion, etc.) and what experiences have shaped who you are and how you perceive yourself. A loose format might be:

Worldview (life circumstances you were born into utilizing the above criteria)

Philosophy of life, (how you perceived your experiences and made sense of life which then developed into how you choose to see your world and live your life.)

Personal Values, Articulate some of your core values that will influence who you are and your growth as a professional counselor.

Counseling Theory (counseling theories and styles that make sense to you and seem to work with your "style")

Summarized by reflection on how you want to grow and where you want to expand your life as a counselor.

The contents of this paper remains confidential unless you choose to share something with others. You will be graded on effort and completion of the assignment not on the contents.

Chapter and article readings: 10 points each designated week

For each chapter or article please write one question on a 3x5 note card. On each card put your initials and the chapter number or article title. These will be sorted into like categories and give to small groups for discussion. The small discussion group will then report back to the class with a brief presentation of their discussion and possible further questions for the class. Articles will be placed on Course Reserves on the Library web page.

Class participation in Presentations & Discussions: 10 points

Research Articles on Group Counseling/Children & Adolescents: 10 points

Due June 3rd

Access 4 recent (2004-2009) research articles related to group counseling with children and adolescents. Write a 3-4 sentence summary of each article (do not hand in articles) for verbally sharing with the class and also to hand in; be sure to cite your article correctly using APA format.

Assessment of Skill Identification: 15 points On June 10th

A written evaluation will be given where students must identify or give examples of varying microskills that have been reviewed in class.

Group Presentation: 15 points either June 17th or June 24th

A 30-minute presentation of a group "activity" will be given by each student utilizing class members. This "session" will be taken from the **group paper** you will be handing (see below.) Design of the group activity will take shape over the course of the class based on student interests. A "universal" format will be provided as a frame work for designing your group.

Group Paper: 20 points All due June 17th

This will be the same topic as your group presentation and an area of counseling you have special interest in as well as the client population you might serve in the future. A format for the group paper design will be presented by the instructor. This paper will lay the overall foundation for a six week group and include 2 sessions one of which is your **class group presentation**.

Journal and Reflection Paper: 10 points June 24th

Each student will keep a journal for the purpose of processing thoughts related to your learning experience, awareness of the group process within the class dynamics as well as reflection on activities done in class. Time will be given within each day for some reflective writing. Further entries maybe included at anytime. A two to three page **reflection paper** will be designed using elements and insights from your journal entries. **Journals will not be handed in or reviewed.**

Evaluation:

Students will be evaluated on effort and quality of their participation as well as their assignments. Timeliness and completeness of assignments will factor into overall effort and quality. Points will be awarded to reflect these factors as described below.

Grades: A 100-90, B 89-80, C 79-70, Below 70 failure to complete class

Absences:

Please notify professor. Missing any class time results in an **additional class assignment** at the discretion of the professor. It is the student's responsibility to contact the professor to discuss the make-up work. Missing more than three hours of class time can result in **failure to complete class, (any exceptional circumstances may be considered by the instructor.)**

Laptops and Cell Phones:

Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take handwritten notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

Confidentially

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence; **this includes any internet portrayal of classroom events.** 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. Students are asked to be intentional about what they choose to share with other students in the class during classroom activities.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

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	Summer 2009
Department	Counseling Psychology
Faculty Name	Margaret Eichler

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	
Learning and Living Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Disciplinary Knowledge 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
Professional Practice 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
Connection to Community Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
Professional and Technological Resources Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
Assessment Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration 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
Professional Life 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.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*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).