

CPSY 514: Group Counseling with Children and Adolescents



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Time and Place

Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519

David Douglas School District, Wednesdays, 10:30 – 1:45 p.m.

Texts

- 1) Berg, R., Landreth, G., Fall, K. (2013) Group Counseling: Concepts and Procedures, 5th Edition, Routledge NY. (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 & 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)

Course Projects/Assignments

Project 1: Practicum Group Experience

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 a school in the David Douglas school district on approximately eight scheduled days during class time. You will receive supervision and evaluation on your efforts and success within these group sessions in developing the skills detailed in the *Group Leadership Skills Rubric* in this syllabus.

Project 2: Practicum Group Reflection/Transcription

As part of your participation in the practicum groups, you will be asked to listen each week to your audio recordings of the group and reflect upon one or all of the following: individual students within the group, the group's development as a whole, and your experience as a leader within group. These reflections will be shared in class discussions and in supervision with the professors. On or before the fourth week of practicum groups, you are asked to bring in a one-page transcription of an interaction reflecting your group leadership skills (as described in the class texts or skills rubric below) between you and your group participants, to be described more in class.

Project 3: Practicum Group Skills Paper

You are asked to write a 4-page paper reflecting on your practice of leading children's counseling groups following the *Theory/Practice Paper Grading Guidelines* (to be provided in class). The focus of this paper will be on your demonstrated skills as a group leader, both strengths and challenges. In this paper you will be linking the transcription assignment from Project 2 with theory from class readings and discussions.

Project 4: Practicum Group Evaluation Paper

You are asked to write a 4-page paper in which you reflect on and show evidence for how well your practicum group reached its goals as described in the *Friendship Skills and Bullying Prevention Group Curriculum* (included

below). The focus of this paper will be on data collected in the closing activities in your practicum group. Specific expectations for this paper will be provided in class.

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, due the following week: 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, or discuss challenges encountered in leading your group that week.

Project 6 a,b,c,d: Pre-, Mid-, Post- and Course Assessments

During our first class period, we will ask you to write about your experience, interests and concerns regarding the topic of our class as a pre-assessment. Please respond on a separate piece of paper to the following questions. Your honest and open responses to these questions will help us to understand your needs in the class and how we might address them.

- 1) What kind of history or experience do you have with group counseling and group dynamics?
- 2) What interests you or concerns you about the class or syllabus?
- 3) How would you rate yourself on the skills outlined in the Group Leadership Rubric?

In the middle of the term, you will be asked to fill out a midterm self- and course-evaluation as honestly and completely as possible. This 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 as well as a Course Assessment.

Course Projects/Assignments Point Totals

Project 1: Practicum Group Experience	20 points
Project 2: Practicum Group Reflection/Transcription	20 points
Project 3: Practicum Group Skills Paper	20 points
Project 4: Practicum Group Evaluation Paper	20 points
Project 5: Class Attendance and Participation	15 points
<u>Project 6 a,b,c,d: Pre-, Mid-, Post- and Course Assessments</u>	<u>5 points</u>
Total possible points	100 points

CPSY 514: Class Assignments, Groups, and Readings by Week

	Assignments due	Practicum Groups	Readings due
1 Jan 8	Project 6a: Pre-Assess. Due (completed in class)	Practicum group prep	Syllabus discussion
2 Jan 15		Practicum group prep	BAM! Pgs. ix-129
3 Jan 22		Practicum group prep	1 Rationale and history 2 Diversity & soc justice 3 Group work & theory Appendix A Terminology
4 Jan 29		Practicum group 1	11 Groups w/ Children 12 Groups w/ Adolescents
5 Feb 5		Practicum group 2	4 Holistic leadership 5 Leader's internal experience 6 Co-leadership
6 Feb 12	Project 6b: Mid-Assess. Due (completed in class)	Practicum group 3	9 Working w/ resistance Appendix E Typical issues
7 Feb 19	Project 2: Transcript Due (or before this week)	Practicum group 4	Appendix B Best practices
8 Feb 26	Project 3: Skills Paper due	Practicum group 5	
9 Mar 5		Practicum group 6	Appendix F Div. principles
10 Mar 12		Practicum group 7	Appendix C Prof standards
11 Mar 19		Practicum group 8	Appendix G Ethical guides
Mar 26	No class/Spring break		
12 Apr 2		Practicum group paper discussions	7 Initiating a group 8 Maintaining a group 10 Evaluating leader & group Appendix D Competencies
13 Apr 9	Project 4: Evaluation Paper due	Practicum group paper discussions	
14 Apr 16	Project 6c: Post-Assess. Due Project 6d: Course Eval. Due (both completed in class)	Practicum group paper discussions	

CPSY 514: Group Leadership Skills Rubric

Skills	1 Unsatisfactory	2 Satisfactory	3 Exceptional
1 Support & Challenge	Student does not yet provide adequate levels of both support and challenge	Student does provide adequate levels of both support and challenge	Student provides masterful levels of both support and challenge
2 Personal & Professional	Student does not yet negotiate personal & professional boundaries adequately	Student negotiates personal & professional boundaries adequately	Student negotiates personal & professional boundaries masterfully
3 Immediacy & Structure	Student does not yet appropriately navigate between immediacy and the needs of curriculum	Student is able to appropriately navigate between immediacy and the needs of curriculum	Student is able to masterfully navigate between immediacy and the needs of curriculum
4 Leading & Supporting	Student does not yet appropriately navigate between leading and supporting roles	Student is able to appropriately navigate between leading and supporting roles	Student is able to masterfully navigate between leading and supporting roles
5 Verbal & Nonverbal	Student does not yet produce clear and helpful verbal and nonverbal communication	Student is able to produce clear and helpful verbal and nonverbal communication	Student masterfully produces clear and helpful verbal and nonverbal communication
6 Theory & Practice	Student does not yet clearly understand and implement appropriate theory into practice	Student clearly understands and implements appropriate theory into practice	Student masterfully understands and implements appropriate theory into practice
7 Whole & Part	Student is not yet able to address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)	Student is able to address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)	Student is able to masterfully address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)
8 Giving & Receiving Feedback	Student is not yet able to give, receive and appropriately apply helpful feedback into practice	Student is able to give, receive and appropriately apply helpful feedback into practice	Student is able to masterfully give, receive and appropriately apply helpful feedback

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:
- Lead stretching/balancing activity: (e.g. tree pose, one leg balancing, etc.)
 - Lead card activities: “a favorite thing to do” and “a sixty-second autobiography”
- Body:
- Welcome participants, describe group, goals and norms:
“This is a group where we will have fun, feel safe, but also feel challenged. Each week, we are going to create some challenges for you as a group to accomplish so we can ultimately get to a cool prize at the end. Some will be physical challenges, some will be emotional challenges. We’ll have a safe group to discuss the challenges and good things about sixth grade, about making friends and about dealing with bullies. How does that sound?”
 - Create group poster with names and symbols
 - Tell a story about a challenge you faced in at middle school age.
 - Lead card activity: “Pick two cards: something you like/find challenging about 6th grade”
- Close:
- Ask: “What did you like about today?”

Session 2

- Open:
- Reiterate and emphasize norms regarding making the group both safe and challenging
 - Lead “Alligator Swamp” and brief check in
- Body:
- Solicit responses/reactions to alligator swamp, links ideas to group:
“Not everyone is good at the same thing, that’s what makes a group stronger”
“How was it to help and be helped?”
“This is a place where we want you to feel included and safe, no teasing.”
 - Tell story about learning what makes a good, supportive friend at their age
 - Help participants share reactions and stories
 - Ask: “How can this group can be supportive and friendly?”
- Close:
- Ask each participant to share something they learned in or liked about group

Session 3

- Open:
- Lead “shake down” activity
 - Lead drawing activity: “Two feelings you had this week”
- Body:
- Tell “managing middle school emotions” story (e.g. need to belong, anger, confusion, etc).
 - Help participants share their own reactions and stories
 - Ask: “How can we help each other with managing difficult emotions in this group?”
- Close:
- Lead stretching/balancing activities while sharing: “What did we learn about each other today?”
 - Give appreciations of good listeners, contributors, etc.

Session 4

- Open:
- Lead stretching/balancing activities:
(e.g. “shakedown,” anemone, tree pose, one leg balancing, partner leans, etc.)
“Imagine roots going from your feet into the ground helping you stand strong.”
 - Lead “which do you prefer?” activity
- Body:
- Tell bullying story (e.g. direct, indirect, bystander, etc.)
 - Help participants to share reactions and stories
 - Ask: “What kinds of bullying have we talked about? What roles do we play in bullying?”
- Close:
- Make links to group rules and safety:
“It is great that this group felt safe to share vulnerable stories
 - Help each participant share something they learned in or liked about group

Session 5

- Open:
- Lead “Willow in the wind” activity (half the group)
 - Reflect on “feeling support” and “having each other’s back” in activity
- Body:
- Tell story about being teased for lack of gender conformity (e.g. “The pink shirt”)
 - Help participants to share reactions and stories
 - Create lists: “What boys/girls get teased for”
 - Tell story about being “outside the gender box” (e.g. Peter’s birthday party story)
 - Ask: “What ways we are outside the box?”
- Close:
- Give appreciations to group members for “having each other’s back”

Session 6

- Open:
- Lead “How are boys/girls bullied differently/that same?” activity
- Body:
- Tell story about 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

Session 7

- Open:
- Lead “Willow in the wind” activity (half the group)
- Body:
- Lead “Appreciations” activity
- Close:
- Remind participants that next week is last meeting
 - Help each participant share something they learned or liked about group

Session 8

- Open:
- Revisit a variation of favorite group activity (e.g. trust walk, willow, swamp, etc.)
- Body:
- Tells story about this group and what was covered each week
 - Help participants share memories about what was accomplished and learned
 - Lead 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 can take with from this group back into your classroom/school.”
- Close:
- Notice and state something special about each child in the group
 - Remind participants this is the last meeting and how to connect with each other

Project 6c: Midterm 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: