COURSE SYLLABUS COVER SHEET

Lewis & Clark College Graduate School of Education and Counseling

Group Counseling with Children/Adolescents

Course Name	
Course Number	514
Term	GU10
Department	CPSY
Faculty Name	Teresa Weis

Catalogue Description (copy from current catalogue): 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. **Prerequisite:** CPSY 503, or 507 and 508. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
Learning Environments	
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse	
perspectives, supported.	
Content Knowledge	
Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance	
their own and students' capacity to solve problems.	
Teaching Approaches	
Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests,	
developmental levels, and cultural contexts.	
Connection to Community	
Design educational activities that cultivate connections between learners and their communities and region.	
Educational Resources	
Incorporate a wide range of teaching and technological resources from the school and community into experiences that support	
learning.	
Assessment	
Assess, document, and advocate for the successful learning of all students and school stakeholders.	
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Research and Reflection	
Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	
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Leadership and Collaboration	
Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact	
of societal and institutional barriers to academic success and personal growth.	
Section and Personal Brown	
Professional Life	
Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	

Authorization Levels:

This course addresses preparation at specific authorization levels through <u>readings and in-class discussions</u> (indicate with an "R" in the appropriate box) and/or through a <u>practicum experience</u> (indicate with a "P" in the appropriate box).

Student Performance:

Student performance criteria appear on page(s) ______ of this syllabus (student performance includes goals, evidence, and levels of performance).

"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

CPSY 514: Group Counseling with Children and Adolescents

Lewis and Clark College - Graduate School of Education and Counseling Summer Semester 2010

South Campus Conference Center, Room 107 Wednesdays - 5:30 -9:00 pm 05/12/2010 - 08/04/2010

Instructor: Teresa Weis, MA, LPC, LMFT
teresaw@lclark.edu
503.730.8903
Office hours by appointment

Textbooks

- 1) Kottler, J.A., & Englar-Carlson, M., (2010) Learning Group Leadership: An Experiential Approach, Sage Publications, Inc. Thousand Oaks, CA (Available at the bookstore)
- 2) Articles to be handed out in class
- 3) Please purchase a small journal....something that speaks to you...to carry with you and use for class reflections and observations, etc.

Optional:

1) Oaklander, Violet (1978, 2007) Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents, The Gestalt Journal Press. Goldsboro, ME. (Available at the bookstore soon)

Catalog Course Description & 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. 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

Format

We will explore the process of counseling children and adolescents in groups through readings, class discussions, skill practice and through our own group process as a class. Emphasis will be placed on a collaborative, reflective, experiential class environment where students lead each other in creating a challenging learning environment. Class content will range from practical, hands-on skills and knowledge to the theoretical foundations of group process, and leadership, and the different 'lenses' through which all is viewed.

Course Objectives and Outcomes

Primarily, this class will provide students the opportunity to increase skills, comfort and flexibility as group leaders within group counseling settings. In addition, regarding 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:

- Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (CC: 6a)
- Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)
- Theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature; (CC: 6c)
- Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d)
- Approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; (CC: 6e, C2)
- Professional preparation standards for group leaders; and (CC: 6f)
- Ethical and legal considerations. (CC: 6g)

CACREP objectives/student learning outcomes:

II.K.6.a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

II.K.6.b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

II.K.6.c. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;

II.K.6.d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

II.K.6.e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

II.K.6.f. professional preparation standards for group leaders;

II.K.6.g. and ethical and legal considerations.

C2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;

Program objectives:

Highly skilled & compassionate mental health professionals

Excellent counselors/therapists

Counselors who are effective in providing both individual and group counseling

Counselors who are effective in diverse settings

Counselors who emphasize the client-counselor relationship

Counselors have a thorough understanding of mental health issues

Counselors who utilize a developmental perspective with clients

Professionals who are committed to equity and social justice when assisting children, adolescents and adults
Reflective practitioners
Ethical practitioners
Agents of change, advocates for equity and social justice
Creative leaders
Lifelong learners

Project 1: Pre-Assessment Survey and (15 points)

Assignments

During our first class period, I will ask you to write for 15 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? What do you want to see emphasized and de-emphasized in this class? What goals do you have for yourself in this class? Your writing on these questions will help me to understand your needs in the class and how I might address them. You will also be asked to fill out a pre-assessment that will be discussed in class and we'll do a quick topic survey "as if", reflecting group process used in some groups.

Project 2: Leading Group Discussions (100 points)

After observing instructor led class discussions, you will be asked to co-lead the discussion of a chapter from the Kottler/Englar-Carlson text. During these facilitated discussions, your goals will be three-fold: 1) to help the group talk openly about areas of interest or confusion in the text, 2) to help the group focus on and understand sections of the chapter that you consider important, and, 3) to use any of the skills described in the class readings that are appropriate to help further or deepen the discussion. Your role then, along with your co-leader, is to serve as a facilitator of the discussion. You are not being asked to be a presenter. Instead, you are being asked to actively engage in the group discussion and to have group leader strategies on hand that will help the discussion continue in a meaningful way. After this "content" discussion, we will help facilitate a "process" discussion in which you will receive both supportive and constructive feedback for your efforts.

Project 3: Journals (10 points)

Each student will keep a journal for the purpose of processing thoughts related to your learning experience including:

- the reading
- reflections on the group process within the class dynamics
- reflections on activities done in class
- at least 2 questions or comments in preparation for class discussion.

Journals will be handed in for "skim through" review purposes only. They will not be read in full nor analyzed. Please use them authentically for your learning purposes. If you have strong feelings about this requirement of the class, please see the instructor immediately. Any concerns unaddressed until the due date of the journal may impact grading.

Project 4: Informal reflection papers (25+35=60 total points)

You will be required to participate with 2 groups of children or adolescents and record reflections, thoughts and questions (in your journal) regarding their group dynamics, behavior, interaction style, emerging leadership, emotional and developmental points of interest. This will be discussed more fully in class. From these experiences, you will be asked to write two separate 2-3 page informal reflection papers connecting your experiences to future work in the 'real world'.

- In paper #1 you're being asked for reflections as described above. In addition, please identify several potential target demographic groups with whom you think you'd prefer to work and why. (25 points)
- In paper #2 you're being asked not only to reflect on your participation/observations, but also to use the class readings on social justice and "MCP" to shift the lens from which you observe the children/adolescents' behaviors, and reflect this in your writing. In addition, I will be asking you to again define the target demographics (age, gender, other) of the population with whom you'd prefer to work at this point in your learning and why. Has it shifted from the first paper? Why or why not? (35 points)

Project 5: Midterm Theory/Person as Therapist Paper (100 points)

Please write a 4-5 page paper reflecting on yourself as a group leader using the previous class readings as points of reflection and citing appropriately. Please include points of potential transference and counter-transference, how you imagine addressing these concerns, parts of your own childhood and/or adolescence that may present themselves in your work, and what skills you imagine using to maintain boundaries and care for clients. This paper is meant to be both scholarly (again, citing class readings), and personal reflection (using personal examples and self-awareness). APA format is expected. Linking group leadership theory to your work is also expected. There will be time given in class to ask questions about this paper the week before it is due. Please refer to the Project 5 guidelines listed at the end of this syllabus.

The personal content of this paper remains confidential unless you choose to share something with others.

Please construct a 6-8 week group for your target population. Define what kind of group it is (process, psycho-educational, etc.), group demographics, specific activities, etc. Link your proposed group to theoretical constructs of groups and group leadership (i.e. this group provides room for the storming stage of group formation as outlined in blah, blah, blah...etc.), and cite the readings using APA format. Please know that Issues of social justice and MCP are expected to be addressed. Examples of group curriculum will be presented in class, to help inspire your own creativity. If you are using parts of someone else's curriculum please cite. DO NOT PLAGARIZE. This assignment is meant to leave you with a tool to use for future practice and become part of your graduate school portfolio. This is meant to be an exploratory opportunity to marry your fabulous creativity and theoretically linked exercises...please have FUN!

Project 7: Post-Assessment (15 points)

At the end of the term, you will be asked to fill out a self-assessment that summarizes your learning in the class this term.

Project 8: Class Attendance and Participation (100 points)

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, as any exceptional circumstances may be considered by the instructor.

Any missed class time will require a standard make-up assignment: A 2-3 page paper in which you: 1) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings and 2) directly relate the reading to a lived group experience. You can use either an additional youth group observation, an experience from your own childhood/adolescence, and/or your professional and/or personal life lived in groups. Please plan to meet with the instructor to turn in and discuss this make up assignment. Students unable to complete this makeup assignment(s) (including meeting with the professor) before the final grades are due will receive an incomplete until they are able to do so. Failure to complete the assignment within the graduate school requirements will result in a failing grade in the class.

Point Totals

Project 1: Pre-Assessment and Quick Write 15 points (in class)

Project 2: Leading Group Discussions 100 points

Project 3: Journals 10 points

Project 4: Reflection Papers	25	points
	35	points
Project 5: Midterm Paper	100	points
Project 6: Final Group Proposal Project/Paper	100	points
Project 6: Post-Assessment	15	points (in class)
Project 8: Class attendance and participation	100	points (in class)
Total possible points	500	points

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

Class outline, readings, and assignments by week

	Kottler/Carlson readings done in preparation for class dates listed. Additional Readings handed out week prior to discussion due date	Paper/Project due dates	Course Activities
1 5/12			In-class demo
2 5/19	Ch. Intro, 1 & 2		In-class demo
3 5/26	Ch. 3 & 4		In-class demo
4 6/2	Ch. 8, 9, & 11		Team 1 leads class discussion
5 6/9	Ch. 9 Youth development packet of articles - handed out in class)	Paper # 1: 2-3 page informal child/adolescent group participation process paper	Team 2 leads class discussion
6 6/16	Ch. 6 Article: Person as Therapist article (Aveline, M. {2005}) available online @ Watzek course reserves		Team 3 leads class discussion
7 6/23	Ch. 7 & 10	Midterm: Person as Therapeutic Group Leader Paper/Self as child/adolescent experience and possibilities for counter- transference Journal Check-in	
8 6/30	Ch. 5 & 16 Article on MCP (Harding, K. {2002}) available online @ Watzek course reserves	Journal Check-iii	Team 4 leads class discussion

9 7/7 10 7/14	Ch. 11 & 12 Ch. 13 & 14	Paper #2: 2-3 page group participation process paper identifying target population(s) addressing MCP and related issues	Team 5 leads class discussion Team 6 leads class discussion
11 7/21	Violet Oaklander chptrs. 3, 9, & 11 thru pg. 298. Process & outcomes in child group therapy article (Shechtman, Z. {2010}) available online @ Watzek course reserves		Team 7 leads class discussion
12 7/28	Sandtray/Adolescent Group Article (Draper, K. {2003}) Journey of Adolescence Chapter (Moretti, M. & Holland, R. {2003}) Both online @ Watzek course reserves		Team 8 leads class discussion
13 8/4	Guest speakers?	Final Paper Due: Written Proposal of a (at least 6-8 week) group for Children/Adolescents connecting to development and MCP considerations	Class share/informal presentation on proposed groups

Laptops and Cell Phones

Due 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 cells phones may of course be used on breaks. Please come prepared to take hand written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

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

COURSE SYLLABUS COVER SHEET

Lewis & Clark College Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Group Counseling with Children/Adolescents

Course Name	
Course Number	CPSY 514
Term	Summer 2010
Department	Counseling Psychology
Faculty Name	Teresa Weis

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

	X
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.	
Adopt habits of personal and scholarly reflection that examine professional practice and read to systemic reflewal.	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).	

Authorization Levels:

This course addresses preparation at specific authorization levels through <u>readings and in-class discussions</u> (indicate with an "R" in the appropriate box) and/or through a <u>practicum experience</u> (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	P, R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle	P, R
school.		
Middle Level	5th-9th Grades in an elementary, middle, or junior high school, or high school.	P, R
High School	9th-12th Grades in Subject/Dept. Assign. in a High School.	P, R

^{*}R = Readings and In-class Discussions

Student Performance:

Student performance criteria appear on page(s) $\underline{}$ of this syllabus (student performance includes goals, evidence, and levels of performance)

^{*}P = Practicum

CPSY 514: Pre- and Post- Self Assessment Name:_____

relevant comments below each section:

Level of Competence

	No or Low		Some		High
<u>Understanding theory</u> I have an understanding of relevant theory, research and concepts regarding group leadership: <i>comments:</i>	1	2	3	4	5
Applying theory to practice I am able to explore links between group theory and practice and put ideas from theory into practice: comments:	1	2	3	4	5
Facilitating group process I can understand and facilitate the development of group process when working in and leading groups: comments:	1	2	3	4	5

Thinking reflectively I can examine my own and other's assumptions, motivations

and needs when working in and leading groups: comments:	1	2	3	4	5
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: comments:	1	2	3	4	5
<u>Using group leadership skills</u> I understand and utilize the following skills of group leadership: 1) Telling stories	1	2	3	4	5
2) Leading lessons	1	2	3	4	5
3) Facilitating direct communication	1	2	3	4	5
4) Leading and processing activities	1	2	3	4	5
5) Facilitating appreciations	1	2	3	4	5
6) Leading discussions	1	2	3	4	5
7) Using the self in leadership	1	2	3	4	5
8) Using playfulness	1	2	3	4	5
9) Using creativity	1	2	3	4	5
10) Leading relaxation/mindfulness exercises comments:	1	2	3	4	5
<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
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

CPSY 514: Project 5 Grading Guideline

- 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 between 4 and 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

Reflect on yourself as a group leader using the previous class readings as points of reflection and citing appropriately. Please include points of potential transference and counter-transference, how you imagine addressing these concerns, parts of your own childhood and/or adolescence that may present themselves in your work, and what skills you imagine using to maintain boundaries and care for clients.

c. Closing

Summarize what you have covered in this paper. Set goals for yourself regarding your strengths/growing edges.

d. 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.

e. Please staple this Grading Guideline from your syllabus to the last page of your paper.			