

CPSY 514: Group Counseling with Children and Adolescents

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Office hours: Thursday, 2:00 – 4:00 p.m.

Meeting place and time: David Douglas School District, South Powellhurst Building,
2900 SE 122nd, Wednesdays, 1:45 – 4:45 p.m.

General Class Information

Texts

- 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) 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 or at cost)

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: Weekly Processing Homework (80 points, 10 points a week)

After leading each of the sessions with children in the afterschool program, you are asked to do the following on one typed page and bring it to class the next week for discussion:

- 1) Describe briefly one event from each group session that reflects either a success or challenge.
- 2) Describe the consultation/supervision process you went through to better understand this event (e.g. engaging with self, peers, instructors, texts, etc.)
- 3) Include a quote or concept from the text or class discussions that helped you better understand or make theoretical/research connections to the event described above.

Project 2: Leading Small Group Discussion (50 points)

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 to:

- 1) lead the small group in a brief check-in exercise (approx. 5 min.)
- 2) briefly summarize the chapter for the group (approx. 5 min.)
- 3) facilitate a discussion linking weekly homework to class readings and concepts (approx. 25 min.)
- 4) receive feedback from instructor and group on leadership skills and qualities (approx. 10 min.)

Project 3: Afterschool Group Practicum (100 points)

In addition to the requirements within class, you will be asked to participate in an afterschool program at one of three elementary schools in the David Douglas school district (Menlo Park, Gilbert Heights and

Mill Park) on seven scheduled days from 4:15-5:00. You will co-lead activities for a social skills group with third, fourth, or fifth grade students . The goals of these groups will be to:

- 1) implement the curriculum
- 2) practice group leadership skills
- 3) work effectively with co-leader
- 4) engage appropriately with students
- 5) receive and address feedback

Project 4: Two Reading/Content Quizzes (40 points)

There will be two brief quizzes during the term. In these quizzes, you will be asked to respond to a number of true/false, multiple choice, matching, and/or brief response questions covering topics covered in class discussions and readings.

Project 5: Linking Practice and Theory Paper (100 points)

Please write up a 5-7 page paper in which you reflect on your practice as a group leader in class and/or in the afterschool environment. Refer to the *Project 5 Grading Guideline* as you work on your paper.

Please also attach the following to this final paper when you turn it in: 1) each of the weekly homework assignments from Project 1 above; and 2) the pre- and post- self-assessments (included in this syllabus) that summarizes your learning in the class this term.

Project 6: 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. 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 7: Pre-, Post-, and Midterm Assessments (15 points)

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 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. 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 fill out the Post-Assessment (attached) and turn it in stapled to your final paper along with the Pre-Assessment.

Point Totals

Project 1: Weekly Processing Homework	80	points (total)
Project 2: Leading Small Group Discussion	50	points
Project 3: Afterschool Group Practicum	100	points
Project 4: Two Reading/Content Quizzes	40	points (total)
Project 5: Linking Practice & Theory Paper	100	points
Project 6: Class attendance and participation	100	points
<u>Project 7: Pre-, Post-, & Midterm Assessment</u>	<u>30</u>	<u>points (total)</u>
Total possible points	500	points

Class structure and activities by week

	Small groups	Whole group	Activities
1 9/8	BAM! discussion Syllabus discussion	Support & Risk Regulation & Release	In-class demo Pre-Assessment
2 9/15	BAM! Pgs. ix-68 (read) BAM! Pgs. 68-129 (skim)	Nature & Nurture Contact & Withdrawal	In-class demo
3 9/22	Ch. 1 (groups)	Integration & Differentiation	In-class demo
4 9/29	Ch. 11 (co leading)		Afterschool visit
5 10/6	Ch. 8 (skills)	Afterschool Preparation	Afterschool group 1
6 10/13	Ch. 5 (multicultural)	Afterschool Preparation	Afterschool group 2
7 10/20	Ch. 9 (interventions)	Quiz 1	Afterschool group 3
8	Ch. 16 (social justice)		Mid-term

10/27			Assessments
9 11/3	Ch. 6 (theories)	Afterschool Preparation	Afterschool group 4
10 11/10	Ch. 13 (ethics)	Afterschool Preparation	Afterschool group 5
11 11/17	Ch. 7 (assessment)	Afterschool Preparation	Afterschool group 6
3/24		Thanksgiving Break	
12 12/1	Ch. 3 (dynamics)	Afterschool Preparation	Afterschool group 7
13 12/8	Ch. 4 (stages)	Quiz 2	Afterschool group 8
14 12/15	Project 5 presentations	Projects 1, 5 & 7 due	

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.

CPSY 514: Project 5 Linking Practice and Theory 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 5 and 7 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

Provide two examples each of: 1) skills you demonstrated in your practice, and, 2) skills you are still developing at your “growing edge.” Use the following format to present each of 4 examples:

1. Provide written context and include a detailed transcription (of approximately a paragraph or so in length) of the skill you are focusing on.

2. Link this example from your work to a quotation from the class texts (or class discussions) that defines and describes the skill you are focusing on.

3. Elaborate on how the transcript from your practice is related to (or different from) the quotation and the ideas discussed in the text or in class.

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.

e. 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.

f. Proofreading paragraph

Describe who proofread your work and what you learned in the proofreading process.

g. Attachment

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

CPSY 514: Self Assessment – Pre

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		
<u>Understanding theory</u>						
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:

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	
<u>Understanding theory</u>					
I have an understanding of relevant theory, research and concepts regarding group leadership:	1	2	3	4	5
comments:					
<u>Applying theory to practice</u>					
I am able to explore links between group theory and practice and put ideas from theory into practice:	1	2	3	4	5
comments:					
<u>Facilitating group process</u>					
I can understand and facilitate the development of group process when working in and leading groups:	1	2	3	4	5
comments:					
<u>Thinking reflectively</u>					
I can examine my own and other's assumptions, motivations and needs when working in and leading groups:	1	2	3	4	5
comments:					
<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:	1	2	3	4	5
comments:					
<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:	1	2	3	4	5
comments:					
<u>Overall group leadership skills</u>					
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: Group Counseling with Children and Adolescents
Curriculum for
BAM! (Boys Advocacy and Mentoring) &
GEM! (Girls Empowerment and Mentoring) groups

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 to address bullying: physical, verbal, and indirect
- 4) To increase social connections and support and limit social isolation related to bullying

Session 1

- Open: • 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
- Body: • Do “favorites” ball activity (multiple rounds, slow motion, fast, etc.)
• Leader tells a story about favorite friend activities when they were young
• “Do a drawing of you and your friends doing something together”
• Sixty-second autobiography and drawing sharing
- Close: • Using ball, ask: “What did you like about today?” and “Are you committed to returning each week?”

Session 2

- Open: • Welcome participants, review last week’s group, and check in: Facial expression
- Body: • Do “Alligator Swamp.” Emphasize making the group safe and challenging.
- Close: • 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.”
Each participant shares something they learned or liked about group

Session 3

- Open: • Welcome participants, review last week’s group, and check in: Weather system
- Body: • Do multiple, fun stretching/balancing activities (tree pose, one leg, etc.)
“Imagine roots going from your feet into the ground helping you stand strong.”
• Leader tells being “good friend” story
• Friendship drawing: “Draw a picture of you being a good friend to someone”
• Good friend stories: Leader highlights power of stories others tell about us and students share in pairs and tell the other’s story about the drawing
- Close: • Ask “What did you learn about each other today?”

- Make appreciations of good listeners, contributors, etc.

Session 4

- Open: • Welcome participants, review last week's group, and check in: Breath
- Body: • Lead participants in a group wave and other stretching activities
 • Tell 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: • Welcome participants, review last week's group, and check in: Landscape
- Body: • Do "Willow in the wind" activity and reflect on being supported
 • Tell 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
- 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: • Welcome participants, review last week's group, and check in: Ocean
- 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: • Welcome participants, review last week's group, and 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: • 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, covered, and learned in the group

- Close:
- 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”
 - Notice something special about each child in the group
 - Children fill out “post evals”