

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	Spring 2009
Department	Counseling Psychology
Faculty Name	Peter Mortola

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	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> 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
<u>Professional Practice</u> 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
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> 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
<u>Professional Life</u> 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 5 th or 6 th 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.	
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*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).

Lewis and Clark College
Graduate School of Education and Counseling
Spring Semester 2009

CPSY 514: Group Counseling with Children and Adolescents

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Peter Mortola, Ph.D.

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

Meeting place and time: Rogers Hall 219, Friday, 1:00 – 4:15 p.m.

General Class Information

Texts

- 1) Capuzzi, D., Gross, D., & Stauffer, M., (2006) *Introduction to group work* (Fourth edition) Love Publishing Company, Denver (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 on-loan in class)

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. The course introduces curriculum for specific issues including divorce, substance use, grief, and social skills. 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:

- to gain a better understanding of the theories, purposes, processes, development, and dynamics of therapeutic groups
- to gain a better understanding of one’s own process in groups as well as one’s own style of leadership in groups
- to develop skills as a group leader in setting up, facilitating, and evaluating a therapeutic group experience for children and adolescents
- to develop a repertoire of ways of working with groups of children and adolescents in counseling and therapeutic contexts as well as an understanding of ethical and legal considerations of such groups

Assignments

Project 1: Quick Write and Pre-Assessment (25 points)

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.

Project 2: Leading a Group Discussion (75 points)

You will be asked to lead or co-lead the discussion of a chapter from the Capuzzi text. During this discussion, your goals will be three-fold: 1) to help the whole class 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 are 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 class discussion and to have strategies on hand that will help the discussion continue in a meaningful way for approximately 15 minutes. After this “content” discussion, I will help

facilitate a “process” discussion in which you will receive both supportive and constructive feedback for your efforts. We will record both the content and process discussions for use in later assignments.

Project 3: Leading a Group Exercise (75 points)

You will also be asked to lead a small group in a “check in” kind of exercise. You can create this exercise on your own, or borrow an idea from the course readings, or consult with the instructor for ideas. This experience will consist of leading a small group of class members in an audio-tape recorded, small-group exercise, processing this experience with the help of an observer, and receiving constructive feedback on your efforts. The goals of the exercise should be to help individuals in the group share appropriately within a small group setting regarding a topic of common concern in order to differentiate their own experience as well as feel more connected to others. In all, this exercise will take about 1 hour with about 30 minutes for the exercise and 30 minutes for processing and feedback. *You will need to email me your idea for an exercise at least a week in advance so that I can help you discuss and refine your idea.* In your email, please address the following three questions: 1) What are you planning on doing and why? 2) What is the structure (i.e. opening, body, and closing) of the exercise? 3) What are your goals for yourself as leader? 4) What “extensions” do you have in case you have more time?

Project 4: Midterm quiz (125 points)

For this in-class midterm quiz, you will be asked to write on approximately a dozen questions that have been identified in the previous weeks of the term.

Project 5: Mid-Term Evaluation (25 points)

In the middle of the term, will be asked to fill out a self-evaluation (attached) as honestly and completely as possible. I may follow up with you on this evaluation by asking to meet with me during office hours. This self-evaluation helps give me an idea as to how the class is going for you and if you are achieving your own learning goals as well as mine for the class.

Project 6: Reflecting on Your Own Practice Paper (150 points)

Please write up a 4-5 page paper in which you reflect on your practice as a group leader in class. Refer to the *Project Checklist and Grading Guideline* as you work on your paper. In the body of your paper, you will need to include the following:

a. Examples of skills you demonstrated

Include two transcribed examples of leadership skills you demonstrated in the practice exercises. Link these examples to three skills described in the readings or in class discussions from which you took notes.

b. Examples of your “growing edges”

Include two transcribed examples of skills you are still working on mastering. Link these examples to three skills described in the readings or in class discussions from which you took notes.

Project 7: Observing a Children's Group (150 points)

During the term, you are asked to sit in on, help with, and observe at least two or three sessions of group that is being offered for the benefit of children or adolescents. In order to do this, you will need to secure permission from the leader of the group, being clear about your role and the assignment. You will then be asked to briefly present to the class on the following at some point in the term: 1) background information of the group; 2) what you observed in the group; and 3) some links between class readings and the actions of the group leader or the group itself.

Project 8: Post-Assessment (25 points)

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

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. 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 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 me during office hours to turn in and discuss this make up assignment.

Point Totals

Project 1: Quick Write and Pre-Assessment	25 points
Project 2: Leading a Group Discussion	75 points
Project 3: Leading a Group Exercise	75 points
Project 4: Midterm Quiz	125 points
Project 5: Mid-Term Evaluation	25 points
Project 6: Reflecting on Your Own Practice Paper	150 points

Project 7: Observing a Children's Group	150 points
Project 8: Post-Assessment	25 points
<u>Class attendance and participation</u>	<u>100 points</u>
Total possible points	750 points

Class outline, readings, and assignments by week

	Capuzzi text readings & Project 2 sign up	BAM! text readings & Project due dates	Project 3 sign up
1 1/16		Project 1 due	
2 1/23	Ch 3: 1) 2) Effective leadership	Part 1	
3 1/30	Ch 1: 1) 2) An introduction	Part 2: Week 1 & 2 1) 2)	
4 2/6	Ch 2: 1) 2) Stages and issues	Part 2: Week 3 & 4 1) 2)	
5 2/13	Ch 4: 1) 2) Theories and applications	Part 2: Week 5 & 6 1) 2)	
6 2/20	Ch 5: 1) 2) Efficacy of group work	Part 2: Week 7 & 8 1) 2)	
7	Ch 6: 1) 2)	Part 2:	

2/27	Evaluating groups	Week 9 & 10 1) 2)	
8 3/6	Ch 7: 1) 2) Ethical/legal issues Ch 8: 1) 2) Diversity issues	Part 3 1) 2) Project 4 due	1. 2. 3. 4. 5.
9 3/13	Ch 9: 1) 2) Task/work groups Ch 10: 1) 2) Guidance groups	Project 5 due	1. 2. 3. 4. 5.
10 3/20	Ch 11: 1) 2) Psychotherapy groups Ch 12: 1) 2) Groups in schools		1. 2. 3. 4. 5.
3/27		Spring Break	
11 4/3	Ch 13: 1) 2) Mental health settings Ch 14: 1) 2) Rehabilitation settings		1. 2. 3. 4. 5.
12 4/10	Ch 15: 1) 2) Loss Ch 16: 1) 2) Addictions		1. 2. 3. 4.
13 4/17	Ch 17: 1) 2) Elderly people Ch 18: 1) 2) Gay/lesbian/Bi clients	Project 6 due	
14 4/24		Project 8 due Course evaluations	

Project Checklist and Grading Guideline

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

One of my main tasks as a professor is to help you better integrate your thoughts, feelings and actions regarding both your personal life and professional practice. To me, clear writing plays a big part in accomplishing this goal. 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 process, not a one-time venture. Any paper turned in that contains numerous errors in punctuation, spelling, grammar or clarity will be returned for a rewrite and a grade for the class will be withheld until satisfactory completion of those assignments. Please strive to meet the following high standards that I set for all writing assignments in this class:

1. Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed and spacing between lines is 1.5.
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 in the assignment are present and well-articulated (within and between), including the following:

- 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 and why

- c. Body

Show detailed expansion of ideas and connections between theory and data. Show specific, fleshed out examples from the transcripts (with indentation of quotations over 40 words). Provide specific, meaty references to theorists and ideas that are defined, expanded upon and explored and that are linked to examples from transcripts

- d. Closing

Describe what you learned both as a person and as a professional

- e. References

Use APA format for all texts and individuals mentioned or referenced in text.

- f. Proofreading paragraph

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

CPSY 514: Midterm Self-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 an area of the class curriculum where you are willing and able to take risks over the term to further develop your skills, personal awareness or knowledge base:

5) Describe the most helpful aspects of this class in terms of your learning and participation:

6) Describe the least helpful aspects of this class and what would help you learn better in this environment:

Please circle a rating assessing these aspects of group leadership and add relevant comments below each section:

No competency

Complete competency

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
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comments:

Using group leadership skills

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 games | 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) Engaging in "as if" play | 1 | 2 | 3 | 4 | 5 |
| 9) Leading relaxation exercises | 1 | 2 | 3 | 4 | 5 |

comments:

Using creativity

I use originality, imagination, and playfulness when working in and leading groups

	1	2	3	4	5
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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
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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: