

## **CPSY 514: Group Counseling with Children and Adolescents**



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### **General Information**

#### **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, 5<sup>th</sup> 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 502/503 (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: Class Attendance and Participation (10 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 may need to drop the class if the first class session is missed. Please contact us 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 significant 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 2: In-Class Assessments (5 points)**

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 a Course evaluation.

#### **Project 3: Practicum Group Experience (10 points)**

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 nine scheduled days during class time. You will receive supervision and evaluation on your participation, efforts and success within these group sessions in developing the skills detailed in the *Group Leadership Skills Rubric* in this syllabus.

#### **Project 4: Midterm Reflection Paper (35 points)**

You are asked to complete a paper focused on the reflection and evaluation of your leadership skills in leading the practicum group described above. To do so, you are asked to listen each week to your audio recordings of the group and reflect upon individual students within the group, the group's development as a whole, and your experience as a leader within the group. Specifically, you are asked to write an academic paper following the guidelines below:

- Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is 5 pages long, 12-point font, typed, stapled, printed on two sides, with line spacing of 1.5. Use APA format for all within-text citations. Do not include a separate reference page if you only cite course texts. **3 points.**
- Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. All sections of each paper described below are present and well-articulated (within and between). **3 points.**
- Opening: In the right hand corner of the first page of your paper, include your name, project number and title. In the opening paragraphs, describe what do you intend to do in the paper and why. **2 points.**
- Linking text, skills and practice: Provide relevant transcriptions from your group audio recordings (of a few sentences each) or closely detailed examples from group supervision that can be used as examples from practice of each of the conceptual skills listed on the rubric. Highlight at least one skill that is a strength for you as a group leader and at least one that you are still developing. Also provide relevant and substantial quotations from class texts referring to the skills you have referenced above that support how the skills from the rubric are important theoretically for individual or group development. **5 points.**
- Paper closing: Summarize what you have covered in this paper by describing what you have learned as a person and as a professional. Set goals for yourself regarding your growing edges as a group leader and how you will reach those goals by the end of the term. Identify the classmate who proofread your paper and what you learned in the proofreading process. **2 points.**

#### **Project 5: Final Reflection Paper (20 points)**




In approximately 3 pages, reflect on the goals you set in Project 4 above, your process in approaching those goals, and the degree of success you had in developing those skills as a group leader. Provide examples/evidence from your group work. Set further goals for yourself regarding your strengths and growing edges as a group leader. Describe your most important learnings in this class. Identify the classmate who proofread your paper and what you learned in the proofreading process. **8 points.**

#### **Project 6: Group Data Presentation (20 points)**

On the last day of class in a brief, ten-minute presentation, you and your group co-leader are asked to present both qualitative and quantitative group evaluation data (maintaining anonymity for group members) to the class for reflection and discussion. Please send electronic versions of these data to both professors:

- Qualitative: Provide a few relevant examples of image/transcript excerpts from children in your group from the closing card activity that summarize or stand out from the overall experience in your group.
- Quantitative: Provide an image/graph that represents the individual and cumulative results of the weekly survey data you collected each week in your group using the instrument provided below:

### Weekly Practicum Group Evaluation Questions

	Name:	1 Not at all 	2 Not much	3 Some what 	4 Yes I did	5 Very much 
1	I liked being in group today					
2	I felt safe participating in my group today					
3	I felt connected to my group members today					
4	I learned some things about friendship or bullying today					

**Course Projects/Assignments Point Totals**

Project 1: Class Attendance and Participation	10 points
Project 2: In-Class Assessments	5 points
Project 3: Practicum Group Experience	10 points
Project 4: Midterm Reflection Paper	35 points
Project 5: Final Reflection Paper	20 points
Project 6: Group Data Presentation	20 points
Total possible points	100 points

**CPSY 514: Class Assignments, Activities, and Readings by Week**

	<b>Assignments due</b>	<b>Activities</b>	<b>Readings due</b>
1 Jan 14	Project 2: Pre-Assessment due (completed in class)	Practicum prep	Syllabus discussion
2 Jan 21		Practicum prep	BAM! Pgs. ix-129
3 Jan 28		Practicum prep	1 Rationale and history 3 Group work & theory
4 Feb 4		Practicum group 1	6 Co-leadership 2 Diversity & soc justice
5 Feb 11		Practicum group 2	4 Holistic leadership 5 Leader's internal experience
6 Feb 18		Practicum group 3	9 Working w/ resistance Appendix E Typical issues
7 Feb 25	Project 2: Midterm-Assess. due (completed in class)	Practicum group 4	Appendix B Best practices Appendix A Terminology
8 Mar 4		Practicum group 5	11 Groups w/ Children 12 Groups w/ Adolescents
9 Mar 11	Project 4: Midterm Reflection Paper	Practicum group 6	Appendix F Div. principles
10 Mar 18		Practicum group 7	Appendix C Prof standards
Mar 25	Spring break		
11 Apr 1		Practicum group 8	Appendix G Ethical guides
12 Apr 8		<i>No Practicum groups</i>	7 Initiating a group Appendix D Competencies
13 Apr 15	Project 5: Final Reflection Paper	Practicum group 9	8 Maintaining a group 10 Evaluating leader & group
14 Apr 22	Project 6: Group Data Presentations  Project 2: Course Eval. due (completed in class)	Paper discussions Group data discussions	

### CPSY 514: Group Leadership Skills Rubric

Please use this rubric to complete Projects 4 and 5 listed above.

<b>Skills</b>	<b>1 Unsatisfactory</b>	<b>2 Satisfactory</b>	<b>3 Exceptional</b>
<b>1 Support &amp; Challenge</b>	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
<b>2 Personal &amp; Professional</b>	Student does not yet negotiate personal & professional boundaries adequately	Student negotiates personal & professional boundaries adequately	Student negotiates personal & professional boundaries masterfully
<b>3 Immediacy &amp; Structure</b>	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
<b>4 Leading &amp; Supporting</b>	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
<b>5 Verbal &amp; Nonverbal</b>	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
<b>6 Theory &amp; Practice</b>	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
<b>7 Whole &amp; Part</b>	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)
<b>8 Giving &amp; Receiving Feedback</b>	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 and supportive relationships
- 2) To increase the development of skills and options to address bullying: physical, verbal, and indirect
- 3) 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.)
  - 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
- Body:
- Lead “sixty-second autobiography” activity
- 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
  - 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.”
- Body:
- Tell a story about a favorite aspect and a challenge you faced at middle school age.
  - Lead card activity:  
    “Pick two cards: a favorite thing to do/something you find challenging about 6<sup>th</sup> grade”
  - Help participants share cards and stories
- Close:
- Ask each participant to share something they learned in or liked about group

Session 3

- Open:
- Lead “shake down” activity
- Body:
- Tell “managing middle school emotions” story (e.g. belonging, anger, confusion, etc).
  - Lead drawing activity: “An experience for sixth graders that is different than elementary school”
  - Help participants share their own reactions and stories
  - Ask: “How can we help each other with managing challenges of sixth grade in this group?”
- Close:
- Lead stretching/balancing activities while sharing:  
    “What did we learn about each other today?”
  - Give appreciations for good listeners, contributors, etc.

Session 4

- Open:
- Lead “which do you prefer?” activity (e.g. Do you prefer to hang out with a single friend or a group of friends?)
- Body:
- Tell bullying story (e.g. direct, indirect, bystander, etc.)
  - Help participants to share reactions and stories
  - Ask: “What are the 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 “shake down” or similar activity
- Body: • Write down the top three things that students get bullied for on a piece of paper (e.g. race, class, ability, gender conformity, physical characteristics, family, religion, ethnicity, age, etc.)
- Create list and lead discussion based on what is written.
  - Discuss concept of “the box” (e.g. conformity and teasing)
  - 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: • Give appreciations to group members and ask for what student’s appreciated about today

### Session 6

- Open: • Lead “Willow in the wind” activity
- Reflect on “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/boxes: “What boys/girls get teased for”
- Close: • Give appreciations to group members for “having each other’s back”

### Session 7

- Open: • Lead Lead stretching/balancing activities (for Mixed Group #2):  
(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.”
- Body: • Tell story about being “outside the gender box” (e.g. Peter’s birthday party story)
- Ask: “What are specific ways we are outside the box?”
  - Create list and lead discussion based on what is written.
  - Help participants to share reactions and create a list of what can be done to stop bullying
- Close: • Give appreciations for having not teased but rather supported each other

### Session 8

- Open: • Lead “Willow in the wind” activity
- 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 9

- 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