

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in Addictions**  
**CPSY 514 / CPSY 515**  
**Group Counseling with Children and Adolescents / Group Counseling with Adults**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 6a. theoretical foundations of group counseling and group work
- 6b. dynamics associated with group process and development
- 6c. therapeutic factors and how they contribute to group effectiveness
- 6d. characteristics and functions of effective group leaders
- 6e. approaches group formation, including recruiting, screening, and selecting members
- 6f. types of groups and other considerations that affect conducting groups in varied settings
- 6g. ethical and culturally relevant strategies for designing and facilitating groups
- 6h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to clinical mental health counseling

**Key Required Assignments/Student Learning Outcomes**

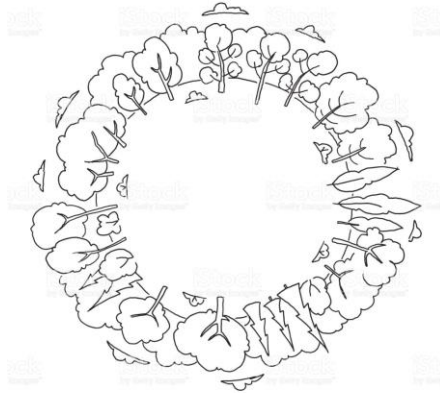
These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	Practicum Year	Course Grade 90-100%	Course grade 80-89%	Course grade 70-79% and	Course grade below 70%	CPCE Score average/above average or CPCE score below average and course grade of A in CPSY 514 or 515	Assessment Chair Review/Referral to BRC or ARC
	Practicum Year	Assignment grade 90-100%	Assignment grade 80-89%	Assignment grade 70-79% and	Assignment grade below 70%	Group facilitation assign.	Assessment Chair Rvw/Referral to BRC/ARC

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	x
DVD/Video Presentation	
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	x
Case Study	x
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	x
Other:	

## CPSY 514: Group Counseling with Children and Adolescents



**Peter Mortola, Ph.D.**

[pmortola@lclark.edu](mailto:pmortola@lclark.edu), Rogers Hall 323  
(o) 503 768 6072 or (c) 503 730 5489

**Diane Gans, M.A., LPC**

[dgans@lclark.edu](mailto:dgans@lclark.edu)  
(c) 503-704-3759

### General Information

#### Place and Time

Ron Russell Middle School, 3955 Southeast 112th Avenue, Portland, OR 97266 (503) 256-6519  
Wednesdays, Sections 1&2: 9:15 - 12:30 pm; Sections 3&4: 1:15 - 4:30 pm

#### Texts

- 1) 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)
- 2) Other readings as assigned in the *Class outline by week* and available online

#### 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.

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.

#### Course Requirements

### **Pre-Assessment**

As a major component of this course, you will be supervised as you lead and/or co-lead a social skills counseling group for children at Ron Russell Middle School in the David Douglas school district on ten scheduled days during class time. You will receive supervision and evaluation on your participation, efforts and growth within these group sessions in developing the skills detailed in the *Group Leadership Dialectical Skills Rubric* below in this syllabus. Your supervisor will use this rubric to give you developmental feedback during the course and summative feedback at the end of the course. You are asked to evaluate yourself on the items both at the beginning of the course (as a pre-assessment) and at the end of the course (as a post assessment). Please also write on the following questions on the back of your pre-assessment:

- 1) What kind of history or experience do you have leading groups with youth?
- 2) How familiar are you with group counseling techniques and approaches?
- 3) What interests you or concerns you about the class or syllabus?

### **Mid-Term and Final Course Evaluation Rubric**

The criteria listed on this document will be used in this course to evaluate students at both the mid-term and at the end of the course. The professors will be identifying both strengths as well as challenges, adding appropriate comments and goals that will facilitate further personal and professional development of the student. Any feedback from the Mid-Term evaluation in terms of professional development is expected to be implemented in the remainder of the term.

### **Group Leadership Papers**

You are required to complete three, 3-page papers this term reflecting on your developing leadership skills. You are asked to share with your supervisor (either Diane or Peter) via *Google Docs* a single document named “*Student’s name, Group Leadership Papers*” in which all three of your papers will be included in sequential order, each clearly titled. Due dates for each paper are noted in the Class Calendar below. Please share papers with your supervisor by 9 am on the Monday it is due, and send an email stating you shared your document. Your supervisor will send back comments before your next group. Before that next group, please send an email to your supervisor stating you received and read the comments, asking for more supervision if needed. Each of the three papers will be graded (i.e. 4—Excellent; 3—Very Good; 2—Satisfactory; 1—Unsatisfactory) based on the following criteria:

- Pragmatics: Author uses clear and effective spelling, punctuation, and grammar in communicating ideas succinctly in 3 pages. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. Each section described below has its own heading and is well-articulated (within and between).
- Heading: Include your name, title of paper, and date.
- Opening: In a brief opening paragraph, describe what you intend to do in the paper and why.
- Body (The body of each of the three papers due this term should include the following named sections):

**Skill as Strength:** Provide a relevant transcription from your group audio recordings (approx. 1/2 page). Provide your own rich reflection and references to readings/quotations from the readings on at least one dialectical or group skill that is a strength for you as a group leader.

**Skill as Challenge:** Provide a relevant transcription from your group audio recordings (approx. 1/2 page). Provide your own rich reflection and references to readings/quotations from the readings on at least one dialectical or group skill that is a challenge for you as a group leader.

- 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. Ask any relevant questions regarding supervision.

### **Practicum Group Data Presentation**

On the last day of class, you and your group co-leader are asked to present the quantitative group evaluation data (maintaining anonymity for group members) to the class and school professionals for reflection and discussion. Please send electronic versions of the data to both professors before the final class:

- A brief, 10-minute presentation of 5-7 slides, sent to professors before the final class meeting
- Quantitative: Provide one image/graph that represents the cumulative results of the weekly survey data you collected each week in your group. Provide one image/graph that represents the individual results of one student over time.
- Qualitative: Provide 3-5 relevant examples of visual images and verbal transcripts (combined) from the closing card activity in your group that summarize or stand out from the overall experience in your group.
- Summary reflections: In your presentation, briefly address: 1) what the data tells you in terms of group effectiveness; 2) What you have learned in the process of leading this group; and 3) What you would recommend for the sixth-grade group project moving forward.

### **CPSY Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor (see below). Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **Make-up Assignment**

Any significant missed class time will require a standard make-up assignment, due the following week: A three page paper in which the student: 1) describes what was learned from interviewing two individuals who attended the missed class time; 2) discusses the chapters due during the week missed, including comments, questions and what was learned; 3) discusses challenges/successes encountered in leading the practicum group that week.

### **Disability Services Statement:**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

### **Non-Discrimination Policy and Special Assistance**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

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

<b>Class dates</b>	<b>Readings due</b>	<b>Class activities</b>
1 9/5	Syllabus 1 Oaklander - Therapeutic Process	<b>Pre-Assessment due</b> (completed in class)
2 9/12	2 Diamond, et al - Groups in Schools (pdf)	Practicum prep
3 9/19	3 Mortola/Gans - Fierce in a Good Way (pdf)	Practicum prep
4 9/26	4 Mortola, et al - BAM! Pages 1-68	<i>Practicum group 1</i>
5 10/3	5 Mortola, et al - BAM! Pages 69-129 <a href="https://www.youtube.com/watch?v=Le8tEIHD_hk">https://www.youtube.com/watch?v=Le8tEIHD_hk</a> (mistakes)	<i>Practicum group 2</i>
6 10/10	6 ASGW - Social Justice Competency	<i>Practicum group 3</i> <b>Paper 1</b> Due 10/8, 9 am
7 10/17	7 Rigby - Bullying Prevention	<i>Practicum group 4</i>
8 10/24	8 Missouri - Group Guide	Practicum prep <b>Mid-Term Evaluations</b>
9 10/31	9 NYSED - Middle School Groups <a href="https://www.youtube.com/watch?v=bSOGSDGmNt4">https://www.youtube.com/watch?v=bSOGSDGmNt4</a> (sim/dif)	<i>Practicum group 5</i>
10 11/7	10 Olson - Group Counseling Effectiveness <a href="https://www.youtube.com/watch?v=GdvE3g8jK1U">https://www.youtube.com/watch?v=GdvE3g8jK1U</a> (this/that)	<i>Practicum group 6</i> <b>Paper 2</b> Due 11/5, 9 am
11 11/14	11 Positive Psychology <a href="https://positivepsychologyprogram.com/group-therapy/#benefits">https://positivepsychologyprogram.com/group-therapy/#benefits</a>	<i>Practicum group 7</i>
11/21	Thanksgiving Break/No class	
12 11/28	12 Fazio/Griffth - CBPT Group counseling	<i>Practicum group 8</i> <b>Paper 3</b> Due 11/26, 9 am
13 12/5	13 McGuire - CCGPT (pages 1-29) Data and presentation preparation	<i>Practicum group 9</i>
14 12/12	Personal technology needed for course evaluations	<b>Group presentations</b>

### CPSY 514: Group Leadership Dialectical Skills

Dialectical Skills	Description	Examples
<b>1 Support &amp; Challenge</b>	Student provides adequate levels of both warm support and appropriate challenge	<ul style="list-style-type: none"> <li>• empathy, universalizing, active listening, warmth &amp;</li> <li>• blocking, confrontation, questioning, fierceness</li> </ul>
<b>2 Playfulness &amp; Seriousness</b>	Student is able to appropriately navigate between a helpful sense of play and a mindful seriousness	<ul style="list-style-type: none"> <li>• creating a "play frame," use of imagination &amp;</li> <li>• sustaining a challenging conversation, clear intent</li> </ul>
<b>3 Personal &amp; Professional</b>	Student negotiates personal & professional boundaries appropriately	<ul style="list-style-type: none"> <li>• use of well-edited "strategic stories" and disclosure &amp;</li> <li>• ability to assume a professional role in context</li> </ul>
<b>4 Whole &amp; Part</b>	Student is able to address aspects of the whole (group goals, group process) while attending to the parts (group activities, individual needs)	<ul style="list-style-type: none"> <li>• keeping in mind the good of the "whole" &amp;</li> <li>• attending to individual needs and moments</li> </ul>
<b>5 Immediacy &amp; Structure</b>	Student is able to appropriately navigate between immediacy and the needs of curriculum	<ul style="list-style-type: none"> <li>• use of extending questions and focusing &amp;</li> <li>• adherence to step-by-step processes</li> </ul>
<b>5 Verbal &amp; Nonverbal</b>	Student is able to produce clear and helpful verbal and nonverbal communication	<ul style="list-style-type: none"> <li>• congruence in tone and word selection &amp;</li> <li>• physical orientation and expression of self in group</li> </ul>
<b>6 Leading &amp; Supporting</b>	Student is able to appropriately navigate between leading and supporting roles	<ul style="list-style-type: none"> <li>• providing clear explanations and directions &amp;</li> <li>• helping to summarize, focus or redirect</li> </ul>
<b>8 Theory &amp; Practice</b>	Student clearly understands and implements appropriate theory into practice	<ul style="list-style-type: none"> <li>• ability to explain why actions were taken when &amp;</li> <li>• acting and leading through clear moves</li> </ul>
<b>9 Giving &amp; Receiving Feedback</b>	Student is able to give, receive and appropriately apply helpful feedback into practice	<ul style="list-style-type: none"> <li>• respectful use of the "sandwich" form of feedback &amp;</li> <li>• demonstrated examples of changing behavior</li> </ul>

### Course Evaluation Rubric: Professional Standards, Practical Skills and Course Assignments

The following criteria will be used by in this course to evaluate student expectations in attendance, participation, professionalism, and assignments at mid term and at the end of the course. The professors will be identifying both strengths as well as adding appropriate comments and goals that will facilitate further personal and professional development of the student. Rating Scale: 4—Exceeds; 3—Meets; 2—Approaches; 1—Does not meet.

<b>Professional Standards</b>						
1	The student demonstrates ability to relate to peers, professors, supervisors, and other professionals in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	1	2	3	4	
2	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different <u>from</u> their own and also demonstrates the ability to receive, integrate/utilize feedback from peers and supervisors and is able to give such feedback respectfully.	1	2	3	4	
3	The student exhibits appropriate levels of self-assurance and confidence, and the ability to assume a professional and appropriate role in the context of practice.	1	2	3	4	
4	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	1	2	3	4	
	Comments:					
<b>Professional Skills</b>						
5	The student consistently shows strong and effective skills in verbal, nonverbal, and written communication.	1	2	3	4	
6	The student demonstrates an ability to helpfully use attentive and reflective listening skills as well as concise and clear verbal and nonverbal leadership skills in practice.	1	2	3	4	
7	The student demonstrates an ability to helpfully balance the ability to be both supportive/warm/playful and challenging/fierce/serious in practice.	1	2	3	4	
8	The student demonstrates an ability to structurally and helpfully facilitate the counseling experiences as modeled during class as well as be appropriately creative and flexible in practice.	1	2	3	4	
9	The student demonstrates an ability to helpfully balance both leadership and co-leadership skills in practice.	1	2	3	4	
10	The student demonstrates an ability to helpfully balance both personal and professional boundaries in practice.	1	2	3	4	
	Comments:					
<b>Course Assignments</b>						
11	The student demonstrates thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively. The student takes initiative, is dependable and responsible, and is concerned with their own personal and professional growth.	1	2	3	4	
12	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #1	1	2	3	4	
13	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #2	1	2	3	4	
14	The student demonstrates an ability to meet the criteria and requirements of Group Leadership Paper #3	1	2	3	4	
15	The student demonstrates an ability to meet the criteria and requirements of Group Data Presentation	1	2	3	4	
16	The student demonstrates an ability to meet the criteria and requirements of Mid Term Evaluation and apply feedback into practice	1	2	3	4	
	Comments:	Totals:	1 6	3 2	4 9	4 4

Course Grading: 64 total points possible

A = 53

B = 43

C = 32

D = 31 and below