

**Lewis & Clark College**  
**Professional Mental Health Counseling**  
**Nathaniel O. Brown, Ph.D.**  
**CPSY 515-03 – Thursdays – 9:00 a.m. to 12:15 p.m.**  
**York Graduate Center, Classroom 117**  
**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 of 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

**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	
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	X
Other:	

## 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
CACREP 2.F.6 Group Counseling and Group work							
PO.3.3 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	As facilitator, managed time with group appropriately and had informative handouts on topic. Utilized basic group counseling skills (e.g. linking, blocking, summation, modeling), that allow deeper processing of members.	Managed time appropriately, though went over limit within 10 minutes, or handouts were not well informed. Utilized basic group counseling skills.	Assignment grade 70-79% and	Assignment grade below 70%	CPSY 514 or CPSY 515: Group facilitation assignment	Assessment Chair Review/Referral to BRC or ARC

## **Syllabus for CPSY 515-03 Group Counseling w/ Adults**

**Instructor:** Nathaniel Brown, Ph.D.

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**E-mail:** [nbrown@lclark.edu](mailto:nbrown@lclark.edu)

**Office Hours:** Please arrange in advance by email or phone

**Catalog Description:** Introduction to the major schools of group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

Prerequisite: CPSY 503 or 569

Credit: 3 semester hours

**Course Objectives:** This is a graduate level course designed to provide students with the theories, concepts and experiences that will increase their competency of group counseling with adults. Students will engage in lecture, readings, in-class activities and observation as well as experiential training groups. The content and experiences in this course provide concepts and skills necessary to satisfy the group work competencies stipulated in the Council for Accreditation for Counseling and Related Programs (CACREP) Standards (2016) as outlined below. Students will gain knowledge of group counseling theory and demonstrate the practical skills necessary for the dynamic application to various adult group-counseling settings. Students will understand how to adapt various theories and skills to the unique circumstances they find themselves in as professionals and citizens.

The following program objectives are in accordance with the CACREP 2016 standards for "Counseling and Helping Relationships" and will be experientially integrated into the classroom experience.

- 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 of 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

### **Required Text:**

Corey, M. S., Corey, G., & Corey, C. (2017). *Groups: Process and Practice* 10<sup>th</sup> ed. Belmont, CA: Brooks/Cole, Cengage Learning.

## **Course Expectations:**

### **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. 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.

**PLEASE NOTE** (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

### **Confidentiality Policy**

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical. Please explore any concerns you have about confidentiality during class time, after class or during a training group.

### **Special Considerations with Course Format**

The class will be a platform for demonstrating and examining the group process and experience through didactic and experiential teaching methods. While this is not a therapy group or personal growth group, experiential activities will bring the group process into our awareness with a focus on your ongoing counseling training and your professional development. **Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes.** Grades will be based on your effort and ability to explore and apply the group concepts and experiences in this course towards the needs of adults in a group counseling setting. Your ability to use personal reflection, critical thinking and your ability to share the comments, questions and challenges that come out of this reflection and thought are essential in earning a successful grade in this course. **Evaluation in this course is not based on the *content* of your personal experiences, specifically, how much you self-disclose, but on your participation in the *process of learning about group dynamics*.** Students are asked to be intentional about what they choose to share with other students in the class during activities. However, by taking this course, you agree to the opportunity to challenge yourself to become familiar with the territory of group work through participation in the activities provided—including the experiential training groups. If you become uncomfortable and feel as though you are unable to continue or participate during any aspect of this course, you may exercise your right to pass. If you find yourself repeatedly doing so, please discuss this with me or another trusted colleague. Your participation is vital to your learning.

**\*Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class. Additional readings may be assigned, based off class discussion and interest.**

## **Course Requirements:**

1. Attend and participate in class. Attendance is mandatory. (See Course Expectations)

2. **P-16 Presentation = 45 pts.**

As part of your small group, develop a college access and equity project and presentation. These projects and presentations should be substantive, should reflect social justice and P-16 perspectives (e.g. secondary and postsecondary collaboration), and highlight the contributions of group counselors at each level. The project should include: (a) a written executive summary of content, (b) identification of the targeted population(s), (c) sufficient descriptions of activities in order to support replication, and (d) provide a reference and resource list. The presentation should be delivered as a group PowerPoint or Prezi with all members contributing to the in-class delivery Plan for approximately one hour in length including time for questions and answers. You will evaluate the members of your group as well as your own contribution. You will also provide feedback to the other group regarding their presentation. Sample ideas will be provided in a separate handout, along with a presentation rubric.

3. **Personal Reflections (5 reflections at 5 pts.) = 25 pts.**

Students are responsible for writing personal reflections on their experiences of being part of a group process and leading a group. Journal prompts may be provided to direct reflective process and will be posted on Moodle for that week. Rather than summarizing the particulars of each class, students will focus on their internal responses to engaging in the experiential activities, demonstrating their reflection on the many issues involved in building strong helping relationships while incorporating personal style in a professional, authentic, and caring manner. Each journal entry will be a minimum of 1 page (single space and 12 point font) in length and no more than a page and a half. Handouts may be provided via Moodle or in class with examples for student use in developing a style of reflection. Reflections will be uploaded via Moodle and are due by noon on the Friday immediately following class.

4. **Group Facilitation (4 at 3 pts.) and Co-Facilitation (1 at 3 pts.) = 15 pts.**

You are expected to facilitate a group of your peers by focusing on areas of here and now/process illumination which may include but not limited to: conflict management, naming/identifying present energy within group dynamics, deeper level processing, and self-awareness/disclosure. From areas of interest, you will lead and co-lead these groups, while incorporating skills and techniques covered in class. Each exercise will include a psychoeducational and process component. The topics to choose from will be worked out in class and include but are not limited to; depression/anxiety, grief/loss, substance use, parenting, communication, social skills.

**Group Facilitations: 4 and Co-Facilitation: 1**

5. **Group Critique Paper = 45 pts. (CACREP 6h)**

Being part of the group process is essential in being able to navigate the process of others. While class will offer opportunities to be part of a group, being able to be a member outside the mantle of student, would be invaluable. Thus, you are expected to visit a working group in the community and to take part in it as a member. Try and find a group that is personally relevant and identify (1) organizational structure of the group, (2) identify group goals, (3) outline and describe the group processes, and (4) specify group outcome goals. As a part of the report, show research findings that support the efficacy of conducting such groups (literature review using professional journal sources or materials from the group foundation). Your paper should be formatted in APA (6<sup>th</sup> edition) essay style, with title page, abstract and a references section. You should have a minimum of 4 appropriate references other than the text for this course. The paper should be 3-5 pages.

**Grading:** The course grade is calculated based on all of the assignments and participation in the course. Participation includes reading the text, attending class, and completing assignments inside and outside of the course. A total of 130 points may be earned in the course. See grading scale below.

### **GRADING CRITERIA (Out of 130 Points)**

123 - 130 points = A  
117 - 122 points = A-  
113 - 116 points = B+  
109 - 112 points = B  
104 - 108 points = B-  
100 - 103 points = C+  
96 - 99 points = C  
91 - 95 points = C-  
87 - 90 points = D+  
83 - 86 points = D  
79 - 82 points = D-  
78 points or less = F

### **IMPORTANT MESSAGE FROM YOUR INSTRUCTOR**

Welcome to class! I am delighted and honored to have you in class. Pursuing a master's degree in any of the programs in the Department of Counseling Psychology is a formidable journey. It requires students to read and understand a great deal of literature in order to achieve excellence in your program. Students are also compelled to be self-reflective and aware of their motivations and needs around entering the profession you have chosen to pursue. I hope this course stimulates and encourages you to explore possibilities and grow in multiple ways during our time inside and outside of the class. We will explore a wide range of group counseling topics during the semester and learn how to integrate social justice into the practice of group counseling through class discussions and assignments. You are encouraged to be reflective and share of yourself to the extent that you are comfortable, as well as, to discuss and critique information presented. The most critical aspect of becoming an effective social change agent is to continuously acknowledge, take responsibility, and make change regarding one's own personal privilege. It's a tough and thought provoking road to travel, but I'm confident that we will all have an adventurous and exciting time together as we co-construct knowledge and apply skills to group counseling practice. If you have any questions, please contact me via e-mail or telephone. Students with visual, hearing, physical, and/or learning disabilities, which require modification of the course curriculum, instruction, or assessment, should contact the instructor. Modifications and accommodations will be made once the student has presented documentation indicating the need and qualification for services. Cheating, plagiarism, sexual harassment, racial/ethnic discrimination and other slurs (e.g. homophobia, transphobia, heterophobia), discrimination based on internal or external characteristics, or any student misconduct that adversely affects the learning or safety of other students will not be tolerated in class or on campus. If any student becomes aware of any of these activities, or feels they have been the victim of sexual harassment, racial/ethnic discrimination, or any other act of malicious intent, please contact the instructor immediately. Graduate learning is a co-constructed experience. Attendance and active participation of each student contributes to the learning experiences of all students, thus peer engagement and feedback are essential aspects of this class. Class participation includes active attention to the social climate that will facilitate learning for all. Your participation will not be evaluated in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself. ----Dr. Nate

## Weekly Readings and Agenda\*

Date	Topic/Class Activity	Assigned Readings	Submit Due Assignments in Moodle!
Sept. 6	Introductions and Syllabus Review Group Assignments	None	
Sept. 13	<b>Lecture: History of Early Leaders and Associational Impact in Group Counseling</b> <b>What is Group Work?</b> <b>Group Guidance, Group Counseling, Group Counseling?</b> (CACREP 6a, 6b, 6c)	None	
Sept. 20	<b>Lecture: Introduction to Group Work: A Multicultural Perspective and Types of Groups (Chapter 1)</b> <b>Forming A Group: Stages of Development (Chapter 5)</b> <i>Group #1 and #2 Facilitation</i> (CACREP 6b, 6e, 6f)	Chapter 1 Chapter 5	Personal Reflection
Sept. 27	<b>Lecture: Theories and Techniques of Group Counseling (Chapter 4)</b> <b>The Group Counselor (Chapter 2)</b> (CACREP 6b, 6c,)	Chapter 2 Chapter 4	
Oct. 4	<b>Instructor Absence/Guest Lecturer</b> <b>Lecture: Ethical and Legal Issues in Group Counseling (Chapter 3)</b> <b>Theories and Techniques of Group Counseling (Chapter 4)</b> <i>Use class time to work on P-16 Presentation</i> (CACREP 6g, C2.I);	Chapter 3 Chapter 4	
Oct. 11	<b>Instructor Absence/Guest Lecturer</b> <b>Lecture: Initial Stage of A Group (Chapter 6)</b> <i>Use class time to work on P-16 Presentation</i>	Chapter 6	
Oct. 18	<b>Lecture: Transition Stage of A Group (Chapter 7)</b> <i>Use class time to work on P-16 Presentation</i>	Chapter 7	
Oct. 25	<b>Lecture: Working Stage of A Group (Chapter 8)</b> <i>Use class time to work on P-16 Presentation</i>	Chapter 8	
Nov. 1	<b>Lecture: Final Stage of A Group (Chapter 9)</b> <i>Group #1 and #2 Facilitation</i>	Chapter 9	Personal Reflection
Nov. 8	<b>Lecture: Groups in School Settings</b> <i>Group #1 and #2 Co-Facilitation</i>	Chapter 10	Personal Reflection
Nov. 15	<b>Lecture: Groups in Community Settings</b> <i>Group #1 and #2 Facilitation</i>	Chapter 11	Personal Reflection
Nov. 22	<i>Group #1 and #2 Facilitation</i>	None	Personal Reflection
Nov. 29	<i>Use class time to work on P-16 Presentation</i> (CACREP 6g, 6h, C2.I);	None	Group Critique Paper
Dec. 6	<i>Use class time to work on P-16 Presentation</i>	None	
Dec. 13	<b>Group #1 and #2 P-16 Presentation</b>	None	