

**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%	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%	Assignment grade below 70%	CPSY 514 or CPSY 515: Group facilitation assignment	Assessment Chair Review/ Referral to BRC or 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	
Individual/Triadic Supervision	
Group Supervision	x
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Quiz	x

**CPSY 515-04**  
**Group Counseling with Adults Syllabus and Schedule**  
Spring 2020  
Graduate School of Education and Counseling  
Lewis and Clark College

Time: **Monday, 5:30 PM- 8:45 PM**

Location: Online

Instructor: Angee Gilchrist-Stewart, LPC

Pronouns: she, her

Phone: 503.875.6279 (cell)

Email:[angelagilchrist@lclark.edu](mailto:angelagilchrist@lclark.edu)

Office hours: By appointment

**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 Description and Outcomes:** 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
- C2l. legal and ethical considerations specific to clinical mental health counseling

### **Required Texts:**

1. Corey, G. (2016). *Theory & practice of group counseling* (9<sup>th</sup> ed.). Cengage Learning.
2. Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy* (5<sup>th</sup> ed.). Basic Books.
3. American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA.:  
[https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426\\_5](https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5)

## **COURSE GUIDELINES**

### **1. 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.

## 2. Disabilities Services:

*If you require academic accommodations, please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.*

## 3. General Policies:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

**4. 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.

## 5. 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.

**Please avoid sharing personal information.** Students will be assigned a character and role they will assume for the entire semester. 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, on self-disclosure, 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. 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 your advisor so that we can help find a solution and you are earning participation points.

## **6. Additional Support:**

Should you have emotional difficulty throughout the course, the following measures are available to support you:

\*Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone, and text. You can expect fair, direct and open communication from me as your instructor.

\*Also, feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.

\*You may also work on these concerns in the context of private counseling.

## **7. Potential Risks of Engaging in This Course:**

Confidentiality cannot be guaranteed by the instructor. While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.

While your instructor is taking on a dual role of both training and grading your performance in this course, you will not be graded on the personal content of your participation but on the intention you put forth to understand group process. If you have concerns about this at any point throughout the course, please discuss them with me. Please discuss any questions or concerns that come up during the course with me in class time or through a scheduled appointment. Your communication and feedback are important to the integrity of this course.

## 8. Other Classroom Expectations:

- As a counselor in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down, or write anyone off.
- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me.
- Step Up/Step Down-Step In/Step Out: I hope you will be eager to participate in this course and challenge yourself to step up (participate more than you normally would) or step down (if it is necessary to make space for others).

## COURSE REQUIREMENTS

### A. Class participation (10pts/week X 14 weeks = 140 pts) CACREP

1. This includes participation in class discussions, small group discussions, assigned activities, group projects and participation in the experiential training group demos, both as a member and a facilitator. It is expected that your participation will move along a continuum that follows normal group development.

Good participation is demonstrated by the following activities:

- Ask questions, offer perspective, share ideas & reactions.
- Participate in all activities to the best of your ability.
- You will challenge yourself to step-up or step down as appropriate.
- **Small group work on assigned course text and lectures:**

You will work together as a group throughout the semester to discuss and analyze course readings. Your participation in these conversations is part of your class participation grade. There will be a discussion forum online and course activities.



## **B. Assignments + Projects**

### **1. Reflection Paper (50 pts): (CACREP 6d, 6c, 6g, 6h)**

This will be a 6-9 page paper reflecting on your experience in the class as a facilitator and group member. Include a section in which you identify and discuss your specific area of interest. Discuss how your experience in the class informs your development as a counselor, inspires your area of interest, and generates desire for further consideration of application, materials, theory, and group development. Your paper should be written in APA format, 7<sup>th</sup> edition, utilizing peer reviewed primary sources of information. Please include references to texts and a minimum of 3 research articles. Try to find references that are as current as possible. It is generally preferred that they are published within the past 5 years. Please include title page, abstract and a references section. **A rubric will be provided for you online for easy access.**

### **2. Group Facilitation (50 pts): (CACREP 6a, 6c, 6g, 6h)**

You will be assigned a topic from the curriculum on which you will facilitate groups for the class. You will hand-in your outline in preparation for the group. Expectations for this assignment will be shared in the course.

### **3. Quiz (60pts): (CACREP 6a, 6b, 6c, 6d, 6e, 6f, 6g)**

This quiz will cover ethics, group process and development, theoretical foundations, therapeutic factors, characteristics/functions of effective group leaders, group formation, types of group and applications. The quiz will be available online.

## **300 TOTAL POSSIBLE POINTS**

278-300 = A  
 269-277 = A-  
 260-268 = B+  
 248-259 = B  
 239-247 = B-  
 230-238 = C+  
 218-229 = C  
 209-217 = C-  
**Below 209 = no credit**

Week 1	September 14	Introductions, review the syllabus, class expectations, and group assignments.	
Week 2	September 21	Intro to working with groups Debrief/Discussion	Readings: Yalom Ch.1 Corey Ch.1 & 2 Discussion post 1
Week 3	September 28	Ethics Debrief/Discussion	Readings: Corey Ch. 3 ACA Code of ethics Discussion post 2
Week 4	October 5	Group development stages- early Group 1 Debrief/Discussion	Yalom Ch. 2 & 3 Corey Ch. 4 & 5 Discussion post 3 Group 1 only: outline
Week 5	October 12	Group development stages- later Group 2 Debrief/Discussion	Yalom Ch. 4 & 5 Corey Ch. 6 & 7 Discussion post 4 Group 2 only: outline
Week 6	October 19	The process group Group 3 Debrief/Discussion	Yalom Ch. 6 & 7 Corey Ch. 8 & 9 Discussion post 5 Group 3 only: outline
Week 7	October 26	The psychoeducational group Group 4 Debrief/Discussion	Yalom Ch. 7 & 8 Corey Ch. 10 & 11 Discussion post 6 Group 4 only: outline
Week 8	November 2	Leading groups in the community Group 5 Debrief/Discussion	Yalom Ch. 9 & 10 Corey Ch. 13 & 14 Outline/group 7 Discussion post 7
Week 9	November 9	Local resources Group exercise Group 6 Debrief/Discussion	Yalom Ch. 11 & 12 Corey Ch. 15 & 16 Outline/ group 6 Discussion post 8
Week 10	November 16	Quiz Group 7 Debrief/Discussion	Corey Ch. 17 Outline/group 7 Discussion post 9
Week 11	November 23	Group 8 Debrief/Discussion	Yalom Ch. 13 & 14 Outline/group 8 Discussion post 10
Week 12	November 30	Group 9 Debrief/Discussion	Yalom Ch. 15 Outline/group 9 Discussion post 11
Week 13	December 7	Paper due Group 10 Debrief/Discussion	Paper Due Outline/group 10
Week 14	December 14	Termination Discussion	