

Lewis & Clark College
Professional Mental Health Counseling
CPSY 515
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
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

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

CPSY 515-01 Group Counseling With Adults Syllabus and Schedule Fall 2020
Graduate School of Education and Counseling Lewis and Clark College

*“In order to build the movements
capable of transforming our world,
we have to do our best to live with one foot
in the world we have not yet created”
~ Aurora Levins Morales*

Time: **Wednesdays**, 09/9/2020-12/16/2020 (1:00-4:15pm)

Location: ONLINE

Instructor: Kirk Shepard, LPC

Phone: 971-409-0869 (cell)

Email: kirksheward@lclark.edu

Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor, group facilitator, and an after hours consultant with Multnomah County Aging Disability and Veteran Services. A lot of my personal and professional experiences have placed me in contact with folks from various backgrounds. I completed my academic studies at Lewis & Clark's Graduate program in 2013, with a degree in Community Counseling and a speciality certification in Ecospsychology. My curiosity and interest in group work started in graduate school. I now wholeheartedly believe that interpersonal group process (and informed fierce facilitation) is a critical ingredient to create the individual and systemic changes that we so desperately need in our world.

After graduate school, I quickly began seeking out opportunities to participate and lead groups of all kinds. This led me to studying shame resilience, vulnerability, and authenticity. I have been trained and certified as a Daring Way Facilitator since 2014. This modality is rooted in the work and research of Dr. Brené Brown, among many others. It exposed me to yet again, different styles of group work.

My private practice is built on the premise that we need connections to flourish, and that isolation is a major source of suffering for people at both a personal and cultural level. I tend to work a lot with queer communities, creative professionals, and politically radical millennials. Power imbalances and oppression are central to all of my therapeutic understandings and interventions. My group experiences include intergenerational trust building groups, a gender specific Men's process group, a gender vairant Queer process group, drop-in support groups, psychoeducational groups, creativity circles, and workshop facilitation and retreats on vulnerability and shame. I have an unapologetic affinity for interpersonal and relational 'here and now' groups. I am also committed to the processes of personal and collective healing.

Catalog Description: An 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 are used to 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 lectures, 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 (CACEREP) Standards (2001) 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.

Required Text: Yalom, I & Leszcz, M. (2005). The Theory and Practice of Group

Psychotherapy **Optional Text:** Brown, Adrienne (2017). Emergent Strategy Shaping Change, Changing Worlds

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. **Student with Disabilities Policy:** Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local

disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

It is essential that everyone is present at all of the sessions as this also impacts group dynamics, group cohesion and our ability to be fully present with each other.

3. 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.

4. 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.

5. 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 experience, concerns or thoughts. We can meet outside of class time. I'm available via email, phone, and to meet up in person. You can expect fair, direct and open communication from me as your instructor. 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.

6. 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. You will be encouraged to participate in 'here and now' interpersonal learning which can sometimes be extremely uncomfortable. While as your

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

8. Lewis and Clark 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;
 - Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
 - Sexual misconduct: go.lclark.edu/titleIX.

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

1. As appropriate, additional narrative about the conceptual/theoretical elements of the course
2. Course goals and objectives—describe what the student is expected to demonstrate as a result of taking this course
3. Required and recommended reading
4. Course calendar—include due dates, course topics, special guest speakers, special equipment needs, holidays, etc.
5. All evaluated assignments and activities—include clear examples of what work will be graded (papers, portfolios, presentations, exams, participation, etc.) and how grades will be determined. This description of the assignments and activities requirements can include the expected format for work, due dates, criteria for evaluation, exams, etc.
6. Specify in detail the methods of evaluation for all graded assignments and activities, how those methods factor into the final grade, and the scale used to determine final grades. State how late assignments and extra credit opportunities, if any, will be handled.

7. Other Classroom Expectations: This is an anti-racist space. We will actively practice accountability and examine the ways in which white supremacy has shaped our collective lens. As a counselor in training you are expected to approach your classmates and instructor with respect, curiosity, 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 and I'd be glad to mediate as needed. Take Space/Make Space: I hope you will be eager to participate in this course and challenge yourself to take space (to share more than you normally would) or make space (wait for others to speak). Please be respectful about the use of other technology in the classroom. Please use your breaks to check your phone, texts, and social media accounts.

COURSE REQUIREMENTS/GRADING

A. Class participation (5 pts/week X 14 weeks = 70 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. 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.
- An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course) You will challenge yourself to take space or make space as appropriate
- After each class experiential you will complete a short feedback questionnaire found on moodle
- You are asked to initiate at least 1x on the OPEN FORUMS on MOODLE

2. **Small group work on assigned course text and lectures:** You will occasionally utilize small groups throughout the semester to discuss and analyze course readings. **Your participation in these conversations is part of your class participation grade**

B. Assignments + Projects (130 pts)

1. Large Group Co-Facilitation (40 pts): (CACREP 6a, 6c, 6g, 6h)

You will be assigned a topic from the curriculum on which you will co-facilitate a group for the class. This will include collaboration with your assigned co-facilitators and co-facilitation of a group. You will hand-in one outline(per group). Further details of this assignment will be given in class.

2. Small Group (Process) Facilitation (40pts): (CACREP 6b, 6c, 6h)

You will 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 (roles/norms), deeper level processing, and self-awareness/disclosure.

3. Group (Process) Facilitation Reflection Paper (30 pts):

A reflection paper outlining your current understanding of the groups interactions/dynamic and your facilitation style. Detailed expectations for this assignment will be shared later in the course. (CACREP 6a, 6d, 6g)

4. Creativity Integration Final Project (20pts)

Use any medium you wish to express your thoughts and feelings about group process, group dynamics, or anything else that you are taking away from this class. You will present your project to the class. This could be written word, a painting, a collage, a video, a song, a slideshow... etc. I realize we might have limited capacity with an online forum. Again, ANY medium you wish to express your thoughts and feelings about group psychotherapy, group process, stages of group, or anything else that you have learned about groups.

Many people groan at the thought of doing a creative project. Others take great joy in the prospect of doing something creative, new, and different. Wherever you might fall on that continuum, here are a few ground rules for the work ahead:

- There is no wrong way to do this creative project.
- I repeat, there is no wrong way to do this project.
- I ask that you refrain from using excuses, qualifiers, and apologies when presenting (“I really wanted it to come out like..” “If I had just kept up with painting, maybe I could have...” “ Sorry, mine doesn’t look as good as...”)
- Let yourself get into the experience.
- You of course reserve the right to pass, but you will be encouraged to risk being vulnerable and share your creative project with the class.

200 TOTAL POINTS

A: 193-200 A-: 190-192 B:186-189 B-: 180-185 C: 176-179 C-: 170-175

DATE	In Class Activity	Assignments Due	Readings/Media Due
Sept. 9 Week 1	<p>Introductions, Syllabus Review, Class/Zoom expectations, Break out group- Collaborative creation of class culture</p> <p>Topic:: Basic Terminology, Types of Groups, Leadership styles and roles</p>	Class Culture Questions	CH PDF: Task Groups in Our Everyday Lives
Sept. 16 Week 2	<p>Logistics- Introductions to large group projects, check in, reading reflection groups</p> <p>Topic: : Interpersonal Learning, Integrative Group Theory, Therapeutic Factors</p> <p>Break out groups, co-facilitation Large Group prep, debrief and closing,</p>		<p>CH 2 & 5 YALOM</p> <p>Article: Relational Experiences in Large Group</p>
Sept. 23 Week 3	<p>Logistics, Check-in, reading reflection groups Topic:: Formative Stages of Group and Development</p> <p>Break out group- I Am Poem</p>	Creative Practice: I Am poem	<p>CH 11 YALOM</p> <p>Article: RCT model a framework for Group Process</p>
Sept. 30 Week 4	<p>Logistics, check-in, reading reflection groups Topic: Emergence and Therapeutic Factors</p> <p><u>Co-facilitation Large group #1</u></p> <p>post-group process illumination and debrief.</p>	<p>Group 1 outline</p> <p>Moodle reflection questions</p>	<p>CH 1 YALOM</p> <p>CH PDF: Principles of Emergent Strategies</p> <p>Youtube Vid: Emergent Strategies</p>
Oct 7 Week 5	<p>Logistics, check-in, reading reflection groups</p> <p><u>CO-facilitation Large group #2</u></p> <p>post-group process illumination and debrief.</p>	<p>Group 2 outline</p> <p>Moodle reflection questions.</p>	<p>CH. 3 YALOM</p> <p>Article: Unmasking Classism in Group Work</p>
Oct. 14 Week 6	<p>Logistics, check-in , reading reflection groups</p> <p><u>CO-facilitation Large group #3</u></p> <p>post-group process illumination debrief.</p>	<p>Group 3 outline</p> <p>Group scenario consultations</p> <p>Moodle reflection questions.</p>	<p>Podcast: Group Dynamic Dispatch w/Yalom</p> <p>Article: The Group Therapists Shame</p> <p>VIDEO: How Shame Blocks Accountability</p>
Oct. 21 Week 7	<p>Logistics, check-in, practice scenario groups Topic:: HERE AND NOW/Process groups</p> <p><u>CO-facilitation Large group #4</u></p> <p>post-group process illumination debrief</p>	<p>Group 4 outline</p> <p>Moodle reflections questions.</p>	<p>CH. 6 YALOM</p> <p>Article: The Courage of the Group Therapist</p>

<p>Oct. 28 Week 8</p>	<p>Logistics, check-in, reading reflection/practice scenario groups</p> <p><u>Co-facilitation Large group #5</u> post-group process illumination debrief.</p>	<p>Group 5 outline</p> <p>Identity and Perception Triggers</p> <p>Moodle reflection questions.</p>	<p>Article: <i>Undoing Racial Unconsciousness in Groups</i></p> <p>Article: <i>Whiteness Matters: Exploring White Privilege, Color Blindness and Racism in Psychotherapy</i></p>
<p>Nov 4 Week 9</p>	<p>Logistics, check-in</p> <p>Caucus Groups- Racial Identity in Groups Guest facilitator: Nicci Ramsey</p> <p>Solo facilitation small group process #1 Debrief and closing</p>	<p>Distancing behaviors</p> <p>Strategies for addressing microaggressions</p>	<p>Article: <i>Facilitating White Identity Development</i></p> <p>Article: <i>Race Dialogues in Group</i></p> <p>Article: <i>Understanding Oppression</i></p> <p>IG Post: Sonya Renne Taylor (Anti Blackness in non Black POC)</p>
<p>Nov 11 Week 10</p>	<p>Logistics, Check-in, reading reflection/practice groups</p> <p>Solo facilitation small group process #2</p> <p>Debrief and closing</p>	<p>Facilitator paper small group #1</p> <p>Vulnerability sentence stems</p>	<p>CH. 7 YALOM</p> <p>Article: <i>Valuing Vulnerability</i></p>
<p>Nov. 18 Week 11</p>	<p>Logistics, Check-in, Process group video demonstration</p> <p>Solo facilitation small group process #3</p> <p>Large group debrief and closing</p>	<p>Facilitator paper small group #2</p>	<p>Article: <i>Integrating interpersonal neurobiology with group psychotherapy</i></p>
<p>Nov. 25 Week 12</p>	<p>NO CLASS</p>		

<p>Dec. 2 Week 13</p>	<p>Logistics, Check-in, re Solo facilitation group process #4</p> <p>Large group debrief</p>	<p>Facilitator Paper group #3</p> <p>Group scenario consultations</p>	<p>CH. 13</p>
<p>Dec. 9 Week 14</p>	<p>Logistics, Check-in Solo facilitation group process #5</p> <p>Large group debrief</p>	<p>Facilitator Paper small group #4</p>	<p>Article: <i>Understanding Power in the Therapeutic Relationship</i></p>
<p>Dec. 16 Week 15</p>	<p>Logistics, Check-in Creative Integration Projects</p> <p>Closing</p>	<p>Facilitator Paper small group #5</p> <p>Creative Integration Projects</p>	