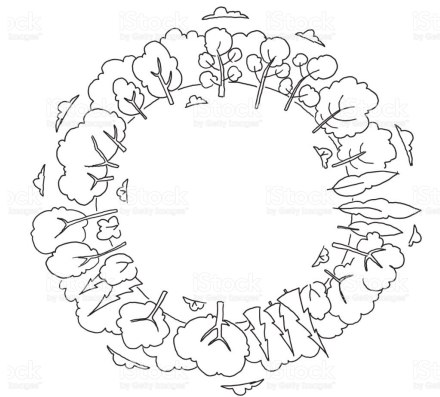


Lewis and Clark College
Graduate School of Education and Counseling
Fall Semester 2021

CTSP 514: Group Counseling with Children and Adolescents



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General Information

Place and Time

Hybrid Class, Wednesdays, Sept 8 - Dec 15, Sections 1, 2 & 4 - 9:00-11:00am, LC (Room 115) & DDS (TBA)

Texts

Readings available online as assigned below in the *Class outline by week*

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 & Structure

Weekly Class Structure

This course will have both asynchronous (i.e. working independently, on-line, using Google Drive) and synchronous (i.e. working together, in-person) components, as described below:

Asynchronous/online class components

Each of the following asynchronous components will be completed before class each week (see chart on page 4):

- 1) Viewing a pre-recorded lecture available in a shared Google folder
- 2) Viewing an additional video related to group counseling and available on YouTube
- 3) Submitting an entry in a Reflection Journal as a Google Doc on designated dates

Synchronous/in person class components

Each of the following synchronous components will be completed during class each week, either on the LC campus or in the David Douglas School District. Please note that given the asynchronous components of class described above, our in-person class time will be two, not three hours in length, roughly divided into the following parts:

5 Minutes	Check in & Mindful Opening
50 Minutes	Reading Reflection & Modeling Activities
50 Minutes	Practicum Activity, Supervision and Break
5 Minutes	Check out & Mindful Closing

514 Reflection Journal

Students are required to complete 12 journal entries this term reflecting on their developing leadership skills and in which they successfully address the following criteria:

- **Sharing:** Student shares with supervisor (via *Google Docs*) one document named “514 Journal F 21, last name” in which all journal entries will be included. Student shares the entries with supervisors by noon on the Monday it is due. Supervisor will send back comments before the next group. Student adds additional comments to the shared document reflecting on supervisor feedback, asking for additional supervision if needed. Supervisor will grade each paper (i.e. 4=Exceeds; 3=Meets; 2=Approaches; 1=Does not meet) based on the following criteria:
- **Pragmatics:** Student includes # of journal entry and date for each entry, adding each entry above all previous entries, and leaving the previous week’s supervisor comments. Student uses clear and effective spelling, punctuation, and grammar in communicating ideas succinctly in 400 words per entry. Student uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided.
- **Journal Entry #1:** Please write briefly on the following questions: 1) your history/experience/familiarity with group counseling or leading groups; 2) skills you imagine are most important in group counseling leadership; 3) strengths and challenges you bring to group leadership; 4) why group counseling is important. Please submit your pre-assessment on the shared Google doc described below by Monday, 9/13th at noon.
- **Journal Entries #2-4:** Please include 2-3 **direct quotes** (from recorded lecture/slides) as well as **your reflection** on those direct quotes (e.g. comparing previous understanding, describing new learning/changed thinking, stating questions/critiques/comments, etc.). brief descriptions of how these quotes and reflections may **apply to your practice** working with children/adolescents in groups
- **Journal Entries #5-11:** Please include two sections for each entry: 1) **Looking Back:** includes a brief narrative description of a positive or challenging moment in the past group session and includes relevant information about group setting, members, session, and the piece of the curriculum being addressed. Student reflects on the dialectical leadership skills or knowledge of group process to reflect on the moment described. Student summarizes what was

learned as a person and professional, sets goals for practice addressing “growing edges” as a group leader, and asks any relevant questions regarding supervision. 2) **Looking Forward:** Student outlines in detail the plan for the next group session, including activities for opening, body, energizers, and closing. Student provides a rationale for each section based on identified group needs. Student includes information on which co-leader will take the lead on each item, as well as what potential challenges may arise and ideas for proactively addressing those challenges.

• **Journal Entry #12:** Please include two sections - **Special Topic Curriculum** and **Final Reflection**. The special topic curriculum section contains a description of a curriculum addressing a particular area interest that you have researched (e.g. divorce, anxiety, identity group, etc.), why you chose the topic and some strengths/limitations of the curriculum you chose. The final reflection section addresses how you think about 1) group leadership, 2) yourself as a leader, and 3) group work with children and adolescents differently now at the end of the term than you did when the term started. Students will be asked to share parts of this culminating assignment during the last session of class.

514 Mid-Term and End-of-Term 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. Students are expected to implement supervision and feedback from the Mid-Term evaluation in the remainder of the term.

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 in your Reflective Journal. In addition to the regular sections of the journal, add approx. 1000 words in a section entitled **Make Up Assignment** in which you: 1) describe what was learned from interviewing at least two individuals who attended the missed class time; 2) discuss salient quotes from the readings of the class 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.

Graduate School Grade Policy

"The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

CTSP 514: Lectures, Videos, Readings, Assignments & Practicum Activities by Week

Date	Lectures/Videos	Readings	Practicum/Assignments
1 Sept 8	L1 - Orientation to Groups V1 - Saltzman	R1 Syllabus R1 ASGW - Social Justice Competency	Practicum: 60 Second Autobiography, This or That
2 Sept 15	L2 – Belong & Be You V2 - Mindful Schools	R2 Mortola/Gans – Belong & Be You	Practicum: Animal Cards 514 Journal entry #1
3 Sept 22	L3 - Dialectical Skills V3 - Mortola - BAM! Cards	R3 Mortola/Gans - Fierce in a Good Way R3 AGPA Guidelines for Groups	Practicum: Strategic Stories 1 514 Journal entry #2
4 Sept 29	L4 – Narrative/Bibliotherapy V4 - Gerhart - Mindfulness	R4 Best Practices Group Counseling R4 Oaklander - Therapeutic Process	Practicum: Strategic stories 2 514 Journal entry #3
5 Oct 6	L5 – Group Sessions V5 - Bauman/Steen - Adols.	R5 Best Practices Bullying Prevention	RRMS Practicum Group #1 514 Journal entry #4
6 Oct 13	L6 – Group Sessions V6 - Gerhart - Mindfulness	R6 Anderson – Multicult. Group Work	RRMS Practicum Group #2 514 Journal entry #5
7 Oct 20	L7 – Group Sessions V7 - Yoga Calm	R7 Fazio/Griffith - CBPT Groups	RRMS Practicum Group #3 514 Journal entry #6
8 Oct 27	L8 – Group Sessions V8 - Hartz	R8 Shechtman – Group Coun. in Schools	RRMS Practicum Group #4 514 Journal entry #7
9 Nov 3	L9 – Group Sessions V9 - Mortola - Tulip	R9 Griffith – LGBTQ Group Coun.	RRMS Practicum Group #5 514 Journal entry #8
10 Nov 10	L10 – Group Sessions V10 - Bauman/Steen	R10 Bauman: Multicult. Group Coun.	RRMS Practicum Group #6 514 Journal entry #9
11 Nov 17	L11 – Group Sessions V11 - Chevere - Self Image	R11 Oaklander - Working with Groups	RRMS Practicum Group #7 514 Journal entry #10
Nov 24	No class	Thanksgiving Break	No class
12 Dec 1	L12 – Group Sessions V12 - Kreative Leadership	R12 Best Practices - Positive Psychology	RRMS Practicum Group #8 514 Journal entry #11
13 Dec 8	V13 - Fox - Little Flower	R13 Best Practices - Soc Skills Training	514 Journal entry #12
14 Dec 15	Student Presentations	R14 Kuypers - Zones of Regulation	Student Presentations

YouTube Video Links

- V1 - Saltzman - Just Breathe, Mindfulness (<https://www.youtube.com/watch?v=RVA2N6tX2cg>)
V2 - Mindful Schools - A Quiet Revolution (<https://www.youtube.com/watch?v=cJzodeEaOBA>)
V3 - Mortola - BAM! Cards (<https://youtu.be/yVSkRCuoCcI>)
V4 - Grant - Social Skills Ball (<https://www.youtube.com/watch?v=DEas7qkuji8>)
V5 - Bauman/Steen - Group Counseling Adolescents (<https://www.youtube.com/watch?v=p3P7a4xfyYU>)
V6 - Gerhart - Mindfulness and the Brain (https://www.youtube.com/watch?v=a_hPelcPRTg)
V7 - Yoga Calm - Focusing Fun (<https://www.youtube.com/watch?v=cxcLQSH-BS4>)
V8 - Hartz - Group Counseling with Girls (<https://www.youtube.com/watch?v=LwL5ZH5BK5I>)
V9 - Mortola - Tulip (<https://www.youtube.com/watch?v=xGO49vll41k>)
V10 - Bauman/Steen - Multi Cultural Approach (<https://www.youtube.com/watch?v=bSOGSDGmNt4>)
V11 - Chevere - Adolescent Self Image Group (<https://www.youtube.com/watch?v=96daW-XQpmE>)
V12 - Kreative Leadership - Self Regulation Games (https://www.youtube.com/watch?v=H_O1brYwdSY)
V13 - Fox - Little Flower Yoga (<https://www.youtube.com/watch?v=iBHYo3q2vEs>)

CTSP 514: Group Leadership Dialectical Skills

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

CTSP 514 Mid-Term and Final Evaluation Rubric

Student:

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 term. Supervisor will identify both strengths and challenges as well as 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.

Professional Standards					
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 from 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
Professional Skills					
5	The student consistently shows strong/effective skills in verbal/nonverbal/written communication.	1	2	3	4
6	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
7	The student consistently helps group members gain both a stronger sense of self and group membership: Integration & Differentiation	1	2	3	4
8	The student demonstrates an ability to structurally facilitate and verbally process the counseling activities as modeled during class as well as be appropriately creative and flexible in practice. Immediacy & Structure	1	2	3	4
9	The student demonstrates an ability to helpfully balance both leadership and co-leadership skills (e.g. stating needs, resolving challenges, offering and receiving constructive feedback) in practice.	1	2	3	4
10	The student demonstrates an ability to helpfully balance both personal & professional boundaries in practice (e.g. strategic stories, differentiating personal issues, assuming a professional role)	1	2	3	4
Course Assignments					
11	The student demonstrates dependable, thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively.	1	2	3	4
12	The student demonstrates the ability to receive supervision during the Mid Term Evaluation and apply feedback into practice	1	2	3	4
13	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #1	1	2	3	4
14	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #2	1	2	3	4
15	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #3	1	2	3	4
16	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #4	1	2	3	4
17	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #5	1	2	3	4
18	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #6	1	2	3	4
19	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #7	1	2	3	4
20	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #8	1	2	3	4
21	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #9	1	2	3	4
22	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #10	1	2	3	4
23	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #11	1	2	3	4
24	The student demonstrates an ability to meet the criteria of 514 Reflective Journal entry #12	1	2	3	4
		2	4	7	9
	Total Points	4	8	2	6

Course Grading: A (78 and above); A- (72 and above); B (69 and above); B- (66 and above).

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514 Reflective Journal: Practicum Notes Example

"The following is a transcript from the recording of our group session during week six. At this point in the session, we had been creating a list of the things that students get teased for and then we were discussing each of those items on the list. In this case, we were specifically talking about how students can get teased for what they wear, or more generally, their appearance:

Leader: "Who has ever been teased for their clothes or appearance?"

Miguelito: "It happens a lot, like if you wear sketchers."

Cherise: "I love sketchers, I think they are comfortable."

Leader: "Who decides what is cool or uncool?"

Cherise: "I'll tell you. See Jake's? (Cherise pointing to Jake's shoes.) How they are like stylish. Sketchers like light up and people say that they are like childish. Has to be *Jordans* or *Nikes* or *Adidas* or *Tims* or *Concordes*."

Leader: "I bet if all of the other kids wore sketchers then they would be cool. What would happen if everyone started wearing sketchers?"

Cherise: "Then everyone would think they were cool. Now that we are talking about this I need to say something. I used to be a bully. There were kids I didn't like and I would say they were ugly or they couldn't afford this or that. I would feel bad when I got home. When I got to 6th grade I would see people get in fights or bully and I stopped bullying because I didn't want to do that anymore."

Leader: "Thank you for sharing that Cherish. I can look back at times where there were things that I did that was also bullying behavior, but it might not have felt that way because there were others doing it too. It's something when you look back you feel bad about..."

This felt like a big moment for our group. Cherish had become comfortable enough in the group that she felt she could divulge information about her own past and bullying behavior. This reminded me of the dialectical skills integration and differentiation. This concept identifies that it is possible to grow closer to a group and feel a stronger sense of belonging by venturing out and differentiating yourself from that same group. These may seem like two opposing ideas, but there is an understanding in this case that a balance between these skills is necessary. If a person does not feel established in the group, they may not feel ready to share how they are different from others. If they differentiate themselves too much, they may end up too far from the group, and will lose that protection.

Earlier in the group Lily shared her story about standing by while a fellow student was bullied. She spoke about her fears of getting in trouble, she talked about feeling bad for the bullied child, and she conveyed feelings that she wished she had acted differently in the situation. Lily was able to model vulnerability to the group, and through that vulnerability, differentiate herself. The stories that our group members shared after hearing Lily's story showed that they connected with what she had to say. They shared feeling of sympathy for the situation Lily found herself in, feelings of sympathy for the bullied girl, and a recognition that kids in their classes experience the same type of bullying behavior. It was powerful to see the students make connections between Lily's story and their own experiences. They then opened up about their own experiences and shared personal stories regarding situations in which they were bullied. These stories all differentiated our group members from each other, they were embarrassing stories, but as they shared them, they became emboldened by others' sharing. They put themselves at risk for speaking out about their own perceived embarrassing experiences (differentiation), and then were embraced by the group for sharing such experiences (integration)."