

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

CPSY 515 Group Counseling With Adults Syllabus and Schedule

Fall 2023

Graduate School of Education and Counseling
Lewis and Clark College

"In everyday life they neither learn about others' analogous feelings and experiences nor avail themselves of the opportunity to confide in, and ultimately to be validated and accepted by others" by Irvin D. Yalom

Time: **Wednesdays, 09/6-12/13**

Location: On Campus, York 117

Instructor: Antonia Mueller, LPC Pronouns: she, her

Email: amueller@lclark.edu

Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor and have past experience as a mental health clinician and program manager of mental health and chemical dependency outpatient programs. I received my Master's Degree in Rehabilitation Counseling at the University of Wisconsin Madison. My group work includes gender specific groups including women in recovery housing, men following domestic violence experiences, and outpatient groups working with seriously chronically mentally ill adults and survivors of traumatic experiences. I have led psycho-education, process groups, and evidenced based groups such as seeking safety, dialectical behavioral therapy, and illness management and recovery. Currently, I work in private practice with a focus on trauma intervention, supervision of licensure, and group consultation in local agencies with a focus on vicarious trauma. I have worked in the field for over twenty years serving groups, individuals, couples, and families.

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 (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. (2020). *The Theory and Practice of Group Psychotherapy (6th Edition)*

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 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.

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 content of your participation but on the intention you put forth to understand the group process. 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.

7. 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 and I'd be glad to mediate as needed.

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 (to share more than your normally would) or step down (if it is necessary to make space for others).

Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone, texts and Facebook!

COURSE REQUIREMENTS

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 step-up or step down as appropriate

B. Assignments + Projects

1. Group Co-Facilitation (70 pts):

Prep Handout(30pts)

Facilitation (40 pts)

(CACREP 6a, 6c, 6g, 6h)

- Assigned topic from the curriculum in which students will co-facilitate a psycho-education, expressive-supportive group for the class
- Display the ability to work collaboratively with co-facilitators, tending to the importance of transparency, role development, and ability to run group structured exercises.
- Co-facilitation preparation: summary or outline of intentions and interventions that displays understanding of process, self-revealings, shaping group norms, and focus on primary tasks.

2. Group Video Review - (20pts)

Handout

- Completion of hand-out that displays current understanding, participation, and direct observation within group interactions/dynamic.
- Display the ability to work collaboratively with peers in discussion and completion of hand-out
- **(CACREP 6a, 6d, 6g)**

4. Process Group (40pts)

Facilitation (25pts)

reflection paper (15pts):

(CACREP 6a, 6c, 6g, 6h)

- Facilitation and understanding of process oriented in a group dynamic including, here and now activation and reflective feedback loop.
- A reflection paper (2-3 pages):
 - summarizing your role as a facilitator, as it impacted the group dynamic
 - Recognition of group process incl. key roles, norms, interpersonal process, etc.
 - Summarize or transcribe a here-&-now moment and/or attempts towards activation
 - Clinical intentions of creating spaces that support the transition of members' in and out' of the group

200 TOTAL POINTS

A: 200-175 B: 174-164