

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**

**CTSP 515-04: Group Counseling with Adults Syllabus Cover Sheet**

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**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 Moodle and/or the instructor provides ratings for the assignment. See syllabus for details.

Clinical Skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate or fail	As evidenced by:	Evaluations and remediation
Goal: 3/5							
Students develop an understanding of group developments 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 CTSP 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	x
Individual/Triadic Supervision	
Group Supervision	x
Case Study	x
Debate	
Class Visitor/Guest Lecturer	x
Off-Campus/Field Visit	
Other	

## CTSP 515-04: Group Counseling with Adults (Fall 2022)

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**Professional Counselor Associate**  
**Adjunct Professor of Counseling Psychology**  
**Pronouns:** She/Her/Hers  
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**Office Hours:** By Appointment Only (Virtual)

### Course Information

**Dates:** Wednesdays (9/7/2022 — 12/14/2022)  
**Time:** 1:00 PM — 4:15 PM  
**Location:** York Graduate Center (Room 115)  
**Credits:** 3  
**Credit Hour Breakdown:** 45 Contact Hours

### Prerequisites for Students:

- **Professional Mental Health Counseling (including Specialization in Addictions):** MHCA-502/503, MHC-513, CPSY-506, and CPSY-550
- **Marriage, Couple, and Family Therapy:** MCFT-516
- **School Psychology:** SPSY-502

### Course Reading (Required):

1. **The Theory and Practice of Group Psychotherapy (6th Edition).** (2020). Yalom, Irvin & Leszcz, Modyn. Basic Books. ISBN: 978-1541617575.

### Course Catalog Description

“Content: Introduction to the major schools of thought regarding 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.”

### Extended Course Description

Our learning will be lecture-oriented (lessons, videos, presentations), experiential (demonstrations, role playing, group presentations, panels, discussion), and self-guided (outside group membership, readings, podcasts, videos, articles).

Together, we will focus on the experiential, interpersonal and dialogic aspects of group learning. You will practice specific skills, gently challenge yourself to step out of your comfort zone, and cultivate comfort with uncertainty and flexibility to prepare you for group creation, group leading and group facilitation.

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 (2001) as outlined below in the course objectives.

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.

## Course Objectives

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; **(CC:6a)**
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; **(CC: 6b)**
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; **(CC: 6c) (CC 1.1.2)**
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; **(CC: 6d)**
5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; **(CC: 6e, C2)**
6. Professional preparation standards for group leaders; and **(CC: 6f)**
7. Ethical and legal considerations. **(CC: 6g)**

### Other Course Objectives:

8. Apply an understanding of diversity & social justice to group work.
9. Provide at least 10 hours of participation in group work throughout the course.

## Course Guidelines

### Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

### 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.”

**Participation:** Your attendance and participation are essential for the structure and integrity of this course. I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

**Late Assignment Policy:** Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

## **Confidentiality and Ethical Guidelines**

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

## **Students 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. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Office of Student Accessibility  
Albany Quadrangle (Room 206)  
615 S Palatine Hill Rd, MSC 112  
Portland, OR 97219

Email: [access@lclark.edu](mailto:access@lclark.edu)  
Ph: (503) 768-7192 (Voice)  
Fax: (503) 768-7197

**Please see the Student Support Services website for more information:**

[lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy](http://lclark.edu/offices/student_support_services/rights/disability_policy)

## **Lewis & Clark Graduate School Essential 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 (myself) for clarification.

## **Special Considerations with Course Format**

The course will serve as an opportunity to observe, examine and demonstrate the group process through didactic and experiential learning. 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. Grades will be based on your effort and ability to explore/apply the group concepts and experiences in this course towards the needs of adults in a group counseling setting.

**Students are not required to share personal information as a requirement for evaluative or grading purposes.**

Course evaluation is not based on self-disclosure. Course evaluation is based on participation in the process of learning about group dynamics. You may choose to self-disclose with other students in the class during activities with intention.

**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. Your participation is vital to your learning.

### **Additional Support**

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

- a. Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email or by phone. You can expect respectful, direct and open communication from me as your instructor.
- b. Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns.
- c. You may also work on these concerns in the context of private counseling.

### **Potential Risks of Engaging in This Course**

- a. Confidentiality cannot be guaranteed by the instructor (myself).
- b. While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- c. 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 group process. If you have concerns about this at any point throughout the course, please discuss them with the instructor.
- d. 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.

### **Other Classroom Expectations**

As a counselor-in-training, you are expected to approach your classmates and instructor with respect and empathy. Experiencing an initial reaction to peer feedback/course material is understandable and expected; and I ask you to take responsibility and accountability for your responses toward others. Honesty and direct communication are honored and welcome in this course. 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. You are welcome to use technology as needed to support your learning and support your wellbeing while in class. Please be respectful and mindful about your usage of technology in the classroom.

### **Lewis & Clark COVID-19 Response**

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](#) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

**Lewis & Clark guidelines up-to-date details about our COVID-19 response:** [lclark.edu/news/covid-19-response](http://lclark.edu/news/covid-19-response)

### **Course COVID-19 Policy**

To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins.

## Course Assignments (100 Points)

### Attendance & Participation (30 Points)

Your attendance and participation is essential for the structure and integrity of this course. If circumstances arise that stop you from attending class, please let me know by phone or email as soon as possible. In order to make up the class, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

### Reflection Journaling (12 Points)

You will complete a journal entry every week after class to reflect on your experience in class and personal/ professional response to the material that week.

**Length of Journal Entries:** ½ — 1 page

**Due Date:** The following Sunday evening (11:59 PM)

### Chapter Presentations (8 Points)

You will be assigned a group and a chapter from *Group Psychotherapy*. You and your group members will then work together to create a presentation on your assigned chapter to present in (45 — 60 minutes) to your classmates. The presentation should include the following: Key take-away's, ongoing considerations, and your own personal thoughts on the material. This presentation and class discussion can be done via PowerPoint, roundtable discussion, or another creative format. You will still be responsible for reading the chapters assigned to other groups and participating in their discussions.

**Due Date:** To Be Determined with Instructor.

### Community Group Therapist Interview (6 Points)

You will contact a group therapist in the area and conduct a 30-minute interview about the types of groups they facilitate, potential challenges and benefits of their group work. If they utilize a specific group curriculum, you will gather information about the curriculum. You will then write a paper summarizing the information you learned from the interview, and how the interview impacted your perspective on group counseling.

**Length of Paper:** 1 — 2 pages

**Due Date:** Tuesday, October 26th (11:59 PM)

### Individual Facilitation of a Group (12 Points)

You will lead a small group on your own in an experiential/psychoeducational activity and discussion. You will then write a reflection paper on what you've learned about yourself as an individual group leader.

**Length of paper:** 2 — 3 pages

**Due Date:** 2 weeks after your facilitation.

### Co-Facilitation of a Group (12 Points)

You will co-facilitate a group (45 — 60 minutes) during class with a chosen classmate. You and your co-facilitator will be responsible for working together prior to your group to prepare for facilitation. You will then engage in a post-group discussion where you will receive feedback from the class and then write a reflection paper.

**Length of Paper:** 2 — 3 pages

**Due Date:** 2 weeks after your facilitation.

### Final Group Curriculum Project (20 Points)

You will design your own group curriculum. Your curriculum will include the following: Facilitator introduction, explanation of group, goals of group, rules/guidelines and group expectations, and week-by-week agenda. You can choose to complete this project on your own, or with one other classmate.

**Length of Paper:** 6 — 7 pages

**Due Date:** Tuesday, December 13th (11:59 PM)

### Point Breakdown

Class Attendance + Participation	<b>30</b>
Reflection Journaling	<b>12</b>
Chapter Presentation(s)	<b>8</b>
Interview Paper	<b>6</b>
Co-Facilitation Project + Paper	<b>12</b>
Individual Facilitation Project + Paper	<b>12</b>
Final Group Curriculum Project	<b>20</b>
<b>Total</b>	<b>100</b>

### Grade Distribution

94 — 100	<b>A</b>
90 — 93	<b>A-</b>
85 — 89	<b>B+</b>
80 — 84	<b>B</b>
75 — 79	<b>B-</b>
70 — 74	<b>C+</b>
< 70	<b>C</b>

**Assignment Format:** All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font.

**Assignment Submission:** All presentations and written assignments must be submitted through **Moodle**.

**Late Assignment Policy:** Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

### Grading Rubric

<b>Attendance &amp; Participation</b>	<b>Possible Points</b>
Demonstrates prompt and dependable presence in the class.	6
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	6
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	6
Contributes to the development of other class members and the group as a whole.	6
Helps to create an atmosphere of safety and mutual respect among all class members.	6
<b>Total</b>	<b>30</b>
<b>Reflection Journaling</b>	<b>Possible Points</b>
Completes 12 reflective journal entries (1 per class session for the first 12 weeks of class) as outlined in the course assignment section of the syllabus.	6
Demonstrates sincere reflection of personal and professional experience within journal entries.	6
<b>Total</b>	<b>12</b>



<b>Class Presentation</b>	<b>Possible Points</b>
Collaborates sincerely and equitably with other group members in the creation and completion of the group presentation.	3
Completes the group presentation as outlined in the course assignment section of the syllabus.	3
Engages and participates sincerely in other presentations through reading and discussion.	2
<b>Total</b>	<b>8</b>
<b>Community Group Therapist Interview</b>	<b>Possible Points</b>
Completes the interview and paper as outlined in the course assignment section of the syllabus.	2
Demonstrates new insight and knowledge from the interview by including the following in the paper: (1) types of groups the community group therapist facilitates; (2) potential challenges and benefits of the community group therapist's group work; and (3) any specific group curriculum the community group therapist utilizes in their group work.	2
Demonstrates sincere reflection of personal and professional experience from the 30-minute interview through including reflection in the paper.	2
<b>Total</b>	<b>6</b>
<b>Individual Facilitation of a Group</b>	<b>Possible Points</b>
Demonstrates sincere reflection of personal and professional experience from individually facilitating a group through including reflection in the paper.	4
Demonstrates skills and knowledge as an individual group leader while leading an experiential activity with a group.	4
Completes the reflection paper as outlined in the course assignment section of the syllabus.	4
<b>Total</b>	<b>12</b>
<b>Co-Facilitation of a Group</b>	<b>Possible Points</b>
Collaborates sincerely and equitably with other group member(s) in co-facilitating a group.	3
Demonstrates sincere reflection of personal and professional experience from co-facilitating a group through including reflection in the paper.	3
Demonstrates skills and knowledge as an individual group leader while leading an experiential activity with a group.	3
Completes the reflection paper as outlined in the course assignment section of the syllabus.	3
<b>Total</b>	<b>12</b>

Final Group Curriculum Project	Possible Points
Collaborates sincerely and equitably if working with other group member(s).	4
Completes a curriculum that includes the following: Facilitator introduction, explanation of group, goals of group, rules/guidelines and group expectations, and week-by-week agenda.	8
Completes the curriculum as outlined in the course assignment section of the syllabus.	4
Demonstrates openness to feedback regarding experience in curriculum creation and design.	4
<b>Total</b>	<b>20</b>

**Note:** Course Schedule on next page.

### Course Schedule

Week	Topic	Experiential Learning	Readings Due	Assignments Due
Sept. 7th	What is Group? Creating Initial Structure Types of Groups	What's it like to join a group?	Syllabus	
Sept. 14th	Therapeutic factors and interpersonal learning	Identify the basic components of successful group	Yalom (ch. 1 & 2)	Reflection Journal Entry
Sept. 21st	Group Cohesiveness & Integrating Therapeutic Factors	Mock Group; Support for Graduate Students	Yalom (ch. 3 & 4)	Reflection Journal Entry
Sept. 28th	The Therapist: Basic Tasks & Stages of Group	Chapter Presentations	Yalom (ch. 5)	Reflection Journal Entry
Oct. 5th	Here and Now	Individual Facilitation; Chapter Presentations	Yalom (ch. 6)	Reflection Journal Entry
Oct. 12th	Transference and Transparency	Individual Facilitation; Chapter Presentations	Yalom (ch. 7)	Reflection Journal Entry
Oct. 19th	Preparation and Multicultural Perspective	Individual Facilitation; Chapter Presentations	Yalom (ch. 10)	Reflection Journal Entry
Oct. 26th	The Advanced Group and feedback; Johari's window	Individual Facilitation; Chapter Presentations	Yalom (ch. 11 & 12)	Reflection Journal Entry; Community Group Therapist Interview Paper
Nov. 2nd	Handling challenges in group	Individual Facilitation; Chapter Presentations	Yalom (ch. 13 & 14)	Reflection Journal Entry
Nov. 9th	Tasks and Exercises for the Therapist	Individual Facilitation	Yalom (ch. 15)	Reflection Journal Entry
Nov. 16th	Specialized Groups Ethical Considerations	Group Therapist Panel		Reflection Journal Entry
<b>BREAK (NO CLASS ON NOVEMBER 23)</b>				
Nov. 30th	Practical Applications	Co-Facilitation		Reflection Journal Entry
Dec. 7th	Challenging Members	Co-Facilitation		Reflection Journal Entry
Dec. 14th	Termination, course review, evaluations	How to Terminate		Final Group Curriculum Project