

PSY570 GROUP THEORIES AND COUNSELING

Reformed Theological Seminary

Summer 2018 - 3 Credit Hours

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Class meeting time

Wednesdays: 8:00 – 12:00pm

Office Hours

By appointment

Course Description

This course will provide an understanding of group development, group dynamics, and group counseling theories.

Group counseling involves being able to assemble individuals into a working group with common goals and then facilitate, guide, educate, and challenge members (and assisting other members to learn to do the same kinds of things) to achieve both individual and group goals.

The course consists of two major components: (1) didactic instruction on theory and practice. (2) Group experience of participating in and leading a group

Course Objectives

Students will demonstrate comprehension of the follow (applicable CACREP standard in parenthesis):

- CO1. **Foundations of Group** - Theoretical foundations of group counseling and group work (2.F.6.a)
- CO2. **Process Dynamics** - Dynamics associated with group process and development (2.F.6.b)
- CO3. **Therapeutic factors** and how they contribute to group effectiveness (2.F.6.c)
- CO4. **Effect of Leaders** - Characteristics and functions of effective group leaders (2.F.6.d)
- CO5. **Group Formation** - Approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e)
- CO6. **Group Considerations** - Types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f)
- CO7. **Group Ethics** - Ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g)
- CO8. **Group Experience** - 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 (2.F.6.h)

Required Texts:

- M1. Corey, G. (2016). Theory and practice of group counseling (8th or 9th ed.). Pacific Grove, CA: Brooks/Cole
- M2. Yalom, I. (2005). The Theory and Practice of Group Psychotherapy (5th ed.). New York: Basic Books.
- M3. Vanier, J. (1989). Community and Growth (2nd ed.). New York: Paulist Press
- M4. American Counseling Association. (2014) *Code of Ethics*. Alexandria, VA: Author
(<https://www.counseling.org/resources/aca-code-of-ethics.pdf>)
- M5. American Mental Health Counseling Association. *Code of Ethics*
(<https://amhca.site-ym.com/page/codeofethics>)

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Optional Texts:

- M6. Jacobs, E., Masson, R., Harvill R., (2006), Group counseling strategies and skills (5th ed.). Belmont, CA: Thomson Brooks/Cole.
- M7. Corey, G., Corey M.S., Callanan, P., Russell, J.M., (2004), Group Techniques (3rd ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning.
- M8. Cloud, H., Townsend, J., (2003), Making small groups work (1st ed.). Grand Rapids, MI: Zondervan.
- M7. Ormont, Louis R. (1992) The Group Therapy Experience, St. Martin's Press, NY

Learning Objectives:

- A1. ***Class Attendance and Active Participation (Together with A2: 25%):***

Adequate preparation and active participation in class discussions and activities are central to the purpose of this class and are therefore expected. Group teaching, learning, and mentoring are major elements of the course. Students are expected to be on time for class and present for the entire duration of the class.

(A) Leading at least one in-class group session. (B) Preparation for and active participation in class discussions and activities are central to the purpose of this class and are therefore expected. (C) Absences, excessive tardiness, or leaving early will likely result in a lower final grade. Anticipated absences should be discussed with the instructor prior to that class period. Students are responsible for any material missed that week.

Assignment: Students will lead at least one in-class small group wherein students can select topics and lead a role play session. These group activities will be role play only with instructor approval. Students may also be asked to participate in some experiential group exercises and other role plays throughout the duration of the course. It is important to remember that ***students will never be forced to talk in group or share more about themselves than they feel comfortable with or feel ready for.*** Preparation involves: **1. Checking with me about your idea for the group exercise at least one week ahead of time; 2. Being prepared to lead your group in class, including the recruitment of students you want to be in your group. Organization and preparedness are a substantial part of your grade on this assignment.**

- A2. ***Role Play: (Together with A1: 25%)***

Each existing process group will have the opportunity to choose a fun educational role-play exercise from the options below. You will be given some in-class preparation time for this assignment. Using your imagination and any resources from the assigned readings and/or resource list (below), your goal is to anticipate what your chosen type of group might be like, what roadblocks you are likely to encounter, what interventions/approaches could work, and what types of group resistance you might experience. Here are a few different group type options:

- i. Cognitive Behavioral Therapy (CBT) group
- ii. Teen group
- iii. Senior Adults group

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- iv. Divorce Recovery group
- v. Addiction group
- vi. Personality disorder/ Dialectical Behavioral Therapy (DBT) group
- vii. Mindfulness group
- viii. Another proposed option... (must be approved by the instructor)

Each role-play should take about 15-20 minutes followed by 15-20 minutes of class debrief/discussion. We will plan to have one role-play per class day over the last three days of the class.

A3. **Completion of assigned readings, take home final: (20%)**

Each student will be assigned to a group assigned with the task of engaging in group discussion to complete a take home final. Students may not answer questions on their own and exchange answers, this must be a group effort. Students will be given a week to schedule time to meet and complete this assignment.

A4. **Outside Group Experience and Reflection: (15%)**

Each student is required to attend at least one session (two or more will give you a more enriched experience) of a therapeutic/support group outside of RTS (e.g. AA, divorce recovery, self-esteem group, etc.). You will be required to write a brief (2-3 pages, double-spaced) reflection paper about your experience in the group. Make sure to draw connections between the experience and the material you will have learned in class (e.g., the leader's use of group therapy skills, participant/group member types, etc.). Once again, it will be important to protect the confidentiality of the group by altering the members' identifying information in your reflection. This paper will be due August 17, 2015

A5. **Group Summaries and Journal of Classroom Learning and Experiences: (20%)**

a. Students will be expected to keep a weekly written journal wherein they reflect upon their observations, experiences, and learning **from each class session (i.e., what impacted me the most and in what way?)**. This journal will be submitted by email (via attachment) at the middle and end of the semester. It is expected that students will write at least one page per week (double spaced) in their journal; however they are not limited to this. **No credit will be given if journals are turned in late.** Students are reminded to date each class period and put their name on the front page of their journal. Students should be specific with regard to the class activities, experiences or material discussed to which they are referring, as well as their reactions to people and events in the class, etc.

b. Detailed summaries of each **t-group session (the one outside of class)**. (Look to Chapter 14, in Yalom, *The Therapist: Specialized Formats and Procedural Aids*). Also, include an observation of your group leader's use of the *Group Leadership Skills* listed in Chapter 2 in Corey, and take note of the group leader's leadership style. This exercise is intended to assist new therapist in defining group process and content as well as looking to the leader as a model for group therapeutic skills. Ten of these summaries will be required. The summaries are to be written 24 hours after the group sessions and handed in at, or emailed prior to, the next class meeting. (if late please give the number of days late). The expected length is at least two pages long. **These**

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summaries are to be treated as confidential and should not to be shared with anyone outside of the group. Emailed files must be password protected.

A6. Group Presentation (20%)

In a small group setting, students will be required to present material from the Vanier text and specific topics related to the relevant lecture.

Evaluation of Student Learning:

E1. Take home final (20%).

E2. T-group summaries and journal (20%).

E3. Group Presentation (20%).

E4. Outside Group Experience and Reflection Paper (15%)

E5. In class group leadership/attendance/participation, including leading or co-leading at least one in class group session (25%).

Student Learning Outcome Table:

The table below shows how the objectives of this course will be met, both by work assigned and evaluation method used. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

Course Objective	Assignment/Reading(s)	Lecture(s)	Evaluation Method(s)	CACREP Standard(s)
CO1. Foundations of Group	M1 (1), M2 (1-2)	L1-2	A3	2.F.6.a
CO2. Process Dynamics	M2 (6)	L4	A3, A5	2.F.6.b
CO3. Therapeutic Factors	M2 (4-6)	L3	A3	2.F.6.c
CO4. Effect of Leaders	M1 (2), M2 (5-8)	L1,3-5	A1, A2, A3, A4, A5	2.F.6.d
CO5. Group Formation	M1 (4), M2 (8)	L6-7	A1, A2, A3, A4, A5	2.F.6.e
CO6. Group Considerations	M1 (1-5), M2 (13)	L8-10	A3	2.F.6.f
CO7. Group Ethics	M1 (3), M3	L2	A3, A4, A5, A6	2.F.6.g
CO8. Group Experience			A5	2.F.6.h

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Course Process and Schedule

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	6/6	Introduction and overview of the course, Introduction to Group Work, Group Counselor	Corey Ch. 1-2 Yalom Ch. 1		
L2	6/13	Ethical Practice, Interpersonal Learning	Corey Ch. 3 Yalom Ch. 2-3, Vanier Ch. 1, ACA Code Sec: AMHCA Code Sec:	T-Group Summary 1	2.F.6.g
L3	6/20	Early Stages of Group, Therapeutic Factors/ Therapeutic Tasks	Corey Ch. 4, Yalom Ch. 4-5, Vanier Ch. 2	T-Group Summary 2	
L4	6/27	Later Stages of Group, Working in the Here and Now	Corey Ch. 5, Yalom Ch. 6, Vanier Ch. 3	T-Group Summary 3	
L5	7/5	Psychoanalytic Approach, Transference & Transparency, Client Selection	Corey Ch. 6, Yalom Ch. 7-8, Vanier Ch. 4	1 st Group Journal, T-Group Summary 4	
L6	7/11	Adlerian Groups, Group Creation & Composition	Corey Ch. 7, Yalom Ch. 9-10, Vanier Ch. 5	T-Group Summary 5	
L7	7/18	Psychodrama in Group, Formative Stages in Group	Corey Ch. 8, Yalom Ch. 11, Vanier Ch. 6	T-Group Summary 6	
L8	7/25	Existential Approach, Advanced Group	Corey Ch. 9, Yalom Ch. 12, Vanier Ch. 7	Reflection Paper, T-Group Summary 7	
L9	8/1	Person Centered Group, Problem Group Members	Corey Ch. 10, Yalom Ch. 13, Vanier Ch. 8	T-Group Summary 8	
L10	8/8	Gestalt Therapy, Specialized Formats and Procedural Aids	Corey Ch. 11, Yalom Ch. 14, Vanier Ch. 9-11	Take Home Final 2 nd Group Journal	

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides Jackson MFTC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the

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library, or from your home computer by following the link below and logging in with a username and password to be provided in class. <http://search.ebscohost.com/>

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading:

Your course grade will be determined by the following point system:

Class Attendance/Participation	125 points
Role Play	125 points
Take Home Final	200 points
Outside Group Reflection	150 points
T-Group Summaries	100 points
Classroom Journal	100 points
Group Presentation	200 points
Total	1000 points

Grading Scale	
970-1000 points (97-100%)	A
940-969 points (94-96.9%)	A-
910-939 points (91-93.9%)	B+
880-909 points (88-90.9%)	B
860-879 points (86-87.9%)	B-
830-859 points (83-85.9%)	C+
800-829 points (80-82.9%)	C
780-799 points (78-79.9%)	C-
750-779 points (75-77.9%)	D+
720-749 points (72-74.9%)	D
700-719 points (70-71.9%)	D-
< 700 points (0-69.9%)	F

Attendance Policy: Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation: Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Ethics/Confidentiality: In this course you are entering an experience that involves a fair amount of role-playing and practice interviewing. Others in the class will no doubt share things that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would maintain with clients.