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| **Jay Roberson, LPC-S**(W) 601-362-7020 (C) 601-919-7578 (secondary)jayroberson@gmail.com (primary) | **Class meeting time**Monday: 8:00 – 10:00amWednesday: 8:00 – 11:00amSaturday 7/20: 10am-12pm, 1-3pm | **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. Cloud, H., Townsend, J., (2003), Making small groups work (1st ed.). Grand Rapids, MI:

Zondervan.

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>)

**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. Vanier, J. (1989). Community and Growth (2nd ed.). New York: Paulist Press

M9. Ormont, Louis R. (1992) The Group Therapy Experience, St. Martin’s Press, NY

**Learning Objectives:**

**A1**. ***Class Attendance and Active Participation (Together with A2: 20%):***

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.

**A2**. ***Role Play:*** **(Together with A1: 20%)**

**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.**

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:

* + 1. Cognitive Behavioral Therapy (CBT) group
		2. Teen group
		3. Senior Adults group
		4. Divorce Recovery group
		5. Addiction group
		6. Personality disorder/ Dialectical Behavioral Therapy (DBT) group
		7. Mindfulness group
		8. 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 quizes: (20%)**

 Each student will be assigned to a group with the focus of engaging in group discussion

to complete weekly take home quizzes. Students may not answer questions on their own and exchange answers, this must be a group effort. Students will be expected to have completed the quizzes prior to each Monday class to assist in their overall comprehension of the course materials and prepare them for class discussion.

**A4**. ***Outside Group Experience and Reflection Essay*: (25%)**

**4a. Outside Group Experience (10%)**

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 July 24, 2019

**4a. Reflection Essay: (15%)**

Process your own group experience. Write an eight- (8) page essay based on both your personal learning and on the group process aspects garnered from participation in your student group for this semester. (Keep copies of your group summaries for help, as the group summaries handed in will not be given back.) Focus on your own personal qualities that might either enhance or detract from your effectiveness as a group leader. Concretely, what did this group experience teach you about being a group member- about group leadership- about how groups function or malfunction- about the stages of a group- about techniques- about ways to deal effectively with conflict- about the value of support and confrontation- about ways of building a trusting community? Discuss the characteristics that applied to your group and show how your group did or did not fit the characteristics described in the readings, especially in Corey, Chapters 4 and 5. Also, look at Yalom’s “Recognition of Process” and apply some of the observations of process in your group. Compare your leader’s remarks about process with Yalom’s observations concerning process.

**A5**. ***T-Group Summaries*: (10%)**

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 submitted, the next class meeting. (if late please give the number of days late). The expected length is at least two pages long. **These summaries are to be treated as confidential and should not to be shared with anyone outside of the group.**

**A6. Annotated Bibliography (15%)**

Students will be expected to research an aspect of group that they find interesting and explore the field as it relates to that topic. There is a flexibility in the relationship to group, however if you are concerned with the appropriateness of an article then send it to the profesr with your thoughts on how it relates to your topic of focus. The annotated bibliography must include at least 4 articles of which 3 must have been published within the last 4 years.

**A7. Group Presentation (10%)**

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

**Evaluation of Student Learning:**

1. **Take home Quizzes (20%).**
2. **T-group summaries and journal** **(10%)**.
3. **Group Presentation** **(10%).**
4. **Outside Group Experience and Reflection Paper** **(25%**)
5. **In class group leadership/attendance/participation, including leading or co-leading at least one in class group session (20%)**.
6. **Annotated Bibliography (15%)**

**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.

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| --- | --- | --- | --- | --- |
| **Course Objective** | **Assignment/Reading(s)** | **Lecture(s)** | **Evaluation Method(s)** | **CACREP Standard(s)** |
| CO1. Foundations of Group |  |  |  | 2.F.6.a |
| CO2. Process Dynamics |  |  |  | 2.F.6.b |
| CO3. Therapeutic Factors |  |  |  | 2.F.6.c |
| CO4. Effect of Leaders |  |  |  | 2.F.6.d |
| CO5. Group Formation |  |  |  | 2.F.6.e |
| CO6. Group Considerations  |  |  |  | 2.F.6.f |
| CO7. Group Ethics |  |  |  | 2.F.6.g |
| CO8. Group Experience |  |  |  | 2.F.6.h |

**Course Process and Schedule**

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| --- | --- | --- | --- | --- | --- |
| **Lecture ID** | **Date** | **Topic** | **Reading Due** | **Assignments Due** | **CACREP 2016 Standards** |
| L1 | 6/17 | Introduction and overview of the course, Introduction to Group Work, Group Counselor | Corey Ch. 1-2Yalom Ch. 1 | Quiz 01 |  |
| L2 | 6/19 | Ethical Practice, Interpersonal Learning | Corey Ch. 3Yalom Ch. 2-3, |  | 2.F.6.g |
| L3 | 7/1 | Early Stages of Group, Therapeutic Factors/ Therapeutic Tasks | Corey Ch. 4,Yalom Ch. 4-5 | Quiz 02 |  |
| L4 | 7/3 | Later Stages of Group, Working in the Here and Now | Corey Ch. 5,Yalom Ch. 6 |  |  |
| L5 | 7/8 | Psychoanalytic Approach, Transference & Transparency,  | Corey Ch. 6,Yalom Ch. 7 | Quiz 03 |  |
| L6 | 7/10 | Client Selection | Yalom Ch. 8 |  |  |
| L7 | 7/15 | Adlerian Groups | Corey Ch. 7 | Quiz 04 |  |
| L8 | 7/17 | Psychodrama in Group | Corey Ch. 8 |  |  |
| L9 | 7/20 | Cognitive Behavioral Approaches to Group, Group Composition | Corey 13, Yalom Ch. 9 |  |  |
| L10 | 7/22 | Existential Approach | Corey Ch. 9 | Quiz 05 |  |
| L11 | 7/24 | Creation of the Group | Yalom Ch. 10 |  |  |
| L12 | 7/29 | Person Centered Group & Formative Stages in Group | Corey Ch. 10, Yalom Ch. 11 |  |  |
| L13 | 7/31 | Advanced Group | Yalom Ch. 12 |  |  |
| L14 | 8/5 | Gestalt Therapy & Problem Group Members | Corey Ch. 11, Yalom Ch. 13 |  |  |
| L15 | 8/7 | Specialized Formats and Procedural Aids | Yalom Ch. 14 |  |  |
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**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 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:**

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| --- | --- |
| 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 |

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|  **Grading Scale**  |

**Your course grade will be determined by the**

**following point system:**

Class Attendance/Participation 100 points

Role Play 100 points

Take Home Quizzes 200 points

Outside Group Reflection 100 points

T-Group Summaries 100 points

Annotated Bibliography 150 points

Group Presentation 100 points

Reflection Essay 150 points

**Total 1000 points**

**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.