

## PSY5220 GROUP THEORIES AND PRACTICE Reformed Theological Seminary - Orlando

Fall 2020  
3 Credit Hours

### Instructor

Elizabeth Pennock, MA, LMHC, NCC

### Contact Information

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### Class meeting times

Thursdays, 1:00-4:00pm

### 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 and (2) group experiences including participating in and leading groups.

### Course Objectives (Knowledge and Skill Outcomes)

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)

### Methods of Instruction

Information will be conveyed to the students via lecture, group discussion, in-class skills practice, experiential group activities, and readings.

## Assignments (Student Performance Evaluation Criteria)

### A1. ***Class Participation (10% of grade):***

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 to remain present for the entire duration of the class.

Students are expected to use technology (computers, phones, tablets, etc.) only when necessary for learning. Use of the internet for non-class related activities will result in a lower class participation grade.

Unexcused absences, excessive tardiness, or leaving early will result in a lower grade. Anticipated absences should be discussed with the instructor prior to that class period.

### A2. ***Course Reading: Reading Reflections (10% of grade):***

For each assigned chapter from the Corey text, students must briefly answer the questions below on Canvas before class on the day they are due. Reflection questions:

1. What is the focus of this chapter? (*Be concise.*)
2. From your reading, what is the most important point made in this chapter? Why?
3. What ideas in this chapter are new to you and especially interesting?
4. What ONE question would you like to discuss in class about this reading?

### A3. ***Group Leadership: In Class Role Play (20% of grade)***

**Assignment:** Each student will co-lead one in-class small group activity wherein students can select topics and lead a role play session. Role play activities must be approved by the instructor. Students will be asked to participate in experiential group exercises and role plays led by other students throughout the duration of the course. You will be given some in-class preparation time for this assignment. In groups of 4-5 students, you will do the following:

1. Each role play group will brainstorm group topics and decide on one type of therapeutic group to simulate. Consider the topic, the purpose, and the target population.
2. Think about activities or intervention that would either be useful during the “forming” stage of group or that would be relevant to the purpose of the group. 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.
3. Each role play group will select one activity to demonstrate a 15-20 minute in-class group role play. Two role play group members will co-facilitate the group. The remaining role play group members will be assigned group member roles to play during the group facilitation, along with other volunteers from the class.
4. While each group presents, all other class members will serve as process observers and provide written feedback to the group facilitators.

On your assigned date, be 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.

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.***

You will be given in-class preparation time for this assignment. Here are a few different group type options:

- i. Senior Adults group
- ii. Divorce Recovery group
- iii. Parenting Teens group
- iv. Adjustment to College group
- v. Depression & Anxiety management group
- vi. Mindfulness group
- vii. Body Image group
- viii. Another proposed option... *(must be approved by the instructor)*

Each role-play should take about 15 minutes followed by 15 minutes of class debrief/ discussion. Dates for each group to present will be assigned in class.

**A4. Participation in and Reflection on Group Experience: (25%)**

**4a. T-Group Experience**

Each student will be assigned to a “T-Group” (training group) that will meet for 10 hours during course class time. The purpose of these groups is for students to gain experience as group participants, as well as to observe group dynamics, roles, and leadership.

**4b. To Be Told Narrative**

Students are to write a 600-1000 word personal narrative regarding a significant life event. The assigned Allender text (*To Be Told*) will give insight about this process, while guidelines and instructions for this essay will be distributed in class. Students can choose to write and share about personal experiences at a level that is comfortable to them. These essays will be shared and discussed in the context of T-Groups.

**4c. Overall Reflection Paper on T-Group Experience:**

Reflect on your T-Group experience. Write a 5-6 page paper based on both your personal learning and on the group process aspects garnered from participation in your T-Group. Although this is a reflective essay, write in an academic voice and to use APA style formatting, including APA-style citations when referring to course readings. See rubric (p. 8 of syllabus) for details on the structure and format of the paper. **Due August 22 by 11:59pm.**

**A5. T-Group Journals / Summaries: (20%)**

Each student will write reflective summaries for each **T-Group session**. The format for these journals/summaries can be found on p.7 of this syllabus. This exercise is intended to assist new counselors 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 (one for each group session). The summaries are to be written and submitted on Canvas within 24 hours after each group session. The expected length is 2 pages long (Times New Roman, double spaced, 12 pt font). **These summaries are to be treated as confidential and should not 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 instructor 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. Examples will be provided in class.

**Required Materials (Texts, Readings, and Videos)**

- M1. Corey, G. (2016). *Theory and practice of group counseling (8<sup>th</sup> or 9<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/Cole. ISBN-13: 978-1305263727
- M2. Yalom, I. (2005). *The theory and practice of group psychotherapy (5<sup>th</sup> ed.)*. New York: Basic Books. ISBN-13: 978-0465092840
- M3. Allender, D. B. (2005). *To be told*. Colorado Springs: WaterBrook . ISBN-13: 978-1578569519
- 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>)
- M6. Peer-reviewed journal articles on group practice (to be assigned in class)

**Optional Texts:**

- M6. Jacobs, E., Masson, R., & Harvill R. (2006). *Group counseling strategies and skills (5<sup>th</sup> ed.)*. Belmont, CA: Thomson Brooks/Cole.
- M7. Corey, G., Corey M.S., Callanan, P., & Russell, J.M. (2004). *Group Techniques (3<sup>rd</sup> ed.)*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.
- M8. Cloud, H., & Townsend, J. (2003). *Making small groups work (1<sup>st</sup> ed.)*. Grand Rapids, MI: Zondervan.
- M9. Vanier, J. (1989). *Community and Growth (2<sup>nd</sup> ed.)*. New York: Paulist Press
- M10. Ormont, L. R. (1992). *The Group Therapy Experience*. St. Martin's Press, NY
- M11. Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best practice guidelines 2007 revisions. *Journal for Specialists in Group Work*, 33(2), 111-117. doi: 10.1080/01933920801971184
- M12. American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

## Course Process and Schedule

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	8/27	<ul style="list-style-type: none"> <li>Introduction/Overview of Course</li> <li>Introduction to Group Work</li> <li>The Group Counselor</li> </ul>	M1. Corey Ch. 1-2 *Read Allender*	A2. Reading Reflection 1	
L2	9/3	<ul style="list-style-type: none"> <li>Ethical Practice</li> <li>Informed Consent</li> </ul>	M1. Corey Ch. 3-4 M4. & M5. Codes of Ethics *Read Allender*	A2. Reading Reflection 2	
L3	9/10	<ul style="list-style-type: none"> <li>Interpersonal Learning</li> <li>Therapeutic Factors</li> <li>Therapeutic Tasks</li> <li>T-Group 1</li> </ul>	M2. Yalom, Ch. 1-2, 4 M3. Allender ( <i>entire book</i> )	A5. Summary 1 ( <i>due 9/12 at 11:59pm</i> )	
L4	9/17	<ul style="list-style-type: none"> <li>Forming a Group</li> <li>T-Group 2</li> </ul>	M1. Corey Ch. 5, M2. Yalom Ch.8-10	A2. Reading Reflection 3 A5. Summary 2 ( <i>due 9/19 at 11:59pm</i> )	
L5	9/24	<ul style="list-style-type: none"> <li>Initial Stages of Group</li> <li>T-Group 3</li> </ul>	M1. Corey Ch. 6 M2. Yalom Ch. 3, 11	A2. Reading Reflection 4 A5. Summary 3 ( <i>due 9/26 at 11:59pm</i> )	
L6	10/1	<ul style="list-style-type: none"> <li>Middle Stages of Group</li> <li>T-Group 4</li> </ul>	M1. Corey Ch. 7-8	A2. Reading Reflection A5. Summary 4 ( <i>due 10/3 at 11:59pm</i> )	
L7	10/8	<ul style="list-style-type: none"> <li>Working in the Here and Now</li> <li>Transference &amp; Transparency</li> <li>T-Group 5</li> </ul>	M2. Yalom Ch. 6-7 M6. Journal Articles (TBA)	A5. Summary 5 ( <i>due 10/10 at 11:59pm</i> ) <b>A6. Annotated Bibliography</b> ( <i>due 10/10 at 11:59pm</i> )	
	<b>10/15</b>	<b>Fall Reading Week</b>			
L8	10/22	<ul style="list-style-type: none"> <li>Troubleshooting Group Issues</li> <li>T-Group 6</li> </ul>	M2. Yalom Ch. 12-13	A5. Summary 6 ( <i>due 10/24 at 11:59pm</i> )	
L9	10/29	<ul style="list-style-type: none"> <li>Final Stages of Group</li> <li>T-Group 7</li> </ul>	M1. Corey Ch. 9	A2. Reading Reflection A5. Summary 7 ( <i>due 10/31 at 11:59pm</i> )	
L10	11/5	<ul style="list-style-type: none"> <li>Theoretical Approaches to Group Work</li> <li>T-Group 8</li> </ul>	M1. Corey Ch. 4 ( <i>review</i> )	A5. Summary 8 ( <i>due 11/7 at 11:59pm</i> )	
L11	11/12	<ul style="list-style-type: none"> <li>Specialized Groups</li> <li>T-Group 9</li> </ul>	M1. Corey Ch. 11 M2. Yalom Ch. 15	A2. Reading Reflection A5. Summary 9 ( <i>due 11/14 at 11:59pm</i> )	
L12	11/19	<ul style="list-style-type: none"> <li>Group Role Play</li> <li>T-Group 10</li> </ul>	M2. Yalom Ch. 17	A5. Summary 10 ( <i>due 11/21 at 11:59pm</i> ) A3. In Class Role Play	
	<b>11/26</b>	<b>Thanksgiving Break</b>			
L13	12/3	<ul style="list-style-type: none"> <li>Group Role Play</li> <li>Course Wrap Up</li> </ul>		A3. In Class Role Play <b>A4. Reflection Paper due</b> ( <i>due 12/5 at 11:59pm</i> )	

## Policies and Important Information

All written work must conform to American Psychological Association (APA) style, 7<sup>th</sup> edition. 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/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with 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.** All assignments will be submitted, graded, and returned via Canvas unless otherwise specified by the instructor.

**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 5 points for each late day.

### Grading Scale:

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**T-Group Journal / Summaries Format**

**After every group meeting, each student is to reflect on their experience. This is not a chance for students to express themselves. It is primarily to help them analyze group dynamics. Journal entries should be 1.5-2 pages, typed, double-spaced (12 pt Times New Roman). Focus on the areas listed below that seem most relevant to that day's group. Journal entries are due by 12pm on the day after each group meeting.**

**Personal Reactions and Feelings** - What did you put into group today? What did you get out? What do you wish you had done or said? To what degree did you work on your personal growth today?

**Participation** - Who are the high and low participators? Is there any shift in participation? If so, why? Are there silent members and how are they treated? How do you and/or the group interpret their silence? Who influenced the group today?

**Feelings** - What are the primary feelings expressed today? Did any person express strong emotions in the group? How did this affect you? What feelings did you sense but were not expressed?

**Cohesiveness** - How cohesive is the group at this point in time? Describe any subgroups that may be developing. Why have they developed? What do you think their goals are?

**Norms** - What norms are becoming accepted in the group? What norm changes have occurred?

**Leadership** - What leader or member interventions did you think were helpful today? Which were least helpful? If you were the leader, what would you have done or said differently than what occurred?

**Course readings** – In addition to the above, how do the course readings for this week relate to what is happening in your group experience?

### Scoring Rubric: T-Group Experience & Reflection Paper

Component	Expectation	Points Awarded
<b>Introduction</b>	A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.	___ / 5 max pts
<b>Group Membership Experience</b>	Reflect on the experience of being a group member. What was it like to share your personal narrative with the group? What was it like to offer feedback to other group members? etc.  How will your experience in this group give you insight into what it will be like for clients in group counseling?	___ / 20 max pts
<b>Group Process</b>	Reflect on group process, including the impact of group leaders, how groups function or malfunction, the stages of a group, ways of building a trusting community, etc. Refer to Corey, Chps 1-5 as you compare your group experience to that describe in the text.	___ / 20 max pts
<b>Recognition of Process</b>	Review 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. When group process was addressed, what was the impact on the group?	___ / 20 max pts
<b>Developing as a Group Leader</b>	Reflect on what it will be like to facilitate groups as a counselor. What personal qualities or experiences might enhance or detract from your effectiveness as a group leader? What skills will you need to gain in order be more effective at leading counseling groups? etc.	___ / 20 max pts
<b>Conclusion</b>	A 1-2 paragraph conclusion that 1) summarizes the overall paper and 2) shares final insights/comments about your experience.	___ / 5 max pts
<b>Paper Format &amp; Writing Quality</b>	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, etc.).  Appropriate APA style headings used throughout in order to guide reader.  Reference page is completed using APA format (please refer to APA manual, 7 <sup>th</sup> edition). References used are from scholarly sources (course textbooks and/or peer-reviewed journal articles).  Paper meets the 5-6 page limit (not including title / reference pages). <i>*No abstract is needed for this paper.*</i>	___ / 5 max pts
<b>T-Group Personal Narrative</b>	Student completes and uploads personal narrative assignment to Canvas by due date. Personal narratives should be approximately 600-1000 words. Narrative follows format presented in class.	___ / 5 max pts
<b>TOTAL POINTS</b>	<b>Total Points:</b>	___ / 100 pts

### Scoring Rubric: Annotated Bibliography

Component	Expectation	Points Awarded
<b>Title Page</b>	Title page formatted according to APA style (7 <sup>th</sup> ed).	___ / 5 max pts
<b>Running Header</b>	Running header formatted according to APA style (7 <sup>th</sup> ed).	___ / 5 max pts
<b>References</b>	References formatted according to APA style (7 <sup>th</sup> ed). 4-6 academic references (including 3 from the past 4 years). References are relevant to chosen topic.	___ / 20 max pts ___ / 10 max pts ___ / 10 max pts
<b>Annotations</b>	Annotations briefly summarize main points from article. Annotations include reader's evaluation of article and how it relates to topic. Approximately 4-6 sentences per article recommended.	___ / 20 max pts ___ / 20 max pts
<b>Writing Quality</b>	A well-written annotated bibliography that meets graduate-level expectations (spelling, grammar, fluency, etc.).	___ / 5 max pts
<b>On Time</b>	Assignment submitted to Canvas by 11:59pm on October 10, 2020.	___ / 5 max pts
<b>TOTAL POINTS</b>	<b>Total Points:</b>	___ / 100 pts



### Course Objectives Related to MAC\* Student Learning Outcomes

Course: PSY5220 Group Theories & Practice  
 Professor: Elizabeth Pennock  
 Campus: Orlando  
 Date: Fall 2020

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<b>Strong, Moderate, Minimal, None</b>	
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Understanding the history and philosophy of group counseling, as well as ethical considerations for group practice.
<b>Social &amp; Cultural Diversity</b>	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Multicultural considerations are considered regarding each aspect of group work, both via the textbook and classroom discussions.
<b>Human Growth &amp; Development</b>	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Minimal	Consideration of group types and content that are appropriate for different developmental stages.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	None	None
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Theories and models of counseling are applied to the group context, including planning groups and group interventions.
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Strong	This course provides an understanding of group development, group dynamics, and group counseling theories.
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Assessing appropriateness of members for specific counseling groups through clinical interviews. Using inventories and assessments in a group context.
<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Moderate	Annotated bibliography assignment gives students early exposure to assessing and applying counseling research.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Moderate	Examines applications of group counseling for the treatment of clinical mental health disorders.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Theories and practices are discussed from biblical and theological perspectives when appropriate.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Moderate	T-Group experience allows students to explore their own stories in the context of Christian community.