

Coun 567, Spring 2012

Group Counseling

3 Semester Hours, Spring 2012

Tuesdays, 8:15-10:55

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Course Description: This course provides an opportunity for the student to become familiar with the theory and practice of group counseling. Different theoretical approaches to group counseling, and basic principles of group dynamics, including leadership tasks, group developmental stages, and member roles will be explored. The course will provide the student with information and training in establishing, leading, and evaluating counseling groups of various types.

Required Text:

Gladding, Samuel T. (2012) *Groups: A counseling speciality*. (6th ed.), Upper Saddle River, NJ: Pearson.

Recommended Text:

Yalom, I. (2005) *The theory and practice of group psychotherapy*. New York: Basic Books.

Course Objectives:

2009 CACREP Professional Identity Standards

Students will participate in direct experiences of group facilitation and membership for 10 hours over the course of the semester (G.6.e).

Students will present and demonstrate understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (G.6.a.).

Students will engage in learning about group leadership or facilitation styles and approaches, including characteristics of various types of groups leaders and leadership styles (G6.b.).

Students will understand theories of group counseling, including commonalities, distinguishing characteristics and how one's own personality and self-awareness impacts one's group facilitation style (G.6.c.).

Students will facilitate experiential learning about group dynamics and process, including: process components, the developmental stages of a group,

group roles and boundaries, and how a group facilitates personal change.

Students will demonstrate a working understanding of methods and techniques of group counseling, how to select and monitor the success of techniques, how techniques differ according to theory and personality, and when techniques are or are not appropriate (G.6.d.).

To enable students to apply their experiences and learning to their profession, using both class experiences and professional literature (G.6.c.).

Expectations

As a group, we will discuss, research, present, and analyze information and ideas. We will also engage on a more personal level as group members, discovering how the group process works from the bottom up and from the inside out. In addition to facilitating classroom learning, we, as your instructors will be hypothesizing, challenging, modeling, clarifying, and summarizing to elucidate and support the group process. We hope this experience will promote personal and social growth, as well as a deeper understanding of the group process and experience.

Evaluation

Students will be evaluated on their demonstrated understanding of the course material and on the quality of their participation. The final course grade will be determined by the following criteria:

Discussion participation	25 points
Experiential participation	25 points
Journal (due April 12)	Required 0 points
<u>Group leadership proposal and reflection (2 x 25 points)</u>	<u>50 points</u>
Total Points	100 points
Bonus Point Possibility (see below)	10 points

Grading Scale

A 100-94; A- 93-90; B+ 89-86; B 85-83; B- 82-80

Please note: All group leadership proposals will be due the week before the student's facilitation of the group process as leader or co-leader, and the group leadership reflection papers will be due the week following the facilitation of the group process as leader or co-leader. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late.

Course Requirements

1. Attendance is required. Due to the nature of this course, it is extremely important that you make a commitment to being in class in the same professional manner that you would display on the job. If however, something unexpected arises or you are incapacitated due to illness, please make arrangements with the instructor as soon as possible. In addition, it is your responsibility to let the group know you will be absent. If you miss a class meeting, it is your responsibility to make up work, including somehow arranging another group meeting in order to facilitate should you miss your scheduled group leadership time. Please note: more than one absence will result in a grade deduction.

Participation is required. It is possible that participation in this class may activate or perturb you. Please make a commitment to yourself to be immediate and process your feelings and reactions. This will inevitably be helpful to you and to your colleagues as well. Come to class prepared to fully engage in the personal growth segment of the class. Attempt to self-disclose. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. We see this personal exploration and process as an essential component of your education and personal growth and also recognize the potential for others to grow as professionals and as human beings. Offer feedback to others. We can know better how others experience us, when we receive genuine feedback.

Your personal disclosure as a member of this group will not be evaluated for a

grade. Please also see informed Participation Agreement at the end of this syllabus.

Please come to class having studied the the assigned reading, and prepared to thoughtfully discuss and reflect on the material, and to practice experientially any related techniques.

Journal: You are required to keep a journal of all group sessions. You will be offered a short amount of time at the end of each group session to reflect upon the experience, and you are encouraged to continue writing outside of class. We hope this will help to focus your energies and reflect on what you offer the group, what you need from the group, and how you can challenge yourself within the group. Journals are due on April 12th. You will be evaluated based upon the demonstration of a thoughtful and reflective effort, not upon content.

Group leadership proposal and reflection: You are required to lead two 60 minute group sessions, once as a leader, once as a co-leader. Together with your co-leader and one week prior to your group facilitation experience, you will submit a written proposal of what you hope to accomplish in the group, and reflect upon the particular theoretical orientation that you will be following. The proposal should include the following: Your analysis of the current stage of the group and your assessment of what would be needed in order for the group to function more effectively; your identification of what issue or process you plan to have as the focus of the session; your anticipated process of what is going to happen, including your expected behavior as leaders; the techniques you expect to employ during the session; and an analysis of your strengths, challenges, and interpersonal as a leader as a group member, and how those may impact the group process during the session you lead. Include here any issues that may come up between you and your co-leader.

After the session, you will write a paper reflecting upon the group process that took place under your leadership. The analyses should include an assessment of the group, discussion of the strengths and growing edges you observed in the session, your thoughts about the particular theoretical orientation you are following as compared and contrasted to others that you are studying, and include how you might follow-up on the group experience. This paper is due one week after your leadership experience.

A schedule will be circulated. Depending on the number of students in the class, you may have an opportunity to volunteer for a third facilitating experience. We recognize this requires additional work on your part, but hope that doing so will deepen your learning and add to your growing confidence.

Bonus Point Possibility: Should you wish additional experience and practice in the understanding of group counseling, bonus points up to 10 will be offered for your observing another group and preparing a written report of your analysis of the group process. This group does not have to be related to mental health, and it must not be a substance abuse group. Please include observations about group roles, facilitation style, summary and outcome of the group experience you're observing, and specifically how you might have done things differently or how you resonate with the experience/facilitation of the group. Examples of groups to observe might be church school classes, undergrad/K-12 classes that have small groups and are discussion-based, sports teams practicing, etc. Contact the person who has the authority to grant you permission to observe and explain the nature of this assignment. You will share your observations in class. Should you wish to take advantage of this

opportunity (and you are strongly encouraged to do so!), your observation and written report is due on March 15th. You must use good ethical practices in gaining all necessary permissions, and in explaining the confidential process.

Confidentiality: You are required to keep confidential all conversations taking place in your group, and in group observations. Any intentional breach of confidentiality will result in your failing the course. You are also asked not to process with other group members outside of the group sessions those issues that need to be worked through within the group. This is a crucial cornerstone of group guidelines. What we are attempting to avoid is the resolution of in-group disputes outside the group, and the forming of coalitions which can disrupt our group process.

Academic Honesty: Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or turn in as their own work a paper written in whole or in part by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Statement: If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with faculty or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library 432-4233.

Counseling 567
Group Counseling
Course Calendar, Spring 2012

January 12	Introduction	Chapters 1, 17
January 19	Group Dynamics/Leadership	Chapters 2 &3
January 26	Beginning a Group; TA Group	Chapter 4, 15
February 2	Transition Period; Reality Group	Chapter 5, 15
February 9	Working Stage; Adlerian Group	Chapter 6, 15
February 16	Closing Stage; P-C Group	Chapter 7, 15
February 23	Culture Diversity; Existential Gr.	Chapter 8, 16
March 1	Specialty Groups; Gestalt Group	Chapter 9, 16
<i>March 8</i>	<i>Happy Spring Break!</i>	
March 15	Ethical Aspects; REBT Group	Chapter 10, 16
March 22	Children; Psychodrama Group	Chapter 11, 16
March 29	Adolescents	Chapter 12
April 5	Adults	Chapter 13
April 12	Older Adults	Chapter 14
April 19	Past, Present, Future	Chapter 17
April 26	Closure	

Carefully read this page, sign, and return to the instructor.

Informed Consent

I understand that in order to complete this course I am required to be a member of a group in which I am invited to be honest and authentic, as well as fully engaged and present for the group. The group emphasis will be on self-disclosure and on constructive feedback to others in the group as to how I am experiencing them.

I also understand that while the emphasis is on openness, my grade will not depend on my level of disclosure or the instructor's evaluation of what I say in the group. It has been explained to me that my instructors will challenge me to attend to my experience in the group.

I pledge to keep confidential all conversations that take place within the group session and not to gossip with other group members of the class. I will do my best to protect the integrity of the group process.

Furthermore, I understand that I am free to withdraw from this class and take it with another instructor.

I have read and agree to abide by the above statements.

Signed: _____

Date: _____

Printed

Name: _____