

CPSY 426: GROUP COUNSELING

Semester: Fall 2011

Time/location: Th 1-3:30 PM/Maguire Hall 303

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PURPOSE: To examine the basic theory and practice of group psychotherapy, including the role of the leader, the therapeutic relationship, the different stages in groups, and the implications of different approaches to conducting groups for diverse populations, so that students will have the knowledge needed to understand group process and to lead a psychotherapy group.

OBJECTIVES: To provide an opportunity to learn basic concepts related to all groups; to develop one's ability to understand and integrate various properties of groups into a meaningful framework; to increase skills in applying social-psychological principles to real-life situations (with emphasis on face-to-face groups); to develop increased objectivity in the analysis of individual and group behavior; to develop further awareness of one's personal relationship to groups; to develop and demonstrate an understanding of group process through participation in a group experience.

REQUIRED TEXTS:

Corey, M.S., Corey, G., & Corey, C. (2008). *Process and Practice Groups*, 8th Edition, Pacific Grove, California, Brooks/Cole

Recommended:

Yalom, I. D. & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*, 5th Edition, New York, Basic Books.

REQUIREMENTS:

1. Because the course is heavily experiential, weekly attendance is required including active participation in class discussions and experiential groups, and completion of assigned readings prior to class meeting (see schedule). *(20% grade)*
2. Write a 1-2 page reaction paper/journal entry each week regarding your impressions, feelings, and/or reactions to the most recent experiential group experience. For full credit, you must reflect on 1) how you felt about the group session, 2) what you learned about yourself, and 3) how might this learning influence your work as a group counselor. (APA style, typed, 12 pt., double-space). 10 journals in total, 3 points each. *(30% grade)*

3. You and some classmates will work together to prepare a 20-minute in-class presentation on a special topic within group counseling. Include a 1-2 page handout for class that highlights key issues. Include APA-style references for 4-5 journal articles that were informative. Presented in final class on Dec. 8, 2011 (25% grade)

4. A final integrative paper, APA style and referenced, 10-12 pages, due November 17, 2011. This paper provides an opportunity for you to design and implement a counseling group for a particular population. This group may be one, which you might facilitate in your professional career. Discuss the specifics of the group: what type of group will you be leading, what are the special considerations in facilitating this group. Again, your paper should deal with aspects such as: (1) key purpose of your group, (2) view of your role as a group counselor, (3) role of group members, (4) key developmental tasks and therapeutic goals, (5) techniques and methods, and (6) stages in the evolution of a group. Be original and show that you are able to synthesize, integrate, and conceptualize a model that will help you work more effectively as a group leader with this type of population (25% grade)

GRADES

Class/group participation	20%
Reflection journals	30%
Group presentation	25%
Integrative Paper	25%

The grading scale for the course is as follows:

100-94%	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-60	D
below 60	

426 TENTATIVE SCHEDULE

- 9-01-11:** Chapter 1: Introduction to Group Work
- 9-08-11:** Video: The Evolution of a Group
- 9-15-11:** Chapter 2: The Group Counselor
ASGW Best Practice Guidelines
- 9-22-11:** Chapter 3: Ethical and Legal Issues in Group Counseling
- 9-29-11:** Chapter 4: Forming a Group
- 10-06-11:** Chapter 5: Initial Stage of a Group
Group #1
- 10-13-11:** Chapter 6: Transition Stage of a Group
Group #2
- 10-20-11:** Video-Dealing with Difficult Behaviors
Group #3
- 10-27-11:** Video-Addressing Diversity Issues
Group #4
- 11-03-11:** Chapter 7: Working Stage of a Group
Group #5
- 11-10-11:** Chapter 8: Final Stage of a Group
Group #6
- 11-17-11:** Chapter 9/10: Groups for Adolescents/Groups for Children
Group #7
PAPER DUE
- 11-24-11:** No Class-Thanksgiving
- 12-01-11:** Chapter 11/12: Group for Adults/Groups for Older Adults
Group #8
- 12-08-11:** Wrap Up/Termination
ALL PRESENTATIONS

PLAN FOR CLASS TIME:

1:00-2:15 p.m.: Presentation of material, review readings, discussion.

2:15-2:30 p.m.: Break.

2:30 – 3:30 p.m.: Experiential group.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to

the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework:

Professionalism in the Service of Social Justice:

As a professional counselor, higher education professional, school psychologist or counseling psychologist you can and should be a vehicle for social justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This course is designed to help you consider social justice as a critical aspect of your professional work.

Diversity:

The School Counseling Program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Technology:

In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.