

GROUP COUNSELING: THEORY & PRACTICE
CPSY 426-001 FALL 2017
Thursdays 4:15 pm – 6:45 pm
Corboy Law Center Room 105

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Office Hours: By appointment

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PURPOSE

This course is designed to facilitate students' examination of the basic theory and practice of group counseling, including the role of the group leader or co-leaders, the different stages in group development, the dynamic and interactive processes of group work and the implications of different approaches to conducting groups for diverse populations, so that students will have the knowledge necessary to understand group processes and to lead or co-lead psychotherapy groups.

OBJECTIVES

- 1) To provide an opportunity to learn basic concepts related to group counseling;
- 2) To develop one's ability to understand and integrate various characteristics of groups into a meaningful conceptual framework;
- 3) To develop increased objectivity in the analysis of individual and group behavior;
- 4) To develop and demonstrate an understanding of group process through participation in a group experience.

IDEA Objectives

As part of the course evaluation process, utilizing a system labeled "IDEA" all courses within the School of Education are evaluated based on a selection of the thirteen learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

- 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- 2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures**
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
- 10. Developing ethical reasoning and/or ethical decision making**
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
- 12. Learning to apply knowledge and skills to benefit others or serve the public good**
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Conceptual Framework and Conceptual Framework Standards

The School of Education (SOE) at Loyola University is guided by the overarching Conceptual Framework (CF): ***Social Action through Education***. Please see www.luc.edu/education/mission/ for a complete description. The following two specific standards (CFS2 and CFS3) of the Conceptual Framework are addressed in this class:

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

In this course you will explore how cultural issues may affect individuals as they enter into group work. Knowledge of these issues will be gained from class readings and in class discussions with your instructor and colleagues. Various group interventions and their possible impact on diverse clients will be discussed. In addition, reflection on your own cultural background and its influence on your work as a group leader is expected. These reflections will be recorded in your weekly journals.

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Students are expected to be knowledgeable of the American Counseling Association's ethical standards and how they apply to group counseling. Readings, class activities and discussions specifically designed to address ethical dilemmas in group counseling are included in the course. As a professional counselor engaged in group counseling you can be a vehicle for social justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society and are frequent themes that arise when diverse populations are engaged in group counseling. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. Through readings and discussion this class is designed to help you consider social action as a critical aspect of your work as a group leader.

Diversity

Your 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.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry and Social Justice. Reflecting the dispositions identified by the faculty in your department, the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. Since there are no field placements as part of this course, for this specific class you will be evaluated in all areas that do NOT involve field placements (Interactions, Course Work, Multicultural Issues, Multicultural Interactions, Student Development, Student Needs).

REQUIRED TEXTS

Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice* (9th ed.), Belmont, CA: Brooks/Cole.

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

REQUIREMENTS

1. Because the course is heavily experiential, attendance is required including active participation in class discussions and an experiential group. Completion of assigned readings prior to class meetings is required. (35% of grade)
2. You are to write a 1-3 page reflection paper/journal entry including your impressions, feelings, and/or reactions to your experiential group each week the group meets. For full credit, you must reflect on a) how you felt about the group sessions, b) what you learned about yourself, and c) how might this learning influence your work as a group counselor. Please see the class schedule for due dates. (25% of grade)
3. You will 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 sources that were informative. (15% of grade)
4. A final integrative paper, APA style and referenced, 6-8 pages, due on the last day of class. This paper provides an opportunity for you to design a counseling group for a particular population. This group might 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? The paper should address several points including: a) key purpose of group, b) view of your role as a group leader, c) role of group members, d) key developmental tasks and group goals, e) techniques and methods, and f) stages in the evolution of the group. Be original and show that you are able to synthesize, integrate, and conceptualize a model that will help you work effectively as a group leader with this population. (25% of grade)

The grading scale for this 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

59 and below F

Special Considerations

This course will be taught largely in an **experiential** manner, which means that you will be expected to be an **active participant** (both a member and a leader/facilitator) in an in-class group. Although it is expected that you will verbally involve yourself in an honest exploration of your personal issues, it is up to you to decide what concerns you will reveal and what issues you want to discuss in the group.

Confidentiality. Due to the personal nature of the group sessions, confidentiality pertaining to the nature of the disclosures of those involved is of the utmost importance. None of you will feel the trust or safety necessary for personal work and self-exploration on a meaningful level unless you are convinced that your confidentiality will be respected. Enrolling in this course carries with it the responsibility to maintain confidentiality. This issue will be discussed in more detail at the early group sessions.

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

The above link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

COURSE SCHEDULE

| <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|--------------|--|--------------------------------|
| August 31 | Review syllabus and discuss expectations Introduction to Group Work | Corey Ch. 1 |
| September 7 | The Group Counselor The Therapeutic Factors | Corey Ch. 2 Yalom Ch. 1 |
| September 14 | Interpersonal Learning | Yalom Ch. 2 Topic Due |
| September 21 | Ethical and Legal Issues | Corey Ch. 3 |
| September 28 | Theories and Techniques of Group Counseling Presentation | Corey Ch. 4 |
| October 5 | Forming a Group The Selection of Clients Group Presentation | Corey Ch. 5 Yalom Ch. 8 |
| October 12 | Initial Stage of a Group Group Presentation | Corey Ch. 6 Reflection Due |
| October 19 | Transition Stage of a Group Group Presentation | Corey Ch. 7 Reflection Due |
| October 26 | Working Stage of a Group Group Presentation | Corey Ch. 8 Reflection Due |
| November 2 | The Advanced Group Group Presentation | Yalom Ch. 12 Reflection Due |
| November 9 | The Final Stage of a Group Group Presentation | Corey Ch. 9 Reflection Due |

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| November 16 | Problem Group Members Group | Yalom Ch. 13 Reflection Due |
| November 30 | Groups in School Settings Group | Corey Ch. 10 Reflection Due |
| December 7 | Groups in Community Settings Final Group | Corey Ch.11 Paper Due Reflection due |