CPSY 426: GROUP COUNSELING: THEORY AND PRACTICE
Fall 2019
Loyola University Chicago

Day & Time: Thursday, 4:15 - 6:45 pm
Room: Comm 014

Instructor: Eunju Yoon, Ph.D.
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Fax: (312) 915-6660
Email: eyoon@luc.edu
Office Hours: Tuesday, 2:00 pm – 4:00 pm; By appointment

Required Text

Course Description and Objectives
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 different types of groups (e.g., psychoeducational, counseling, psychotherapy).

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

School of Education Conceptual Framework
The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified via students’ learning of critically evaluating current bodies of knowledge in group counseling theory and practice.

Diversity: The program is committed to issues of diversity including, but not limited to, race, ethnicity, gender, sexual orientation, social class, and ability status. Ethical practice requires an awareness of the sociocultural context. In this course, students will learn how issues of diversity
in terms of multicultural competence apply to group counseling theory and practice. Students’ awareness of the concept of multicultural competence in group counseling will be assessed via course assignments.

**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.* The specific disposition that students should develop in this class is *social justice.* The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

**Smart Evaluation:**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Evaluation:** Grades will be distributed according to the following scale and will be based on the course requirements that follow:

**Grades:** All assignments will be graded on an A+ -- F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

- A = 3.85 or greater
- A- = 3.5 – 3.85
- B+ = 3.15 – 3.5
- B = 2.85 – 3.15
- B- = 2.5 – 2.85
- Etc.

**Criteria................................................................................................ Percentage of Final Grade**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Group Experience B</td>
<td>25%</td>
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<tr>
<td>Movie Reflection Paper</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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Late work will have 10% point deduction for each delayed day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work-related difficulties are not considered personal emergencies: Plan accordingly!!

Course Requirements

1. Participation (10%):
Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent.

2. Group Experience A (No grade): 8/29-10/31
Students will participate in in-class group experiences where the emphasis will be on engaging with and understanding group processes and dynamics. Students will have experiential learning regarding group dynamics, how they perceive others, how others perceive them, how the group process can inform their work in a variety of group settings, and for them to experience what it means to be a member of a group. These group meetings represent a vehicle for students to learn about groups in action. Students are asked to be active participants and to monitor their level of self-disclosure. The learning that comes from being a member of an on-going group can make a valuable contribution to development as an effective group leader and effective group member. Members are free to decide what aspects of their personal life they are willing to explore and can, at any time, decline to participate in the discussion.

The group will last for one hour, 5:30-6:30 pm, which will be followed by 15 minutes of debriefing/processing. There will be a total of 10 group meetings. For each group session, students will rotate to play the role of participant, co-leader, or observer of the group process and dynamics. The group will be led by the instructor for the first several sessions. Then students will be encouraged to co-lead the group with the instructor or a classmate. Group experience is not being graded, but attendance and active participation is strongly encouraged.

3. Group Experience B (25%): 11/07-12/05
Groups of 3-4 students will co-facilitate a 50-minute psychoeducational, counseling group session among their peers. Your peers will role-play as group members. Choose a target population, a topic, and a goal. Potential group topics include stress management, time management, anger management, communication skills, study skills, self-esteem, building a healthy lifestyle, etc. Please include an activity and process this experience in group. There are various resources such as [www.therapistaid.com](http://www.therapistaid.com), which has many activities to choose from. The nature of the group and format may vary depending on the target population, topic, and goal.

4. Theory Presentation (No grade): 9/26 & 10/03
Each student will choose one theory from Corey’s Ch. 4 and briefly (5-8 minutes) present it to the class.

5. Movie Reflection Paper (25%): 11/14
Students will view a movie entitled “12 Angry Men (1957).” Then write a 5-7 page reflection paper that analyzes and reflects on group process, dynamics, and group development as discussed in class and reading.

6. Final Paper (40%): 12/05

Option A: Group Proposal

Students will prepare and submit a proposal to facilitate a group (plans on a hypothetical group). Students will outline a group that they may implement and facilitate in the future. Use at least five references to support the group proposal. List the references at the end of the proposal in accordance with APA guidelines, but also cite the references in text as they are used, again in accordance with APA guidelines. The length of the paper should be 10-12 pages excluding the cover page and the reference list.

Include at least one narrative paragraph for each of the following proposal components. These are the words that should be used as the section subheadings:

- Type of Group and Setting
- Group Participants
- Rationale for Group
- Screening and Selection Procedures
- Cultural and Ethical Issues
- Statement of Group Goals
- Description of Planned Group Sessions (include a theme for each planned session and potential techniques you might use in each of the sessions. A minimum of eight sessions is expected).

Option B: Book Review & Reflection Paper

Read Yalom’s (2005) book in its entirety and write a 10-12 page review & reflection paper. Indicate the proportion of the book that you have completed reading (e.g., 100%, 90%, etc.). Do not summarize the book. Discuss (a) your learning about group work and (b) how to apply your learning from the book to clinical practice. Incorporate class discussion, in-class group experience, learning from lecture and reading, etc. into your paper.

*** You may choose either a group proposal or a book review & reflection paper as your final paper.

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 as 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.

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Introduction and Overview Group A-1</td>
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<tr>
<td>Sep 5</td>
<td>Introduction to Group Work Training the Group Therapist Group A-2</td>
<td>Corey Ch. 1</td>
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<td>Yalom Ch. 17</td>
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<tr>
<td>Sep 12</td>
<td>The Group Counselor Ethical and Legal Issues Group A-3</td>
<td>Corey Chs. 2 &amp; 3</td>
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<tr>
<td>Sep 19</td>
<td>The Therapeutic Factors Interpersonal Learning Group A-4</td>
<td>Yalom Ch. 1</td>
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<td>Yalom Ch. 2</td>
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<tr>
<td>Sep 26</td>
<td>Theories and Techniques of Group Counseling Group A-5</td>
<td>Corey Ch. 4</td>
<td>Theory presentation</td>
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<td>Oct 3</td>
<td>Theories and Techniques of Group Counseling Group A-6</td>
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<td>Theory presentation</td>
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<tr>
<td>Oct 10</td>
<td>Forming a Group The Selection of Clients Group A-7</td>
<td>Corey Ch. 5</td>
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<td>Yalom Ch. 8</td>
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<tr>
<td>Oct 17</td>
<td>Initial Stage of a Group Group A-8</td>
<td>Corey Ch. 6</td>
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<td>Oct 24</td>
<td>Transition Stage of a Group Group A-9</td>
<td>Corey Ch. 7</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>Oct 31</td>
<td>Working Stage of a Group Group A-10</td>
<td>Corey Ch. 8</td>
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<tr>
<td>Nov 07</td>
<td>The Advanced Group Group B-1</td>
<td>Yalom Ch. 12</td>
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<tr>
<td>Nov 14</td>
<td>The Final Stage of a Group Group B-2</td>
<td>Corey Ch. 9</td>
<td>Movie reflection paper</td>
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<tr>
<td>Nov 21</td>
<td>Problem Group Members Group B-3</td>
<td>Yalom Ch. 13</td>
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<td>Nov 28</td>
<td>No Class: Thanksgiving Break</td>
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<tr>
<td>Dec 05</td>
<td>Groups in School Settings Groups in Community Settings Group B-4</td>
<td>Corey Chs. 10 &amp; 11</td>
<td>Final paper</td>
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**This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**
Loyola University Chicago
School of Education
Syllabus Addendum

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
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**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/](http://www.luc.edu/education/syllabus-addendum/)

This 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*. 