

CPSY 426: GROUP COUNSELING Spring 2017

School of Communication Rm 014, Mondays 1:40-4:00

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Office hours by appointment

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 processes and to lead a psychotherapy group.

OBJECTIVES:

- 1) To provide an opportunity to learn basic concepts related to group psychotherapy;
- 2) To develop one's ability to understand and integrate various characteristics of groups into a meaningful conceptual framework;
- 3) To increase skills in applying social-psychological principles to real-life situations (with emphasis on face-to-face groups);
- 4) To develop increased objectivity in the analysis of individual and group behavior;
- 5) To develop and demonstrate an understanding of group process through participation in a group experience.

IDEA Objectives

- 1) Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- 2) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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

REQUIRED TEXTS: Corey, M.S., Corey, G., & Corey, C. (2013). Process and Practice Groups, 9th 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. You will be asked to write four 1-2 page reaction papers regarding your impressions, feelings, and/or reactions to the class, readings, discussions, and/or experiential group experiences. (20% grade)

Due Dates for Reaction Papers

February 6

February 27

March 20

April 10

3. You and some of your classmates will work together to prepare a 30 minute in-class presentation on a special topic within group counseling. Include a brief handout for class that highlights key issues. Include APA- style references for 4-5 journal articles that were informative. Final class presentations: (25% grade)

Group Presentation Dates

March 13

March 20

March 27

April 3

April 10

Examples of topics that are appropriate for this assignment:

- Group Counseling for Minors
- Developing Group Cohesion
- Addressing Conflict in Groups
- Conducting Groups in Community Settings

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 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. The paper should address several points including: (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 (35% grade)

Due: April 28

Experiential Group (In-Class Group Experience)

Students will be expected to participate in the in-class group experience. This experience is offered so that students may become more familiar with the experience of participating in a counseling group, both as a facilitator and a group member. Due to the size of our class, we will create two groups

When one group is participating in the in-class group experience, the other group will serve as the processor or participant observer group. The purpose of this group is to silently observe the in-class counseling group. The hope, is that the observer group may be able to provide unique feedback on the happenings of group, as well as reflections that will help both develop and progress in a meaningful fashion.

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 59 F

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/

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***.

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.

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.

Tentative Schedule:

Jan 16: No Class: MLK Holiday

Jan 23: Course Introduction/Syllabus

Jan 30: Intro to group work/The Group Counselor/Video Chapter 1 & 2

Feb 6: No Class: Counseling Psych Doc Interviews Reaction Paper Due

Feb 13: Ethical and Legal Issues Chapter 3
Group #1

Feb 20: Theories & Techniques of Group Chapter 4
Group #2

Feb 27: Forming a Group Chapter 5
Group # 3 Reaction Paper Due

March 6: No Class: Spring Break

March 13: Addressing Diversity Issues TBA
Group #4
Group Presentation #1

March 20: Initial Stage of Group Chapter 6
Group #5
Group Presentation #2

Reaction Paper Due

March 27: Transition Stage of Group

Group #6

Group Presentation #3

Chapter 7

April 3: Working Stage of Group

Group #7

Group Presentation #4

Chapter 8

April 10: Final Stage of Group

Group # 8

Group Presentation #5

Chapter 9

Reaction Paper Due

April 17: No Class: Easter Holiday

April 24: Groups in Schools

Group # 9

Chapter 10

Final Paper Due