

**GROUP COUNSELING: THEORY & PRACTICE**  
CPSY 426-002 Summer 2016  
Mondays and Wednesdays 1:00 pm - 4:00 pm  
Corboy Law Center Room 525

Instructor: Eileen McPartland Fealy, Ph.D.  
Office Hours: By appointment

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**PURPOSE**

This course serves to facilitate students' examination of the basic theory and practice of group counseling. This includes an overview of the role of the group leader, the therapeutic relationship, the different stages in groups, and the implications of different approaches to conducting groups for diverse populations. This course will provide students with knowledge of the major theories of group counseling and the opportunity to develop the skills necessary to apply the theories while serving as the leader or co-leader of a psychotherapy group.

**IDEA learning objectives** of this course include:

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

Note: These are the objectives that you will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system.

**IDEA Course Evaluation Link for Students:** [www.luc.edu/idea/](http://www.luc.edu/idea/)

**Requirements**

1. Because the course is heavily experiential, attendance is required including active participation in class discussions and experiential groups. Completion of assigned readings prior to class meetings is required. (20% of grade)
2. You are to write a 1-3 page reflection paper 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. (20% of grade)
3. You and a classmate 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. Presentations are due the last day of class. (25% 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. (35% 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

### Conceptual Framework and Standards

***Social Action through Education:*** As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for 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 will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social action as a critical aspect of your professional work. The School of Education conceptual framework is described here:

[www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

***Conceptual Framework Standard CF1:*** Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

### LiveText

*LiveText* is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Use the following link for additional information about *LiveText*: [LiveText](#)

### Professionalism in the Service of Social Justice

As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for 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 will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

### Dispositions

The dispositions of Professionalism and Fairness will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension. Fairness is an indication of how you perceive your future clients in terms of social justice issues. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

### Diversity

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

## UNIVERSITY POLICIES

### 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](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](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: [www.luc.edu/sswd/](http://www.luc.edu/sswd/)

### EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (Within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

### Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

[www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

### Special Considerations

You should know that about half of this course will be taught largely in an **experiential** manner, which means that you will become a working individual in a working group. You are expected to be an **active participant** in this group class. 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. Decide what topics you are willing to explore in your group and come prepared with your personal goals and concerns that you are willing to explore in the context of 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.

## COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
June 27	Review syllabus and discuss expectations Introduction to Group Work The Group Counselor	Chapter 1 Chapter 2
June 29	Ethical & Legal Issues in Group Counseling Evolution of a Group Video	Chapter 3
July 4	Independence Day – No class	
July 6	Forming a Group Yalom's Therapeutic Factors	Chapter 5
July 11	Initial Stage of a Group Groups	Chapter 6
July 13	Transition Stage of a Group Groups	Chapter 7
July 18	Working Stage of a Group Groups Reflection Paper #1 Due	Chapter 8
July 20	Theories & Techniques of Group Counseling Groups	Chapter 4
July 25	Theories & Techniques continued Groups Reflection Paper #2 Due	
July 27	Working with Specific Groups Groups	Chapter 10+11
August 1	Termination/Final Stage of a Group Groups Reflection Paper #3 Due	Chapter 9
August 3	Class presentations Final Paper Due Reflection Paper #4 Due	

