

CPSY 426: GROUP COUNSELING Summer 2016

Corboy Law Center Rm 205, Mon & Wed 1pm – 4pm

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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.

These objectives are also in close alignment with IDEA objectives in that students are expected to gain a basic understanding of the subject and develop 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: <http://luc.edu/idea/>

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

July 6

July 13

July 20

July 27

3. You and some of your classmates will work together to prepare a 25-30 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

July 20 (Presentation 1)

July 25 (Presentation 2)

July 27 (Presentation 3 & 4)

August 1 (Presentation 5)

Examples of topics that are appropriate for this assignment:

- Group Counseling for Minors
- Developing Group Cohesion
- Addressing Conflict in Groups
- Mandated Groups

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: August 3

Experiential Group (In-Class Group Experience)

Students will be expected to participate in the 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.

[LiveText](#)

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

School of Education Conceptual Framework

Social Action Through Education CF: As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in whatever setting you work. This class is designed to help you consider social justice as a critical aspect of your professional work

CF3: Professionalism in Service of Social Justice

CF4: Skills to work effectively with diverse clients

IDEA Course Evaluation Link for Students: <http://luc.edu/idea/>

GENERAL POLICIES

Loyola University Chicago/SOE Policies:

<http://luc.edu/education/syllabus-addendum/>

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

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.

Dispositions

Throughout the course, students will be encouraged to demonstrate growth in areas of professionalism in planning, conducting, and evaluating group processes in clinical settings.

Tentative Schedule:

June 27: Course Introduction/Syllabus

June 29 Intro to Group Work/Video Chapter 1

The Group Counselor Chapter 2

July 4 Holiday: No Class

July 6 First In-Class Group Sessions

Group A

Group B Reaction Paper 1

July 11 Ethical and Legal Issues in Counseling

Chapter 3

Theories & Techniques of Group

Chapter 4

Group A

July 13 Forming a Group

Chapter 5

Group B

Reaction Paper 2

July 18 Addressing Diversity Issues

TBA

Initial Stage of Group

Chapter 6

Group A

July 20 Transition Stage of Group

Chapter 7

Group B

Group Presentation #1

Reaction Paper 3

July 25 Working Stage of Group

Chapter 8

Group A

Group Presentation #2

July 27 Final Stage of a Group

Chapter 9

Groups in School Settings

Chapter 10

Group Presentation #3

Group Presentation #4

Group B

Aug 1 Groups in Community Settings

Group A

Group Presentation #5

Reaction 4

Chapters 11

Aug 3 Group B

Final Paper Due