

CPSY 426: GROUP COUNSELING

Summer II 2018
Denada Hoxha, Ph.D.
dhoxha@luc.edu

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.

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

Course Objectives:

- (1) Enhance basic counseling skills
- (2) Develop your case conceptualization and treatment planning skills with diverse clients
- (3) Understand how to evaluate the outcomes of your interventions
- (4) ~~Improve your ability to~~ improve your ability to assess your strengths and areas for continued growth
- (5) Increase awareness of transference and counter-transference issues
- (6) Improve ability to develop and evaluate and modify treatment plans and goals
- (7) Appropriately engage in critique and feedback
- (8) Demonstrate understanding and application of APA ethical standards of professional conduct
- (9) Demonstrate understanding of empirically based treatment approaches.

IDEA Objectives Linked to Course Evaluation:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply knowledge and skills to benefit others or serve the public good

Please refer to this link: <http://luc.edu/idea/> for further information on IDEA Objectives.

The Loyola University School of Education's Conceptual Framework: 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. This class is designed to help you consider social justice as a critical aspect of your professional work. Specifically, the class will promote the following conceptual framework standards (CFS):

- Candidates apply culturally responsive practices that engage diverse communities
- Candidates engage with local and/or global communities in ethical and socially just practices

REQUIRED TEXTS:

Corey, M.S., Corey, G., & Corey, C. (2008). *Process and Practice Groups*, 8th Edition, Pacific Grove, California, Brooks/Cole

Recommended:
Psychotherapy, 5th Edition, New York, Basic Books.

Yalom, I. D. & Leszcz

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) (30% grade).
2. Write a 1-2 page reaction paper/journal entry each week regarding your impressions, feelings, and/or reactions to the most recent experiential group experience. For full credit, you must reflect on 1) how you felt about the group session, 2) what you learned about yourself, and 3) how might this learning influence your work as a group counselor. 6 journals in total, 5 points each (40% grade).
3. You and you classmates 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. Final class presentations: (30% grade).

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

Dispositions

All courses in the SOE assess student dispositions. As a result, several SOE dispositions will be assessed in the course: ***Professionalism, Inquiry, and Social Justice***. Full transparency is critical to ensure that students are able to meet the expectations in this area. Below is a list of dispositions that will be assessed in the course. You can also locate this list via LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

The following is a list of dispositions that will be assessed through this class:

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
Interactions IL-LUC-DISP-2016.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling

	community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	(school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Field work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Multicultural Issues IL-LUC-	Candidate is able to demonstrate	Candidate demonstrates knowledge of	Candidate occasionally demonstrates	Candidate fails to demonstrate a

DISP-2016.2	exceptional knowledge of multicultural issues in counseling.	multicultural issues in counseling	knowledge of multicultural issues in counseling	working knowledge of multicultural issue in counseling.
Multicultural Interactions IL-LUC-DISP-2016.2	Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.	Candidate has the ability to respond to others in a multi-culturally-competent manner.	Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.	Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.
Student Development IL-LUC-DISP-2016.3	Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.	Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.	Candidate has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth, and they are at times able to demonstrate this in their practice.	Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.
Student Needs IL-LUC-DISP-2016.3	All candidate interactions with clients and students are highly respectful and sensitive to individual	Some candidate interactions with clients and students are highly respectful and sensitive to	Some candidate interactions with clients and students are respectful and occasionally	Few candidate interactions with clients and students are highly respectful and sensitive to individual

	student and client needs, especially in the area of human development and learning.	individual student and client needs, especially in the area of human development and learning.	sensitive to individual student and client needs, especially in the area of human development and learning.	student and client needs, especially in the area of human development and learning.
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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/

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***.

Tentative Schedule:

July 2	Introduction to Group	
July 9	Documentary: The Evolution of a Group (https://www.youtube.com/watch?v=RX938aswA8w) The Group Counselor ASGQ Best Practice Guidelines	Chapter 1, Chapter 2
July 11	Ethical and Legal Issues in Counseling; Initial State of a Group: Group # 1	Chapter 3, 4, 5
July 16	Transition Stage of a Group; Group #2	Chapter 6 Reflection Paper # 1
July 18	Dealing with Difficult Behaviors; Group #3	Chapter 6, Reflection #2
July 23	Addressing Diversity Issues; Group #4	Reflection Paper # 3
July 25	Working Stage of a Group; Group # 5	Chapter 7 Reflection Paper # 4
July 30	Final Stage of a Group; Group # 6	Chapter 8, Reflection Paper # 5
August 1	Group Presentations	Reflection Paper # 6 Chapters 9-12
August 6	Groups in different contexts	
August 8	Group in different contexts	