CPSY 426 - 001: GROUP COUNSELING
SUMMER 2021
LOYOLA UNIVERSITY CHICAGO

Course time and location: Mondays from 6:00-7:30pm or 7:45-9:15pm / Wednesdays from 6:00-7:30pm or 7:45-9:15pm; Online (synchronous)
Instructor: Han Na Lee, M.A. (she/her)
Email: hlee30@luc.edu
Co-instructor: Claire Furtado, M.A. (she/her), cfurtado@luc.edu
Virtual office hours: By appointment

Responsiveness: The best way to contact the instructor is via email. Students can anticipate a response to emails within 1-2 business days.
Class meetings: All class meetings will be held synchronously online. Zoom links for each class meeting will be accessible through the Zoom tool on Sakai.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return:
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates
Course Description:
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).

Learning Outcomes:
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.

SOE Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Conceptual Framework: The SOE’s Conceptual Framework—Social Action through Education—is exemplified in this course such that students will learn the foundational knowledge needed to provide professional counseling services to diverse populations that embody the values of social justice.

Diversity: The Counseling Psychology Program is committed to issues of diversity including but not limited to race/ethnicity, gender, sexual orientation, social class, and religion/spirituality. In this course students will reflect on the utility and application of major counseling theories with diverse populations to facilitate their work with diverse clients and populations.

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 will be assessed in this course is professionalism. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.
Required Textbook:

Supplement Textbook:

Journal Readings:


Media:

Group Counseling with Children: A Multicultural Approach - Part 1
https://luc.kanopy.com/video/group-counseling-children-multicultural-approach-0

Group Therapy for Addictions: An Interpersonal Relapse Prevention Approach
https://luc.kanopy.com/video/group-therapy-addictions-interpersonal-relap

Inpatients - With Irvin Yalom (both videos in playlist)
https://luc.kanopy.com/video/inpatient-group-therapy

Group: A queer friendly women's group
https://search-alexanderstreet-com.flagship.luc.edu/view/work/bibliographic_entity%7Cvideo_work%7C1854255
Psychoeducation Group Demonstration: A Career Development Group for International Students
https://search-alexanderstreet-com.flagship.luc.edu/view/work/bibliographic_entity%7Cvideo_work%7C1778905

(W1) Setting the Stage: A First Session of Group Psychodynamic-Interpersonal Psychotherapy
https://psyctherapy-apa-org.flagship.luc.edu/view/work/bibliographic_entity%7Cvideo_work%7C5052723#

Technology:
In this course you will use technology as the primary learning tool. This course will have equal components of synchronous and asynchronous learning. Course content will be presented asynchronously, and an experiential component will be conducted weekly for 1.5 hours synchronously on Monday/Wednesday from 6-7:30 pm or 7:45 – 9:15 pm CST (depending on the group you are signed up for). The Sakai website will contain a general overview of the course expectations and outcomes, lectures, readings, assignments and supplemental resources (including information on how to get assistance with technology).

Although this is a distance course, you are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I am more than willing to talk with you on the telephone or meet with you via Zoom, as our schedules allow.

Course Requirements:
All assignments are to be submitted online via Sakai unless otherwise stated. Below is a list of assignments for the course, followed by a description of each assignment.

- Self-Introduction Video (0 points)
- Group Orientation Video & Group Agreements Form (0 points)
- Bi-Weekly Group Video Paper (10 points each; 30 points total)
- Bi-Weekly Self-Reflection & Group Process Observation Paper (10 points each; 30 points total)
- Group Proposal (40 points)
- On-line Experiential Group Participation (0 points)

1. **Self-Introduction Video** (no grade)
   To facilitate class interaction, students will record a short video introducing yourself to the entire class. Please see Sakai for the self-introduction guidelines. They are very specific and are intended to help set the stage for the weekly Training Group experience. You are encouraged to be intentional about what you decide to discuss/share in your introduction. Submit your video through the Voice Thread tool in Sakai. When using Voice Thread, you will be asked to leave the Sakai webpage and open a new tab in order to record your video. Additionally, the Voice Thread application works best with the Chrome browser. **Due Monday, July 5 at noon.**

2. **Group Orientation Video & Group Agreements Form** (no grade)
In order to orient you to the group and to set expectations for the group, you will be asked to view a video with an orientation to the experiential group (titled: Setting the Stage: A First Session of Group Psychodynamic-Interpersonal Psychotherapy), and then review, sign, and turn in the agreements form. **Due Monday, July 5 at noon.**

3. **Bi-Weekly Group Video Paper** (10 points each; 30 points total)
   Every other week students will be required to watch a video example of a group experience and write a 750-900 word essay integrating what they witnessed in the video with the readings and lecture for the week. The focus of this assignment is to expose you to a variety of different groups, group leaders and client populations, as well as consider the application of course content. **These papers are due bi-weekly on Mondays at noon.** Your bi-weekly group video papers will be graded based on your critical thinking skills, integration of course materials (i.e., lecture, readings) and overall writing quality (i.e., within specified word length, minimal grammar errors). Each of these three papers is worth 10 points, for a total of 30 points.

4. **Bi-Weekly Self-Reflection & Group Process Observation Paper** (10 points each; 30 points total)
   Each week students will be required to participate in an online support group with the other members of the class. This group will be facilitated by the instructor. Students will be expected to write a 750-1000 word essay (every other week) integrating their understanding of themselves, their social identities, and life experiences, and how these influenced their understanding and interpretation of others in the group, as well as the process within the group. The purpose of these bi-weekly assignments is for students to begin to develop self-awareness and insight about their assumptions of themselves and others, as well as to develop the skill of observing and wondering about interpersonal process within a group dynamic. **This paper is due bi-weekly on Mondays at noon, following the group.** Your bi-weekly self-reflection paper will be graded based on your critical thinking, depth of self-reflection (i.e., reflection on your social identities), group observation, and overall writing quality (i.e., within specified word length, minimal grammar errors). Each of these three papers is worth 10 points, for a total of 30 points.

5. **Group Proposal** (40 points)
   For your final written assignment, you will prepare a group proposal. The purpose of the proposal is to develop a group you will be likely to conduct during your practicum, internship, or early in your career. This proposal will be a maximum of 10-12 pages (excluding title page, references, and appendices), should be written in APA format, and should consist of six sections (Introduction and Literature Review, Group Overview and Logistics, Membership, Facilitation, Group Sessions, Evaluation and Outcomes). Select a setting in which you want to implement a group program as well as the type of group you would like to develop (e.g. task, psychoeducation, or therapy). The paper should include references from at least 7 peer-review journal articles. You should emphasize empirical research on the group format, function/topic, and population. A grading rubric will be provided on Sakai with a more thorough discussion on assignment expectations. **This paper is due Friday, August 6th at 11 pm**, and is worth 40 points.
6. **On-line Experiential Group Participation** (no grade)
Students are expected to participate in a weekly on-line synchronous experiential group throughout the course. The group meets on Monday or Wednesday evenings and is aimed at allowing students the opportunity to understand the perspective of a group member, as well as provide a context for the observation of group dynamics. **Prior to the first group meeting, you will need to watch all of the self-introduction videos of your classmates,** as well as the Group Orientation Video. This is essential in setting the stage for the first group meeting. It is essential that all group members attend all six meetings. **There is no grade for group attendance, but attendance is mandatory.** A group absence will incur a 5-point penalty. A more thorough description of the training group format and expectations will be posted on Sakai.

**Late Assignment Policy:** Late assignments will not be accepted beyond the assignment dates in Sakai without previous permission of the instructor. All late assignments will be lowered by 10%. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

**Grading Scale:** The total accumulation of points will be used to determine your course grade based on the following:

- 100-93% A
- 92-90% A-
- 89-87% B+
- 86-83% B
- 82-80% B-
- 79-77% C+
- 76-73% C
- 72-70% C-
- 69-67% D+
- 66-60% D
- 59% or less F

**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.**
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Media</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, ethics, and multicultural</td>
<td>Chapters 1-3; Setting the Stage: A First Session of Group Psychodynamic-Interpersonal Psychotherapy</td>
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<td>July 6-9</td>
<td>issues in groups</td>
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<td><strong>Assignments</strong></td>
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<tr>
<td></td>
<td>Post your introduction video to Sakai Voice</td>
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<td>Thread tool, due Monday at noon</td>
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<td></td>
<td>Watch class lecture and group example</td>
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<td>Submit Group Video paper by Monday 7/12</td>
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<td>Watch Group Orientation Video and submit</td>
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<td>signed Group Agreements Form</td>
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<td>Review Experiential Group Structure and</td>
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<td>Format video and handout prior to the</td>
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<td>Experiential Group</td>
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<td>Participate in the assigned Experiential</td>
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<td>Group on Wednesday from 6-7:30 pm or 7:45</td>
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<td>– 9:15pm/ Monday from 6-7:30 pm or 7:45 –</td>
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<td>9:15pm (depending on your assigned group</td>
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<td>membership)</td>
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<td>Week 2</td>
<td>Outcome research, and leading groups</td>
<td>Chapter 4-5; Barlow et al.; Group Counseling with Children: A Multicultural</td>
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<td>July 12 – 16</td>
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<td>Approach - Part 1</td>
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<td><strong>Assignments</strong></td>
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<td></td>
<td>Submit bi-weekly Self-Reflection and Group</td>
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<td>Process paper by Monday 7/19 at noon</td>
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<td>Watch class lecture and group example</td>
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<td>Participate in the assigned Experiential</td>
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<td>Group</td>
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<td>Week 3</td>
<td>Leading, planning, and evaluating and</td>
<td>Chapters 6-8; Greene et al.; Group Therapy for Addictions: An Interpersonal</td>
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<td>July 19-23</td>
<td>orienting groups</td>
<td>Relapse Prevention Approach</td>
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| Week 4  | July 26-30 | Orienting and beginning stages of group development | Chapter 9-10; Singh et al.  
*Group: A queer friendly women's group*

### Assignments
- Submit bi-weekly Self-Reflection and Group Process paper by Monday 8/2 at noon
- Watch class lecture and group example posted to Sakai
- Participate in the assigned Experiential Group

| Week 5  | August 2-6 | The working stage, termination and groups across the lifespan | Chapters 11-13; Inpatients - With Irvin Yalom

### Assignments
- Group Proposal Due Friday, August 6th at 11pm
- Watch class lecture and group example posted to Sakai
- Submit Group Video paper by Monday 8/9 at noon
- Participate in the assigned Experiential Group

| Week 6  | August 9-13 | Task Groups and Psychoeducational Groups | Chapter 14-15; Khatri et al.;  
*Psychoeducation Group Demonstration: A Career Development Group for International Students*

### Assignments
- Submit bi-weekly Self-Reflection and Group Process paper by Friday 8/13 at noon
- Watch class lecture and group example posted to Sakai
- Participate in the assigned Experiential Group
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

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, Digication 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

- https://www.luc.edu/education/academics/syllabi/

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.
Special Circumstances - Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Additional Online Course Policies

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings & Student Participation
Class meetings will be held synchronously during the specified course time each week via Zoom. Students can access the weekly Zoom meeting links through the Zoom tool on Sakai. Students are expected to attend and participate in all synchronous class meetings (see class participation expectations/policy in assignments section of syllabus).

Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.