



FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School
Psychology

Course Syllabus

Course: CEP 537 Introduction to Group Counseling

CEP 537 Faculty 2008 – 2010			
	Hart, Judith	Adjunct	CAGS-Mental Health
	Holtzman, Elizabeth	Full time	Ph.D.
	Darcy, Monica	Full time	Ph.D.

Prerequisites: CEP 532 Theories and Methods of Counseling

Required Texts: Corey, G. & Corey, M. (2005). *Group: Process and practice*, 8th Ed. Pacific Grove, CA: Brooks/Cole

Suggested Supplement: Corey, G. & Corey, M. (2004). *Group techniques*. 3rd Ed. Boston. MA: Allyn and Bacon.

Course Description:

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students lead and participate in a time-limited group.

Relationship of Course to Program

This is a core course required of graduate students in the MA counseling and school psychology programs in the Department of Counseling, Educational Leadership, and School Psychology, in the Feinstein School of Education and Human Development. It provides a thorough grounding in group process essential to student's personal growth and subsequent role as professional counselors. The course incorporates both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society (CACREP, Group Work).

Relationship to Conceptual Framework and FSEHD

The guiding principle of this course is to develop students into reflective practitioners who *plan, analyze and reflect* (PAR) on their learning. The instructor, as a Reflective Practitioner, will guide the group's process using the PAR Model and incorporating cooperative planning. The group development strategies will be implemented within a climate of critical reflection and analysis. The result will heighten student's sensitivity to the power of group life through the on-going didactic and

feedback process. Through this interchange, students will also be encouraged to observe and reflect upon the multiplicity of cultural variables that exist in groups such as ethnicity, racial heritage along with equally important issues of age, gender, sexual orientation, or socioeconomic status. Sensitivity to these dimensions is a crucial ingredient in the preparation of counselors giving proper emphasis to the transformation of the FSEHD Conceptual Framework into a counseling practitioner's philosophy.

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1) Demonstrate a developing ability to relate to a counseling group as a group member and leader.	(CACREP 6b, 6d, 6e) (NASP 2.4, 2.6, 2.10)	Practice 3,4
2) Demonstrate understanding of leadership or facilitation styles.	(CACREP 6 b) (NASP 2.2)	Practice 3,4
3) Demonstrate an ability to explain basic group dynamics including group process components, group member roles and their impact on the group & therapeutic factors of group work. This includes reflection on self as helper and group participant.	(CACREP 6a) (NASP 2.6) (NASP 2.7)	Knowledge 1
4) Demonstrate appropriate interaction and leadership skills.	(CACREP 6 a and b)	Practice 4
5) Demonstrate the ability to do structured research in group counseling that recognizes use of appropriate theoretical orientation and pertinent research and literature.	(CACREP 6 c)	Knowledge 1,2
6) Demonstrate the ability to conceive, generate, plan, conduct, terminate and summarize a counseling group (possibly with a co-counselor).	(CACREP 6 c, d)(NASP 2.2, 2.7)	Practice 1
7) Demonstrate an appreciation for and ability to utilize both the ACA Code of Ethics and the ASGW Standards of Practice as they apply to professional group work.	(CACREP 6 c)	Practice 4

<u>Course Requirements</u>	Points	Course learning objectives
PROFESSIONAL CONDUCT as a student:	15	1,7
Regular attendance and participation is expected. The student will prepare for classes by reading assigned materials. During the didactic portion of the class, you are expected to be		

<p>an active participant in this class, engaging in lectures, asking questions, and providing feedback to your professor and class mates.</p> <p>Professionalism also includes, but is not limited to, the following behaviors: punctuality; turning in assignments on time; participating in interactions and class activities in a positive manner; treating classmates, colleagues, and the instructor with respect in and out of the classroom; and eliminating interruptions in class, including cell phones, beepers, etc.</p> <p>The instructor is primarily responsible for providing supportive material not provided in the textbook. The course grade for participation will be based upon the instructor's evaluation of the student's preparedness for class discussion and willingness to engage in activities during the didactic portion of the class period.</p> <p>Any exceptions to attendance or due dates must be cleared with the instructor in advance.</p> <p>SELF EVALUATION: Students will respond to questions near the end of the semester to evaluate their performance as a class participant, group member, group leader and emerging reflective practitioner. (course objectives 1,2,8)</p>		
<p>Personal Growth Group: Informed Participation & Contract</p>	<p>10</p>	<p>1 CACREP 6e</p>
<p>The student is expected to become a functioning and contributing member of the personal growth counseling group for part of each class period. You will develop and submit an individual contract (with an Informed Participation form) describing your participation in the experiential portion of this course. Course grade is based on attendance but not on level of participation in the group counseling sessions. You will be actively involved in soliciting and providing feedback to other members of the class in a professional manner.</p>		
<p>GROUP COUNSELING REACTIONS:</p>	<p>40</p>	<p>1,2,3 CACREP 6a,b,e</p>
<p>The student will write a reaction paper (at least one page) following 4 personal growth group meetings and submit these reactions on BB no later than Monday at noon, the day before the next class meeting. These reaction papers are to be divided into three parts: Part I – Your role in the group; Part II – The role of the leader; Part III –Group interaction.</p>		
<p>ARTICLE REVIEW and preliminary proposal for group</p>	<p>25</p>	<p>5 CACREP 6c</p>
<p>The student is expected to read 1 research based journal article (published since 1995) that is related to group work for the population and or topic you have chosen for your group proposal. The review will critique the article on the group process- group membership, leadership, ethics, stages, confidentiality, techniques, outcome,</p>		

<p>etc. The article review consists of 4 parts: Part I - Identify the article in APA format Part II - Provide a 1 to 2 paragraph synopsis of the article in your own words Part III - Identify the strengths and weaknesses of the article. Part IV - Describe your reaction to the article in a few paragraphs and discuss how you would incorporate this material into your group work. Part V - Describe what other materials and types of articles you will need to seek in order to complete your group proposal.</p> <p>PEER critique of article review: prepare and submit your article review to peers in your class via BB. In class review will occur the week before the final draft is due to the instructor.</p>		
GROUP PROPOSAL:	100	5,6 CACREP 6c, d
<p>Students will create a proposal for a group that they would like to submit to a school/agency/work site. This proposal will give the rationale for the necessity of this group; describe goals and objectives; and include possible topics for group exploration. Further detail in course assignments</p>		
STUDENT LED GROUPS: Proposal and Reflection	50	1,2,3,4,7 CACREP 6a,c,d
<p>You will lead (with a co-leader) one group session. Together with your co-leader, you will discuss your plan in a meeting with the instructor then submit 1 brief written proposal. After you lead your group, you and your co-leader will review the tape of the meeting and consult with the instructor to reflect on the group process. Each leader will submit a written reflection following your group leadership.</p> <p>The written proposal will include the following:</p> <ul style="list-style-type: none"> A. Characterize your approach to the group session you will lead based on previous group interactions: i.e. what issue or process do you plan to have as the focus of the session? What are your goals? B. Describe the anticipated process (what is going to happen), including your expected behavior as leader. C. List techniques you expect to employ during the session and the effect they are likely to have. <p>The written reflection will include the following:</p> <ul style="list-style-type: none"> A. Provide a summary of the session B. Describe your style in your role as leader. What was effective? What was not effective? C. How did the group members relate? D. Describe your reactions to being a group leader. 		
TOTAL POINTS -	240	

Grades:

A to A- =above 90% of points

B+ to B- = 89 - 80% of points

C+ to C- = 79 to 70% of points

F = below 69% of points

It is expected that all classroom discussions and group interactions remain confidential to facilitate honest communication. Sensitivity to issues of diversity among and between small group members is also expected.



Suggested Readings

Baruth, L. G. & Manning, M. L. (2007). *Multicultural counseling and psychotherapy*. 4th Ed. Upper Saddle River, NJ: Merrill/Prentice Hall.

Brabender, V., Smolar, A., & Fallon, A. (2004). *Essentials of group therapy*. John Wiley & Sons. ecopy available at <http://0-site.ebrary.com.helin.uri.edu/lib/ric/docDetail.action?docID=10114116>

Delucia,-Waack, D. L. & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. 1st Ed. Boston, MA: Allyn and Bacon.

Johnson, D. W. & Johnson, F. P. (2006). *Joining together: Group theory and group skills*. Boston, MA: Allyn and Bacon.

Napier, R. W. & Gershenfeld, M. K. (2004). *Groups: Theory and experience*. 7th Ed. Boston, MA: Houghton Mifflin.

Posthuma B. (2002). *Small groups in counseling and therapy: Process and leadership*. Boston, MA: Allyn & Bacon.

Vanicelli, M. (1992): *Removing the roadblocks: Group psychotherapy with substance abusers and family members*. NY: Guilford Press.

Yalom, Irvin (1995). *The theory and practice of group psychotherapy*. New York, NY: Basic Books.

Suggested Journals for Article Critique

Adaptive Counseling and Therapy
American Journal of Family Therapy
American Journal of Psychotherapy
Development
Emotion Theory, Research,
and Experience
Family Process
Family Therapy Networker
International Journal of Group
Psychotherapy

Journal for Specialists in Group Work
Journal of Consulting Psychology
Journal of Counseling and
Journal of Marital and Family Therapy
Psychology, Ethics and Change
Psychotherapy
Psychotherapy and Counseling

Please note: Only articles that pertain directly to group psychotherapy will be accepted. Internet resources that do not come from a reputable journal will not be accepted.

Resources

SAMHSA (2005). Substance abuse relapse prevention for older adults: A group treatment approach. Rockville, Md: US Department of Health and Human Services.
available at <http://www.kap.samhsa.gov/products/manuals/pdfs/substanceabuserelapse.pdf>

Philosophy Statement: The Training of Group Counselors

The more you are able to deal with your own issues, biases, and inhibitions, the more helpful you will be to others. Good counselors, working individually or in groups, dedicate themselves to life-long personal growth.

Expectations:

Come to class prepared to fully engage in the personal growth segment of the class. Attempt to self-disclose as much as you can, and offer feedback to others in your group.

Your behavior as a member of this group will *not* be evaluated for a grade.

CEP 537 Introduction to Group Counseling
Group Proposal Assignment

Performance	Developing	Accomplished	Exemplary
Introduction	<p>Inadequate or scattered inclusion of research for group treatment with selected population</p> <p>Literature review includes limited guiding principles and suggestions for group work with this population.</p>	<p>Incorporation of research for group treatment with selected population</p> <p>Literature review includes guiding principles and suggestions for group work with this population.</p>	<p>Discussion of comprehensive & appropriate research for group treatment with selected population.</p> <p>Literature review includes established guiding principles and suggestions for groups with this population.</p>
Proposal	<p>Inadequate or scattered description of components for how group will operate including goals, eligibility, length, leadership style, group norms, ethical considerations, and evaluation criteria</p>	<p>Inclusion of all components for how group will operate including goals, eligibility, length, leadership style, group norms, ethical considerations, and evaluation criteria</p>	<p>Comprehensive discussion of all components for how group will operate including goals, eligibility, length, leadership style, group norms, ethical considerations, and evaluation criteria</p>
First Session	<p>Limited information for introductory session with selected population</p>	<p>Appropriate establishment of introductory session with selected population</p>	<p>Exemplary establishment of introductory session with selected population</p>

Summary	Inadequate or scattered summary of group intervention with this selected population	Appropriate summary of group intervention with this selected population	Thorough summary supporting group intervention with this selected population
Writing conventions – candidate follows APA guidelines of referencing and argument development	Limited exploration of questions posed Some references that support some important components of pertinent issues Limited analysis of material that describes research for the chosen population	Uses adequate and appropriate references to explore issues faced by chosen population Describes research material that adequately addresses the issues of the chosen population	Exploration expands current research base with “must consider” questions Use of current and broad resources to examine focus questions Integrates research material that adequately addresses the issues of the chosen population

CACREP standards 6 c,d, NASP 2.2, 2.7
 Advanced Competencies:
 Knowledge 1,2; Practice 4