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CO 675 Group Counseling Theories and Techniques

Janet B. Dean

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CO 675: Group Counseling Theories and Techniques Spring 2008

Wednesdays, 8-10:45 am

SH 404

3 credits

Janet B. Dean, M.Div., Ph.D.

Affiliate Faculty in Counseling and Pastoral Care

Office: Center for Counseling, Asbury College, 2nd Floor Fletcher-Early Building

Office Hours: By appointment

E-mail: janet_dean@asburyseminary.edu

Phone: 859-858-3511, ext 2366

Course Objectives:

This course offers an overview of the more common approaches to working with groups that are formed for the practice of counseling. The key goal is to help course members develop a personal theory, framework, synthesis, and a set of "tools" suitable to support their professional practice. The class will incorporate lecture, video demonstrations of various aspects of group work, and interactive experiences.

Course Goals:

Upon completion of this course, you will:

- Understand and discuss a biblical and theological understanding of groups and their role in therapy.
- Be aware of the major theoretical approaches to group counseling.
- Understand the dynamics of group formation and process.
- Acquire skills relevant to conducting group counseling.
- Experience the dynamics of a group by participating in and leading group experiences.

Course Schedule:

Classes will meet Wednesdays in plenary session from 8-10:45 AM. **Students are required to participate as a client in an 8-week group with a contracted therapist for 8 weeks of the semester. During those weeks, class will run from 8-10 AM. Group therapy sessions will begin [DATE], and will be most likely be in the evenings.** No report will be made to the professor other than affirmation that each student has "fully participated" according to standards agreed upon by the therapy group. Note: A laboratory fee of \$75.00 is required for this service and will be added to your account.

Required Texts:

- Corey, G. (2008). *Theory and Practice of Group Counseling* (8th.edition). Pacific Grove, CA: Brooks/Cole Publishing Co. The text includes a rather thorough bibliography.
- Corey, G., Corey, M., & Haynes, R. (2006). *Groups in Action: Evolution and Challenges DVD* (1st ed., workbook and videotape), Pacific Grove, CA: Brooks/Cole.
- Course lecture outlines, available on ATS Moodle

Supplemental Texts (not required for purchase):

- Corey, G., Corey, M., Callahan, P., & Russell, J. (2004). *Group Techniques* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Johnson, D. W., & Johnson, F. P. (2006). *Joining Together: Group Theory and Group Skills* (9th ed.) Allyn & Bacon
- You may have the majority of your self-selected readings from one of these supplemental texts.

Prerequisite / Enrollment Limits: CO601 and CO655 / No more than 20 students

Course Requirements:

1. **Full participation in the class process (10%).** This includes regular participation in class discussion and being part of a group that leads the class in a counseling experience, presenting one of the approaches to group counseling.
2. **Presentation of five response/evaluation papers on assigned readings from the text (20%).** In this assignment, the student should not simply repeat what the text says. Rather, the student should interact with the material. *Such interaction would include the following suggestive areas: The student's cognitive and emotional reaction to the material; any agreement or disagreements with the author's position; any new insights gained from the material; behavioral responses to the material (that is, what the student might do differently as a result of reading the material); Christian response to the material; how the material corresponds to or differs from the student's experience; and how the material might be meaningfully applied within a group context.*

C grade paper - Largely repeats in new form what was read, without any meaningful interaction.

B grade paper - Provides interaction around at least a couple of the areas mentioned above in italics or similar areas of consideration.

A grade paper - Provides significant interaction with the material including 4 or more of the areas mentioned above in italics.

Please note that the schedule provides for 10 papers beginning in the second week, however, each student only needs to complete 5 of these 3-page papers.

Students should be familiar enough with the material to meaningfully contribute to class sessions on a weekly basis.

3. **Viewing of the video "Groups in Action" and completion of the workbook (10%).** View the video in its entirety and fully complete the workbook on your own; the video will also be shown in class. Participate actively in class discussions of this assignment.
4. **Collateral Reading (10%).** Drawing from at least five self-selected sources, read 700 pages in the area of group counseling and/or group process. (This reading is in addition to the class texts.) Submit a log of this reading, with full bibliographic references and notations of the number of pages read, at the last class session. Give special attention to assembling resources that may be helpful in your work with groups.
5. **Participation in Group Counseling Sessions (No grade but required to pass the class).** Participate as a client in eight (1.25 hr) group counseling sessions.

Group Counseling Sessions

A trained therapist will lead group counseling sessions. Each group leader will set the time. Sessions will generally be in the evening after 5. These times should be finalized in the first two class sessions. You will note that there are 8 group sessions throughout the semester. Please note that there is a \$75 lab fee for this experience. The class schedule will be modified to reflect this change.

6. **Leading Group Counseling Sessions (20%).**

Option A.

Make arrangements for and lead a **psycho-educational group** for a minimum of 4 (1 hr.) sessions. Class members may pair together to arrange and co-lead the sessions. **Each class member will then write a paper that evaluates and analyzes the group.** Papers should include a consideration of the following where applicable:

- Provide a detailed outline of each session (Included at the end of the paper).
- Describe your recruitment of the group
- Conceptualize the dynamics in the group (e.g. group development stages), the ebb and flow, critical turning points.
- Bring in any insights from the texts that illuminate the process:
 - Characteristics of group at each stage of development
 - Member interaction
 - Leader-member relations
 - Leader-co-leader dynamics
 - Members' assessment of the group
 - Leader's assessment of the group
- Group outcomes. Considerations might include the following:
 - What were the group's outcomes?
 - How do you explain the outcomes? Draw upon theoretical considerations to assist you in understanding and explaining the group process and outcomes and as a basis for your evaluation

A week by week summary should not be done and the paper should not focus on personal issues raised by participants in the group.

Option 2.

As an alternate to this project, class members may complete a detailed proposal for an 8-session psycho-education group. The proposal should include all of the following:

- The focus and purpose of the group
- Type of group and the rationale
 - Open or closed?
 - Size and duration
 - Frequency of meetings and time
- Group members
 - Population to be served and a rationale for it
 - Procedures for selecting and screening potential members. If certain types of persons are to be screened out, provide a rationale for this exclusion
- The ground rules that will guide the group
- Group sessions content
 - Provide a detailed plan for each week's session
 - Provide samples of any assessment tools or techniques to be used
- Plans for advertising and recruitment
- Follow-up and evaluation procedures

7. Two exams on the course material (30%, or 15% each).

Course Evaluation:

Course grade will be determined in the following manner:

- | | |
|-----------------------------|-----|
| • Participation and leading | 10% |
| • Five 3-page responses | 25% |
| • Video and workbook | 10% |
| • Reading | 5% |
| • Group leader paper | 20% |
| • Two exams | 30% |

The grading guidelines found in the 2006-2008 catalog will be used for grade assignment.

A	94	B	83	C	73	D	63
A-	90	B-	80	C-	70	D-	60
B+	87	C+	77	D+	67	F	below 60

Course Policies

- *Self-Disclosure.* In class interactions and group work, some self-disclosure and personal examination will occur; this disclosure should be kept appropriate to the classroom situation or the group counseling setting. All of these interactions fall under the umbrella of confidentiality, and members will be expected to abide by this ethical standard.

- *Feedback*

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

- *Submitted Written Papers.*
 - *APA Format.* All written material should conform to style and form set forth in the Publication Manual for the American Psychological Association, 5th ed. Also, all written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
 - *Writing Quality.* Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
 - *Form.* Written materials should be submitted in electronic format by the due date. Electronic submissions should be Word documents or text documents attached to an email. Papers will NOT be accepted in hardcopy (paper format). ENTITLE your emailed papers as "co675 lastname firstinitial kindofpaper#"
 - *Timeliness.* Students should submit written material on time; late papers will receive no written comments and the grade will be reduced.
- *Incompletes.* Thinking about incompletes? Seminary guidelines indicate that "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (*Catalog*, 29). Incompletes will only be granted in extreme situations, so be sure to plan for ordinary emergencies and busyness.
- *Withdrawals.* If you decide to withdraw from the course, you should file forms in the Registrar's Office according to seminary deadlines.
- *Academic Integrity.* Students are expected to follow seminary policy with regard to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom are required. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).
- *Problems.* If you are having difficulty in this course for ANY reason, please speak to me as soon as possible.
- *Special Needs.* Materials can be made available in alternate formats. Please inform me of any special needs you may have.
- *Scheduling.* The instructor reserves the right to make modifications to the course schedule as necessary.

Course Schedule

WEEK	READING	TOPICS	WHAT'S DUE
WEEK 1 – Feb 13	Chapter 1	Class organization and introduction to group work Video- Portions of Gazda on Groups – 80 minutes	

WEEK 2 – Feb 20	Chs. 2-3, 16	Professional Issues and Leadership Video: Group Work: Fundamentals of Group Process – 26 minutes	Group Therapy #1
WEEK 3 – Feb 27	Chs. 4-5, 17	Developmental Stages in Groups Video - Evolution of a Group - Corey et al.	Group Therapy #2
WEEK 4 – Mar 5	Chs. 6-7	Video - Evolution of a Group - Corey et al. OR Portions of Encouraging Risk Taking in Groups – 50 minutes Psychodynamic Approaches to Group Adlerian Group Therapy	Paper #1 of 5 from Wk 3 Group Therapy #3
WEEK 5 – Mar 12	Chs. 8-9	Video - Evolution of a Group - Corey et al. Psychodrama Group Therapy	Paper #2 of 5 from Wk 4 Group Therapy #4
WEEK 6 – Mar 19	Chs. 10-11	Video - Existential: Understanding Group Psychotherapy Series Vignettes 1,2 – Yalom Person-Centered or Gestalt Group Therapy	Paper #3 of 5 from Wk 5 Group Therapy #5
WEEK 7 – Mar 26		EXAM	Paper #4 of 5 from Wk 6 Group Therapy #6
WEEK 8 – Apr 2		SPRING BREAK	
WEEK 9 – Apr 9		Existential & Reality Group Therapy Video - Vignettes 3,4 - Yalom	Group Therapy #7
WEEK 10 – Apr 16	Ch. 12	Transactional Analysis Group Therapy Video - Skills/Techniques for Group Work with Children & Adolescents: Video 2	Paper #5 of 5 from Wk 8 Group Therapy #8
WEEK 11 – Apr 23	Ch. 13	Behavioral Group Therapy Video: Corey – Working Stage	Paper #6 of 5 from Wk 10
WEEK 12 – Apr 30	Chs. 14-15	Rational Emotive Behavior Group Therapy Video: Corey - Ending Stage	Paper #7 of 5 from Wk 11 Workbook Due
WEEK 13 – May 7	Chs. 16-17	Integrative Issues in Group Work Video – Smead: Skills and Techniques for Group work with Children: Conducting Session One: Setting Guidelines and Getting Connected – (38 Minutes)	Paper #8 of 5 from Wk 12
WEEK 14 – May 14	Chs. 16-17	Integrative Issues Continued Video: Smead – Skills and Techniques for Group work with Children: Conducting Subsequent Sessions: Group Leadership Skills that Teach and Heal – (24 Minutes)	Paper #9 of 5 from Wk 13 Leading Group Counseling Report Due
WEEK 15 – May 21		FINAL EXAM	Paper #10 of 5 from Wk 14 Reading Log Due