CO 675 Group Counseling

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

**OBJECTIVES**

As a result of completing this course, students shall:

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

Classes will meet Wednesday in plenary session from 8:00 – 10:45. **Students will be 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 8:00-10:00. Group therapy sessions will begin February 22.** A laboratory fee of $75.00 is required for this service and will be added to your account. The time for these meetings for the semester will be indicated at the beginning of the semester but will be in the evening. 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.

**REQUIRED READINGS**


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1. Full participation in the class process. This will include being part of a group that leads the class in a counseling experience, presenting one of the approaches to group counseling (10%). This presentation should provide a brief overview of the concepts of the theoretical approach. The major attention should be given to the group applications of the approach and to leading the class in a group experience based on the theory.

2. Presentation of five (3 page) response/evaluation papers on assigned readings from the text (25%). 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.

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

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

   An A paper  Provides significant interaction with the material including 3 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.

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

3. View the video “Evolution of a Group” in its entirety on your own and fill out the workbook completely. Participate actively in class discussions of this assignment. (10%).

The video will also be shown in class.

4. 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 4-6 page report of this reading that includes full citation information. Give special attention to assembling resources that may be helpful in your work with groups.

5. 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 by the first class session. 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. Instead of going until 3:45, class will end around 3:00 during the weeks that the group sessions are in process.

7a. 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. (20%) 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.

7b. 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?
8. Complete a midterm-exam on the course material. (30%)

Note: In class group interactions, self-disclosure and personal examination will occur. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard.

EVALUATION

Course grade will be determined in the following manner:

- Participation and leading 10%
- Five 3-page responses 25%
- Video and workbook 10%
- Group leader paper 20%
- Mid-term exam 35%

SUBMISSION OF ASSIGNMENTS

Assignments may be submitted in hardcopy or by e-mail. If submitted by e-mail, the assignment title should conform to the following format: student’s last name, the course number, and assignment title. For example, the submission of the first response paper should read as follows:

DoeCO675response1

Incomplete Policy

Incompletes will only be granted for emergency situations beyond your control. Work commitments are not considered emergency situations.
GRADE RANGES

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

PROPOSED COURSE SCHEDULE

COURSE CALENDAR:

Week 1
Class organization and introduction to group work
**Video: Group Influence – 30 minutes**
Corey Chapter 1
**Video- Portions of Gazda on Groups – 80 minutes**

Week 2
Professional Issues and Leadership
**Video: Group Work: Fundamentals of Group Process – 26 minutes**
Corey chapters 2-3, 16 (paper #1)

Week 3
Developmental Stages in Groups
Corey chapters 4-5, 17 (paper #2)
**Video: Portions of Group Microskills: Encountering Diversity – 60 minutes**

Week 4
**Video: Portions of Encouraging Risk Taking in Groups – 50 minutes**
Psychodynamic Approaches to Group: Adlerian Group Presentation - Tony Headley
Chapters 6-7 (paper #3)
**Group Therapy**

Week 5
**Video - Evolution of a Group: An Integrative Approach - Corey et al.**
Psychodrama Group Presentation: Group 1
Chapters 8-9 (Paper #4)
**Group Therapy**
Week 6
  Video - Existential: Understanding Group Psychotherapy Series
  Vignettes 1,2 - Yalom
  Person-Centered or Gestalt Group Presentation: Group 2
  Chapters 10-11 (Paper #5)
  Group Therapy

Week 7 – Spring Reading Week

Week 8
  Mid term Exam
  Group Therapy

Week 9
  Transactional Analysis Group Presentation: Group 3
  Chapter 12 (paper #6)
  Video: Existential: Understanding Group Psychotherapy Series
  Vignettes 3,4 - Yalom
  Group Therapy

Week 10
  Behavioral Group Presentation: Group 4
  Chapter 13 (paper #7)
  Video: Corey – Working Stage
  Group Therapy

Week 11
  Rational Emotive Behavior Therapy Group Presentation: Group 5
  Chapter 14 (paper #8)
  Video: Corey Ending Stage
  Group Therapy

Week 12
  Reality Therapy Group
  Video: Reality Therapy Groups
  Chapter 15 (paper # 9)
  Group Therapy

Week 13
  Video – Smead: Skills and Techniques for Group work with Children: Conducting
    Session One: Setting Guidelines and Getting Connected – 38 Minutes
  Chapter 16-17 (paper #10)
  Integrative Issues in Group Work
Week 14

Video: Smead – Skills and Techniques for Group work with Children: Conducting Subsequent Sessions: Group Leadership Skills that Teach and Heal – 24 Minutes
Integrative Issues Continued

Exam Date – Wednesday May 18, 8:00-10:00 am – Used as needed

The professor reserves the right to make modifications to this schedule.