

Group Counseling
EDP 381 Spring, 2013 Unique #10395
W 1 – 4 p.m. SZB 268

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Office Hours: Tuesday 2:30 – 3:30 and by appointment

Services for Students with Disabilities

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Required Readings

Jacobs, E. E., Harvill, R. L., & Masson, R. L. (2012). *Group Counseling: Strategies and skills*. (7th ed.). Pacific Grove, CA: Brooks/Cole.

Shakoor, Muhyiddin. (2011). *On becoming a group member: Personal growth and effectiveness in group counseling*. New York: NY: Taylor and Francis.

Additional Readings are included on Blackboard

Optional Readings

Yalom, I. D., & Leszcz (2005). *The theory and practice of group psychotherapy*. (5th ed.). New York: Basic Books.

On Reserve at UT Library

DeLucia-Waack, J. L., Bridbord, K. H., Kleiner, J. S., & Nitza, A. (Eds.). (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing (Rev.)*. Alexandria, VA: Association for Specialists in Group Work.

Foss, L. L., Green, J., Wolfe-Stiltner, K., & DeLucia-Waack, J. L. (Eds.) (2008). *School counselors share their share their favorite activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.

Salazar, C. (Ed.). (2010). *Group work experts share their favorite multicultural activities: A guide to diversity-competent choosing, planning, conducting, and processing* (pp. 163-165). Alexandria, VA: Association for Specialists in Group Work.

Course Objectives

- 1) Principles of group dynamics
 - a. Students will demonstrate an understanding of group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors in group work.
 - b. Achievement of this objective will be assessed through completion of questions on Coursemate and the oral exam.
- 2) Group leadership skills
 - a. Students will demonstrate an understanding of the role of the group leader, including the characteristics of various leadership styles and approaches, and how they are relevant to various types of groups and group members.
 - b. Achievement of this objective will be assessed through completion of questions on Coursemate and the oral exam.
- 3) Theories of group counseling
 - a. Students will demonstrate an understanding of the commonalities and distinguishing characteristics of different types of group work, as well as pertinent research.
 - b. Achievement of this objective will be assessed through completion of questions on Coursemate and the oral exam.
- 4) Group methods
 - a. Students will demonstrate an understanding of group methods by writing a description of a group that is relevant to their professional goals, and including group leader orientation and behaviors, appropriate selection criteria and methods, and methods of evaluation.
- 5) Experiential group participation
 - a. In order to learn about the experiences of group members, students will participate for 10 hours in a small group activity over the course of one academic term.
 - b. Achievement of this objective will demonstrated through participation in each group meeting and keeping a journal of the students' experience.
 - c. Students will also answer questions about being a group member from Shakoor's book during the oral exam.

Course Requirements

1. Attendance: Due to the experiential nature of the course, attendance for group meetings and class discussion is extremely important. My general expectation is that students will be present for all class meetings. Students who miss a class meeting will be expected to complete a satisfactory thought paper of approximately three pages on that day's reading to make up for that absence due by the end of the week in which the class is missed. Students who miss one experiential group meeting can make up that absence by attending an appropriate group meeting in the community (see instructor for guidelines). Missing two experiential groups is usually considered unacceptable; under those circumstances, the student needs to immediately initiate a discussion with the instructor about whether to continue in the experiential component of the group (see instructor for guidelines). In extraordinary circumstances such as internship

interviews, medical emergencies, close family illness, etc., the instructor reserves the right to alter these policies to ensure students are treated equitably.

2. Reading the texts: The class schedule provides an outline of when readings will be covered in class. Students will be expected to complete the tutorial quiz, watch the video, and answer the video questions for each chapter on the Coursemate website BY NOON on the class day in which it assigned. Students will be given a list of learning objectives to aide in their preparation for the oral exam (see below). Students who miss the noon deadline will be expected to complete the coursemate assignment by the end of the week AND complete a satisfactory thought paper on that chapter.

3. Development of specialized group: Students will be responsible for planning a group, based on their professional interests, using an article by Falco and McCarthy as a guideline. This manuscript will be 8 – 10 pages.

4. An evaluation of students' comprehension of course material will be conducted with an oral exam that may be scheduled outside of class time. Students will be randomly assigned to teams for this purpose and given a list of questions to be covered. For the oral exam, each team will meet with the instructor for approximately 30 – 40 minutes to answer and discuss randomly selected questions across the various course topics covered. Each team will be evaluated as a group (pass/fail). Evaluation of group responses will include: a) the accuracy and completeness of the answer, and b) consideration of group functioning and coordination (for example, equal contributions from all members, balancing discussion among members, etc.).

5. Experiential Group: As part of the course, students will have the opportunity to participate in an experiential group designed to provide insight into group process and the experiences of group members. This is a "growth-centered group" in which the focus is on the personal development of students training to be professional helpers. The general goal for this group is to aid members in selecting and working on interpersonal self-development goals related to their personal and professional development. I therefore recommend that each student begin the group experience with a self-selected interpersonal goal that is relevant to you at this time and can be addressed within the group format. Examples might include:

- 1) communicating feelings more effectively
- 2) giving honest feedback to others
- 3) soliciting honest feedback from others
- 4) increased comfort talking about oneself

These expectations are in line with the professional training objectives and ethical standards of the American Counseling Association and the American Psychological Association. We will read and discuss Shakoor's (2011) book, *On becoming a group member: Personal growth and effectiveness in group counseling* to help students gain the most from this experience.

Should any student have concerns about participation in the experiential growth groups, s/he should initiate discussion with the instructor immediately to work out an alternative group experience. Alternative experiences must be acceptable to the instructor, using professional guidelines.

Tentative Meeting Times for Experiential Groups

Group 1: 12:30 – 1:30
 Didactic: 1:45 – 2:45
 Group 2: 3:00 – 4:00

6. Group Journals - students are asked to keep a journal of their experiences in group that will be completed after each group meeting and handed into the group leader. The purpose of this activity is to provide a basis for discussion following each group and to enhance communication between the facilitator and each member. While your journal entries should not be lengthy, it should include two distinct sections:

- a.) an examination of your personal reactions to the group experience
- b.) feedback and questions written directly to the leader concerning your experience in group that day. Refer to the class hand-out for more information.

Evaluation: Students will be graded on a credit/no credit basis. Assignment of grades will be based on satisfactory performance in each of the course components listed below. To receive a passing grade, students must demonstrate satisfactory performance in all areas. While attendance is required, participation in the experiential group is not considered in the assignment of grades. Students will receive an incomplete grade if they do not complete each of the course requirements; students will then have an opportunity to make up that component of the course.

Course Components:

1. Complete of assigned questions on Coursemate (tutorial quiz questions, and if videos are available, completion of video and video questions).
2. All attendance requirements met including journals, thought papers, and group attendance.
3. Satisfactory performance on oral quiz.
4. Satisfactory performance on final paper.

Class Schedule (subject to revision)

Note: Readings should be completed before the scheduled class day. Bolded readings refer to those with coursemate assignments which be completed by noon on class day. *Italicized readings are available on Blackboard.*

	<u>Topic</u>	<u>Reading</u>
Jan 16	Therapeutic Factors	<i>Yalom 1 – 4</i>
Jan 23	Introduction to Group Work Growth Groups Growth Groups Begin	Jacobs Ch. 1 Shakoor: Intro and Ch. 1

Jan 30	Purposes and Types of Groups	Jacobs Ch. 3 , <i>Drum et al., ASGW Training Training Standards</i> ; Shakoor Ch. 2
Feb. 6	Group Stages and Process	Jacobs Ch. 2, 5 Shakoor Ch 3 - 4
Feb. 13	Diversity and Group Work	<i>Ch. 1 – 2 of Delucia-Waack & Donigian ASGW Multicultural and SJ Standards</i>
Feb. 20	Group Leadership Skills	Jacobs Ch. 6,7,8
Feb 27	Group Exercises	Jacob 9, 10, 11
Mar 6	Exam I scheduled outside of experiential group meetings	
Mar 13	Spring Break	
Mar 20	Working with Children and Adolescents	Jacobs 17 (pp. 414-424) <i>Gerrity and Delucia-Waack Veach & Gladding</i> Guest Speakers: Allison Sallee, Delida Sanchez
Mar 27	Leadership in Middle Stages Shared Group Leadership Begins	Jacobs Ch. 12
Apr 3	Developing and Planning Groups 1 page summary addressing points from Falco and McCarthy due	<i>Falco and McCarthy</i>
Apr 10	Developing and Planning Groups REVISED 1 page summary addressing points from Falco and McCarthy due	<i>Anderson et al.</i>
April 17	Membership issues Termination	Jacobs 16 Jacobs Ch. 15
Apr 24	Counseling and Therapy in Groups Growth Groups Conclude	Jacobs 13, 14
May 1	Group Work Ethics Guest Speaker: Alissa Sherry	Jacobs Ch. 18 <i>Corey et al.</i>

Group Projects Due by May 6

Appendix 1

Statement about Group Participation

Student Rights

- a clear statement regarding the purpose of the group;
- a general description of the group format and procedures;
- an opportunity to seek information about the group, to pose questions, and to explore concerns;
- information about the psychological risk involved in group participation;
- the exercise of reasonable safeguards on the leader's part to minimize the potential risks of the group;
- respect for member privacy with regard to what the person will reveal as well as to the degree of disclosure;
- freedom from undue group pressure concerning participation in group exercises, decision making, disclosures of private matters, or acceptance of suggestions from other group members;
- observance of confidentiality on the part of the leader and group members;
- knowledge of the limitations of the confidential character of the group - that is, of circumstances in which confidentiality must be broken because of legal, ethical, or professional reasons;
- the freedom to say, "I don't want to go further for now" or "I choose not to discuss this matter";
- a clear understanding of the division of responsibility between leader and participants
- opportunities to discuss what one has learned in group and to bring some closure to the group experience, so that the participant is not left with unnecessary unfinished business;
- a consultation with the group leader during the group or after its termination, should a crisis arise as a direct result of participation in the group, or a referral to other sources of help if further help is not available from the group leader.

Student Responsibilities

- *confidentiality* : Students will be asked to sign a confidentiality agreement at the beginning of the group in which they agree to keep all group discussions confidential.
- *participation*: Students have the right to not participate in any activities or discussions which make them uncomfortable, but it is expected that members will attend all group meetings, be punctual, and be an active group member.
- *respect for others*: While all interpersonal exchanges present at least the possibility for disagreement, conflict, or negative feelings, group members are expected to make every effort to act in the best interests of other members.