

Group Counseling
EDP 381 Spring, 2015 Unique #10505
W 1 – 4 p.m. SZB 268

Instructor: Chris McCarthy, Ph.D.
Office: SZB 504B
E-mail/Telephone: cjmccarthy@austin.utexas.edu 512-232-4835
Office Hours: TBD
TA: Jenson Reiser, M.S. jenson.reiser@gmail.com

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 CANVAS**

Optional Readings

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

Group activity books on reserve at UT PCL 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 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 - Students will demonstrate an understanding of group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors in group work.
- 2) Group leadership skills - 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.
- 3) Theories of group counseling - Students will demonstrate an understanding of the commonalities and distinguishing characteristics of different types of group work, as well as pertinent research.
- 4) Group methods - 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 - 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.

Course Requirements

1. **Attendance:** Due to the experiential nature of the course, attendance for group meetings and class discussion is extremely important. **My expectation is that students will be present for all class meetings and that students will contact me if they have to miss class.** Students who miss a class meeting will be expected to complete a satisfactory thought paper of approximately three pages on that day's readings 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. 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 fairly and equitably.

2. **Readings:** The class schedule provides an outline of when readings will be covered in class. Students will be given a list of learning objectives to aide in their preparation for the oral exam (see below).

3. **Development of specialized group:** Students will be responsible for planning a group, based on their professional interests, using the article by Falco and McCarthy as a guideline. Students will plan to group, develop and lead a role-play on this group, and complete a paper on the group. For the final paper, students will write a paper of approximately 15 pages (either separately or in pairs).

4. **Oral exam:** An evaluation of students' comprehension of course material will be conducted with an oral exam. 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 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. 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 group, 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.

Meeting Times for Experiential Groups (with a few exceptions)

Didactic: 1:00 – 2:20

Experiential Group: 2:30 – 3:45

6. **Group Journals** – Group leaders will write process notes following each group meeting which will be posted by Wednesday evening. Students will then have until Sunday at 5pm to write a "journal" entry each week reflecting on their experience in group and any reactions to the group process notes provided by the group members. These journal entries will be submitted through CANVAS. 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.

Note: Material shared in the journals by individual members will not be brought up in group by the leaders.

7. **Technology** – During the didactic portion of the course, I ask that students not use technology that can distract from class participation (laptop, tablets, cell, etc.).

8. **Evaluation:** Students will be graded on a credit/no credit basis. **The course is graded this way to minimize conflicts associated with group participation and grade assignment.**

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 listed below:

1. All attendance requirements met including journals, assignments, and group attendance.
2. Satisfactory performance on oral exam.
3. Satisfactory performance leading group role-play.
4. Satisfactory performance on final paper.

Class Schedule (Subject to revision)

Note: Readings should be completed before the scheduled class day. *Italicized readings are available on Blackboard.*

	<u>Topic</u>	<u>Reading</u>
Jan 21	Therapeutic Factors	<i>Yalom 1 – 4</i> Shakoor
Jan 28	Group Work Ethics	Corey Ch. 3
	Experiential Growth Groups	<i>Falco & Bauman</i> <i>McCarthy, Falco, Villalba</i> <i>Bohecker et al.</i> Shakoor: pp. xi – xxxiv (orientation prologue) and Ch. 1
Feb. 4	Purposes and Types of Groups	Jacobs Ch. 3, <i>Drum et al., ASGW Training Training Standards</i>
	Growth Group Reading	Shakoor Ch. 2
	Growth Group Begins, Students Assigned to Exam Groups	
Feb. 11	Group Stages and Process	Jacobs Ch. 2, 5
	Growth Group Reading	Shakoor Ch. 3 – 4
Feb. 18	Group Leadership Skills	Jacobs Ch. 6,7,8
Feb. 25	Developing and Planning Groups	<i>Falco and McCarthy</i>
	Organization for Oral Exam and Group Projects	
Mar 4	Exam Times 1 - 1:30; 1:30 – 2:00; 2 – 2:30	

Mar 11	Working with Children and Adolescents	Jacobs 17 (pp. 414-424) <i>Gerrity and Delucia-Waack</i> <i>Veatch & Gladding</i>
	Guest Speaker: Allison Sallee, Ph.D.	
Mar 18	Spring Break	
Mar 25	Diversity and Group Work	<i>Ch. 1 – 2 of Delucia-Waack & Donigian</i> <i>ASGW Multicultural and SJ Standards</i> <i>Anderson et al.</i>

INTRO SECTION DUE FOR GROUP PROJECT

April 1	Group Exercises Draft of Group Role-Play Due	Jacob 9, 10, 11
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Finalize roleplay content and schedule

April 8	Groups in Middle Stages: Group Role Plays Begin	Jacobs Ch. 12,16
April 15	Using Theory in Groups Growth Group Concludes	Jacobs Ch. 13

METHODS SECTION DUE FOR GROUP PROJECT

April 22	Group Therapies and Endings	Jacobs 14, 15
April 29	Group Role Plays	
May 6	Group Role Plays Conclude FINAL VERSION OF GROUP PROJETS DUE: May 11 9 am	

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.