

GROUP COUNSELING WITH ADULTS

CPSY 515
Summer 2014

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Lewis & Clark College

May 7-July 23 - Wednesdays 5:30-9:30

*As therapists, we must move beyond dealing with individual pain;
we must become part of a larger solution by joining with others
to transform the social conditions that contribute heavily to
individual pain.*

JUDITH JORDAN

If a group is defined as more than one person, then each of us has been in groups since birth. By virtue of being born we are irrevocably in relationship. Even if we elect relatively isolated lives, we are associated by birth with parents, ancestors and by extension with all beings. The social groups any person experiences over a lifetime shift in membership, function, circumstance. Groups come and go as quickly as stepping from a sidewalk into a building. Groups also endure as with family, friendship and community circles; but even there, change within these groups is constant. This graduate course on counseling with groups is designed to provide participants with theories, concepts and experiences that will increase competency for working with adults in group settings. In addition to gaining knowledge of group counseling theory, students will develop and demonstrate skills necessary for dynamic and responsive application across professional and civic circumstances.

Catalog Description: Introduction to the major schools of group therapy and the common factors associated with positive outcomes. Covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

CACREP Curriculum Standards and Course Objectives:

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (CC:6a)
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; (CC: 6b)

3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CC: 6c)
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CC: 6d)
5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (CC: 6e, C2)
6. Professional preparation standards for group leaders; and (CC: 6f)
7. Ethical and legal considerations. (CC: 6g)

Additional objectives:

8. Recognition and application of understandings of diversity and social justice in group work.
9. In-class participation in self-reflective group engagement.

Text: Yalom I & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5/E)*. New York: Basic.

Moodle: Articles and other resources as posted for class meetings.

COURSE STRUCTURE AND GUIDELINES

Participation: This course is designed with student interaction as a key curricular component. Your consistent and varied group-participation with your classmates makes possible practical extension of the theoretical aspects of this class. **This means attendance is crucial.** As a part of entry into this class, please recognize this circumstance and make all effort to resolve any attendance conflicts.

The departmental attendance policy reads as follows -- *Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.*

Confidentiality: Given the interactive nature of this course, confidentiality takes on importance that is immediate, practical, ethical and respectful. As members of this class, we are collectively accountable for the safety and trust maintained throughout experiential groups, conversations and activities in and out of class. In the process of professional preparation all of us are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would represent a compromise of ethics. Explorations of any concerns regarding confidentiality are welcome during class or with the instructor outside of class.

Participation: This class will provide a laboratory for demonstrating and examining group process and experience through didactic and experiential processes. While the course is not itself a therapy or personal-growth group, the experiential activities may have both therapeutic and personal development effects. The emphasis of this class is on bringing group process into clearer focus both personally and professionally as a step in your development as a counselor or therapist.

While confidentiality is of the utmost importance, **neither you nor your classmates are required to share personal information as part of classroom activity or as a condition for evaluation or grading.** Given this policy it will be necessary for all of us to be thoughtful and intentional in choosing what to share during in-class activities. At the same time, by taking this course, each of you agrees to challenge yourself to become familiar with the territory of group work through participation in the activities provided. If you become uncomfortable and feel as though you are unable to continue or to participate during any activity you may exercise your right to pass. If you find yourself frequently taking this option (or overriding it), please speak with me or with a trusted colleague. Your participation, as mentioned throughout this document, is vital to your learning.

Development Log:

Following each class you will make notes regarding what you want to remember and/or investigate further in these areas:

- theory
- practice considerations
- your own interpersonal skill and blind spots

By the end of the term, you will have these notes as a resource as you pull together into a **Synthesis Paper**. You will submit the Log and the Paper together the last day of class.

Direct experience:

Find and attend at least one group to watch leadership and participation for themes from our reading and discussion. Attendance at multiple groups, the same group several times, etc. will teach you more. Reflect on your experience relative to theory, practice and counselor variables in your Developmental Log.

Laboratory groups:

Beginning the third class meeting and for a total of eight classes, course participants will engage in laboratory group sessions. One team of facilitation partners will volunteer for each of these classes with the responsibility of running a group (i.e., in dyads you will work with half the class during one session and the other half during a second session).

Facilitators will decide their session's focus based on attention to three sources

- Yalom readings to date including the chapter of focus for that week

- Contemporary issues contained in featured public media (to be found on Moodle page for that week's class)
- The area of demographic focus selected/assigned to the facilitation partners in the first class (see above).

These sources provide the basis of your planning while, as facilitators you retain wide latitude in choosing the focus of the group sessions you lead.

After consulting closely among your partners (and with the option of a team meeting with me), your team will submit a written description of your focus choices. Prior to facilitation, you will develop an evaluation tool.

After the class in which you facilitate your team members will submit individual summaries of the skills and insights you have gained. As a whole, your team will complete the same evaluation you distribute to your group participants including select aspects of your group's responses. You will submit that form with your individual summary.

Moodle articles:

At least three days before the group laboratory you facilitate your team will post a list of articles you've found helpful to preparing for your group. This list will include title, a brief summary and internet access information.

Evaluation:

Grades will be based on your effort and ability to explore and apply concepts and experiences in this course to your work with adults in group settings.

Developmental Log

- Evidence of personal reflection and critical thinking in comments, questions and inquiries.
- Sequence of developmental gains linked with this thinking and inquiry.

Lab-Group Facilitation

- Active leadership reflecting concepts in practice
- Individual summaries of skills and insights you have gained
- Moodle articles – considered selection, posted

Synthesis Paper

- Practical relevance – what practice considerations are you taking with you from this class?
- Theoretical ground – what guiding rational(es) serve as foundation for your practice – similar to fundamental principles.
- Personal practices for ongoing capability, development and presence in work with groups.

A – clear evidence of full and active involvement with the topics and opportunities of this class through class attendance along with engaged and insightful completion of above listed assignments.

B – satisfactory completion of all assignments, class attendance

C-F – missing assignment(s) and/or incomplete class attendance

[gradations at each grade designation (i.e., - or +) to reflect slight deviance from each grade description]

Class Schedule
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<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
May 7	Therapeutic & Interpersonal Factors in Group Counseling	Yalom Chapters 1-4
May 14	Therapist Techniques & Sensibilities	Yalom Chapters 5-7
May 21 - July 23 format [except June 11] (OPEN TO REVISION)		
	<ul style="list-style-type: none"> A. 1 hour check in and didactic stuff B. 45 min facilitated group, 5 min midstream check-in C. 15 min break – D. 35 min facilitated group, 15 min process comments (optional), 5 min evaluation E. 30-50 min what we got from this. 	
May 21	LabGroup – gender and sexual identity Building Groups	Middlesex, Chap 4 - Moodle Yalom Chapter 8, 9 Team articles – Moodle
May 28	LabGroup – veterans in relationship Staging & Initiating Groups	Coming Home - Moodle Yalom Chapter 10, 11 Team articles - Moodle
June 4	LabGroup – community violence Conflict & Maturation in Groups	Trayvon Martin – Moodle Yalom Chapter 12 Team articles – Moodle
June 11	Group Process – Professional Process Professional as Person	Yalom Chapters 1-7 “Who’s Best” (Aryan Race)
June 18	Lab Group -- extreme states Encounter	MadnessRadio – Moodle Yalom Chapter 13
June 25	LabGroup – colliding cultures Format Options	PtTime Indian – Moodle Yalom Chapter 14
July 2	LabGroup – immigration/migration	Remedios – Moodle Ethics/Professional Standards
July 9	LabGroup – addiction Specialized Groups	Out of the Shadows – Moodle Yalom Chapter 15, 16
July 16	Experts Share	
July 23	LabGroup - group termination	Yalom Chapter 17