

CPSY 515 Group Counseling With Adults
Syllabus and Schedule
Spring 2010
Graduate School of Education and Counseling
Lewis and Clark College

Time: Mondays, 5:30pm – 8:45pm
Location: Rogers, 219
Instructor: Karen Hixson, M.Ed., LPC
Phone: **503 475 5996**
Email: khixson@lclark.edu
Office hours: By appointment

Instructor Biography: I am a Licensed Professional Counselor and have past experience as a Certified Alcohol and Drug Counselor. I received my Master's Degree in Agency Counseling at the University of Puget Sound in Tacoma, WA. Upon moving to Portland, I provided group counseling in a corrections facility and local non-profit as a drug and alcohol counselor and mental health counselor serving outpatient and inpatient populations. Currently, I work in private practice with a focus on providing relational counseling that infuses awareness of political struggles into my work with clients. I am also currently engaged in many projects connected to group work and facilitation.

“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. We cannot continue to pathologize individual adaptations to socially destructive patterns. Therapy should not become a part of the problem by suggesting that the pathology is individual and the solution is individual.”

-Judith Jordan

“Recovery can take place only within the context of relationships; it cannot occur in isolation.” - **Judith Herman**

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.

Prerequisite: CPSY 503 or 569

Credit: 3 semester hours

Course Description and Outcomes: This is a graduate level course designed to provide students with the theories, concepts and experiences that will increase their competency of group counseling with adults. Students will engage in lecture, readings, in-class activities and observation as well as experiential training groups. The content and experiences in this course provide concepts and skills necessary to satisfy the group work competencies stipulated in the Council for Accreditation for Counseling and Related Programs (CACEREP) Standards (2001) as outlined below. Students will gain knowledge of group counseling theory and demonstrate the practical skills necessary for the dynamic application to various adult group counseling settings. Students will understand how to

adapt various theories and skills to the unique circumstances they find themselves in as professionals and citizens.

CACREP Curriculum Standards and Course Objectives (2009 Standards)

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Other Objectives of This Course:

- f. The understanding of diversity & social justice applied to group work.

Required Text:

Corey, Corey, Corey. (2008). *Groups: Process and Practice, 8th Edition*
Brooks/Cole/Cengage Learning, Belmont, CA.

Also Recommended:

Yalom, I & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*, Basic Books, New York, NY.

Materials on Reserve at Library:

*DVD + Workbook on 3-day checkout:

Groups in Action: Evolution and Challenges

by Robert Haynes (Author), Gerald Corey (Author), Marianne Schneider Corey (Author)

We will watch sections of the video in class and you will be required to view any portions you miss on your own. Please check-in with me about any other associated make-up work.

Articles on Reserve in Moodle:

Comstock, D.L., Hammer, T.R., Strentzsch, J., Cannon, K., Parsons, J., and Salazar II, G. (Summer 2008). "Relational-Cultural Theory: A Framework for Bridging Relational, Multicultural, and Social Justice Competencies." *Journal of Counseling & Development* Summer, 96, 279-287.

Day-Vines, N.L., Wood, S.M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K, and Douglass, M.J. (Fall 2007). "Broaching the Subjects of Race, Ethnicity, and Culture During the Counseling Process." *Journal of Counseling & Development*, 85, 401-409.

Kramer, C. H. (2000) Revealing Ourselves In M. Baldwin, M. (Ed) *The Use of Self in Therapy* (2nd Ed pp 61-96.) Haworth Press, Binghamton, NY.

Yalom, I & Leszcz, M. (2005). The Therapist: Working in the Here-And-Now. In *The Theory and Practice of Group Psychotherapy Basic Books*, New York, NY pp 141-199

Use of Moodle:

Moodle will be utilized in this course to assist you in tracking the syllabus, assignments and readings. We may use it for specific reflections and discussion throughout the course. Moodle may also come in handy in the event of significant extended absences or school closures.

Enrollment Key: spring2010

Attendance Policy: Students are highly encouraged to make every effort to resolve any attendance conflicts in order to attend all classes and activities. Students can receive an excused absence at the instructor's discretion. Extraordinary conditions such as illness or family emergencies warrant an excused absence. If a student cannot attend class: (1) contact the instructor prior to the absence to explain the reason for the absence (email if anticipated or phone if last minute) (2) make provisions to obtain class materials and any other information missed (3) make up work may be required. One unexcused absence can lower the student's final grade; two unexcused absences may result in failure. Three late arrivals are equal to once unexcused absence.

It is essential that everyone is present at all of the sessions as this also impacts group dynamics, group cohesion and our ability to be fully present with each other.

Special Considerations with Course Format: The class will be a platform for demonstrating and examining the group process and experience through didactic and experiential teaching methods. While this is not a therapy group or personal growth group, experiential activities will bring the group process into our awareness. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during activities. However, by taking this course, you agree to the opportunity to challenge yourself to become familiar with the territory of group work through participation in the activities provided—including the experiential training groups. If you become uncomfortable and feel as though you are unable to continue or participate during any aspect of this course, you may always request the right to pass. If you find yourself repeatedly doing so, please discuss this with me or another trusted colleague. Your participation is vital to your learning.

In the text, Corey, et al. share their perspective on the value of training groups:

“Your ability to function effectively as a group counselor has a lot to do with your beliefs pertaining to groups. If you believe in the therapeutic power and potential of groups, and if you are willing to commit yourself to the disciplined work it takes to learn about groups, you are already taking significant steps toward becoming a competent group leader. If you are suspicious about groups, and if you approach this course with a great deal of hesitation, we challenge you to talk about your reservations and concerns either in the class, if this is appropriate, or with your instructor privately. You will get much more from reading this book and taking a group course or group workshop if you commit yourself to being active, involved, and open to learning about the group process. This is an excellent time to challenge any misconceptions you may have about groups and identify what you need to do to become a productive member of a group. The steps you take now will help you become a vital and creative group leader (p. 21).”

Confidentiality Policy: Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about group members with others, all students 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 be considered unethical. Please explore any concerns you have about confidentiality during class time, after class or during a training group.

Evaluation: Grades will be based on your effort and ability to explore and apply the group concepts and experiences in this course towards the needs of adults in a group counseling setting. Your ability to use personal reflection, critical thinking and your ability to share the comments, questions and challenges that come out of this reflection and thought are

essential in earning a successful grade in this course. **Evaluation in this course is not based on the *content* of your personal experiences, specifically, how much you self disclose, but on your participation in the *process of learning about group dynamics*.**

Potential Risks of Engaging in This Course:

- Confidentiality can not be guaranteed by the instructor.
- While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- While your instructor is taking on a dual role of both training and grading your performance in this course, you will not be graded on the content of your participation but on the intention you put forth to understand group process. If you have concerns about this at any point throughout the course, please discuss them with the instructor.
- Please discuss any questions or concerns that come up during the course with the instructor in class time or through a scheduled appointment. Your communication and feedback are important to the integrity of this course.

A. Class participation (30%: 150 pts)

1. This includes participation in class discussions, small group discussions, assigned activities and participation in the experiential training group demos, both as a member and a facilitator.

Good participation is demonstrated by the following activities:

- Ask questions, offer perspective, share ideas & reactions
- Participate in all activities to the best of your ability
- An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course)

B. Exam (20%: 100 pts)

1. **A written mid-term exam that** will demonstrate relevant concepts and theories of group work covered in the first half of the semester.

C. Written Assignments (30%: 150 pts):

1. Group Training Commitment and Goals Paper:

Early in the semester, you will write about your goals and intentions as a participant in this class.

2. Post-Group Training Evaluation and Reflection Papers:

You will complete two separate reflection papers exploring what you learned about group dynamics and group leadership from the perspective of both group member and facilitator.

3. Diversity, Social Justice & Group Work Paper:

A research and reflection based paper outlining your current understanding of working with issues of diversity and social justice in groups.

4. Additional Writing & Reflection:

Brief responses to the course reserve articles, additional reading or activities we do throughout the course.

D. Projects (20%: 100 pts)

1. Group Session Project:

You will prepare a group session from a curriculum of your choosing. This will be a written project including an outline and script for a group session.

2. Group Facilitation Project:

You will choose a lesson from a curriculum on which you'd like to co-facilitate a group for the class. This will include collaboration with your assigned co-facilitator and co-facilitation of a group. Detailed expectations for this assignment will be shared later in the course.

Course Outline and Schedule:

1/11/10

Intro to the Course, Review of Syllabus

1/25/10

Leader Characteristics, Therapeutic Factors, Group Microskills,
Exploration of Diversity and Social Justice in Groups, Part 1

2/01/10

Ethical Considerations, Forming Groups, Leadership Styles
Exploration of Diversity and Social Justice in Groups, Part 2

2/08/10

Initial and Transition Stages of Groups & Interventions, Group Counseling Theories
Exploration of Diversity and Social Justice in Groups, Part 3

Check-in on our course

2/15/10

Working Stage & Interventions

2/22/10

Final Stage of Groups & Interventions
Outcome Evaluation
Overview of Group Curriculums

3/01/10

Challenging Group Members & Dynamics

3/08/10

Midterm Exam

3/15/10

Training Group Demos

3/22/10

Spring Break- No Class

3/29/10

Training Group Demos

4/5/10

Training Group Demos

4/12/10

Training Group Demos

4/19/10

Training Group Demos

4/26/10

Training Group Demos, Closing & Potluck

Bibliography
CPSY 515
Karen Hixson, M.Ed., LPC

- Basic Counseling Responses in Groups* by Hutch Haney & Jacqueline Leibsohn
- Comprehensive Group Work: What It Means and How to Teach It* By Conyne, R.,K. Wilson, F. R., & Ward, D. E.
- Constructing the Self, Constructing America: A Cultural History of Psychotherapy* by Philip Cushman
- Counselors Treatment Manual: Matrix Intensive Outpatient Treatment for People with Stimulant Use Disorders* by SAMHSA
- Critical Incidents in Group Counseling* By Tyson, L.E., Perusse, R., & Whitley, J.
- Critical Psychology* by Fox & Prilliltensky
- Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy* by Steven C. Hayes
- Groups In Action: Evolution and Challenges Video and Workbook* By Corey, G., Schneider-Corey, M. & Haynes, R.
- Group Work: A Practical Guide to Developing Groups in Agency Settings* by Alle-Corliss, L & Alle-Corliss, R.
- Group Work Experts Share Their Favorite Multicultural Activities* by Salazar, C.
- Instant Icebreakers* by N.L. Tubesing
- Intentional Group Counseling: A Microskills Approach* By Ivey, A., Pedersen, P.B., & Ivey, M. B
- Relational Practice In Action* By Jordan, J. & Dooley, C.
- Seeking Safety: A Treatment Manual for PTSD and Substance Abuse* by Lisa M. Najavits
- Skills Training Manual for Treating Borderline Personality Disorder* by Marsha M. Linehan
- The Basics, 2nd Edition, A Curriculum for Co-Occuring Psychiatric and Substance Disorders* by Rhonda McKillip
- The Complexity of Connection* Edited by Jordan, J.V., Walker, M., & Hartling, L.M.
- The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* by Irv Yalom
- The Healing Connection: How Women Form Relationships in Therapy and In Life* by Jean Baker Miller & Stiver
- The Heart and Soul of Change* by Hubble, Duncan & Miller
- The Heroic Client* by Duncan, Miller & Sparks
- The Theory and Practice of Group Psychotherapy, 5th Ed.* By Yalom, Irvin D. and Leszcz, Mlyn.
- The Use of Self in Therapy* by Michele Baldwin
- Theory and Practice of Group Counseling 7th Ed.* by G. Corey,
- This Changes Everything* by Christina Robb
- Transformative Family Therapy* by Almeida, Dolan-Del Vecchio & Parker
- Trauma and Recovery* by Judith Herman

Trauma Stewardship by Van Dernoot Lipsky & Burk
Understanding Group Psychotherapy, Videos by, Yalom, I.
We've Had a Hundred Years of Psychotherapy—And the World's Getting Worse by
James Hillman & Michael Ventura
What Therapists Say and Why They Say It by Bill McHenry & Jim McHenry