
CHICAGO STATE UNIVERSITY

I. Principles and Techniques of Group Counseling

PSYC 5670.61 – 3 credit hours

Spring 2008

II. Instructor

Paula M. Chrishon, Ph.D.

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(773) 995 – 2117

Office Hours/Location Tuesday & Thursday: 2 p.m. – 4 p.m., HWH 220

Course Time/Location Thursday, 5:00 – 7:50 p.m.

III. Attendance Policy

Two excused absences are allowed with prior notification. More than two unexcused absences will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

IV. ADA Policy:

Americans with Disabilities Act

The College of Education and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office: (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites: PSYC 5650/414 or 5640/461. Admission to the master's degree program.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

P – Professionalism

A – Assessment

C – Content

T – Technology

S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Group methods, for identifying, understanding, and solving problems. Explores counseling and therapy in a group setting.

VIII. Method of Instruction:

Course will include: didactic lectures, course discussion, and review of documents and films posted on Blackboard, group activities. Students will each develop a lesson plan for a group activity and lead the class in that activity. In addition, students from the class will participate together in at least 10 hours of experiential group process led by a clinician from the CSU Counseling Center.

This course will provide you with an introduction to the major theories, issues, and methods for identifying, understanding, and solving common problems in a group setting. Further, this course will provide you with an introduction to various models for the development and conduct of group counseling and therapy with specific populations (e.g., children, adolescents, college students, couples, elderly, etc.). Diversity issues will be discussed throughout the semester.

The *first half* of the course (Sessions 1 – 6) will emphasize the goals and purposes of group therapy, theoretical rationale, curative factors, as well as the tasks and techniques of the group leader. In addition, guidelines for the creation of a group will be presented and group member roles and behaviors will be discussed. Further, the developmental stages of a group will be examined in detail.

The *latter half* of the course (Sessions 8 – 15) will consist of an overview of various theoretical approaches to group therapy and will conclude with a discussion of professional and ethical guidelines for the group leader. Students will have an opportunity to lead the class including the discussion of theories and provide demonstrations of the way in which a therapy group would be led based on various theoretical orientations.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. *Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. *Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. *Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.*
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

Course Objectives

Students will be able to:

1. describe the history of group counseling and psychotherapy.
2. explain the goals, purposes, and “curative” factors of groups.
3. distinguish the various theories and types of group counseling and therapy and the roles of a group therapist according to each theory.
4. demonstrate sound decision making as it relates to forming and planning groups.
5. describe and identify the various stages of groups counseling and psychotherapy.
6. explain group dynamics (including counseling, psychoeducational, task, and peer helping) as they occur in the context of group counseling and therapy.
7. demonstrate skills and techniques associated with counseling small groups and be able to identify and manage the problematic behaviors of group members.
8. demonstrate group leadership skills and expand self-awareness as counselor/therapists, through experiential and written assignments.
9. identify, discuss, and manage ethical issues related to group work.
10. demonstrate multicultural competence and critical thinking skills as it applies to competent practice in treating (initiating, maintaining, and terminating) and advocating for individuals from diverse backgrounds in a group setting.
11. recognize attitudes, beliefs, understandings, acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients
12. apply theories of multicultural counseling, identity, development, and social justice
13. apply group counseling to promote academic, career, and personal/social development

X. Assessments/ Student Outcomes

	Course Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs CMH = Clinical Mental Health Counseling SC = School Counseling	Assessments/Outcomes
1	describe the history of group counseling and psychotherapy.	CACREP = 1a	Reading, discussions, assignments, exams
2	explain the goals, purposes, and “curative” factors of groups.	CACREP = 6a	Reading, discussions, assignments, exams
3	distinguish the various theories and types of group counseling and therapy and the roles of a group therapist according to each theory.	CACREP = 6b, 6c	Reading, discussions, assignments, exams
4	demonstrate sound decision making as it relates to forming and planning groups.	CACREP = 5e, 6d	Reading, discussions, assignments, exams
5	describe and identify the various stages of groups counseling and psychotherapy.	CACREP = 6a	Reading, discussions, assignments, exams
6	explain group dynamics (including counseling, psychoeducational, task, and peer helping) as they occur in the context of group counseling and therapy	CACREP = 6a SC = C5	Reading, discussions, assignments, exams
7	demonstrate skills and techniques associated with counseling small groups and be able to identify and manage the problematic behaviors of group members.	CACREP = 6d ISBE = 10	Reading, discussions, group project, exams
8	demonstrate group leadership skills and expand self-awareness as counselor/therapists, through experiential and written assignments.	CACREP = 6b	Reading, discussions, group project, exams
9	identify, discuss, and manage ethical issues related to group work.	CACREP = 6e	Reading, discussions, assignments, exams
10	demonstrate multicultural competence and critical thinking skills as it applies to competent practice in treating (initiating, maintaining, and terminating) and advocating for individuals from diverse backgrounds in a group setting.	CACREP = 2a, 2d, 2e CMH = D5	Reading, discussions, assignments, exams
11	recognize attitudes, beliefs, understandings, acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	CACREP = 2b	Reading, discussions, assignments, exams
12	apply theories of multicultural counseling, identity, development, and social justice	CACREP = 2c	Reading, discussions, assignments, exams
13	apply group counseling to promote academic, career, and personal/social development	SC = D2	Reading, discussions, assignments, exams

Professional Standard Sets: National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. Grading Policy and Evaluation Criteria

Final grades are determined by your cumulative point total (out of the maximum of 1000 points), with the percentage earned equivalent to a specific grade category.

Total Points Earned	% of Possible Points	Final Grade
895 - 1000	90+	A
795 - 894	80-89	B
695 - 794	70-79	C
595 - 694	60-69	D
< 594	<59	F
50% of work must be completed		Incomplete

100 points	<i>Class Attendance and Participation</i>
150 points	<i>Mini Presentation</i>
150 points	<i>Personal Reaction Journal</i>
250 points	<i>Individual Presentation/ Groups</i>
350 points	<i>Midterm/Final Exam</i>
1000 points total	

Course Requirements and Evaluation




❖ **Technology**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard, open attachments, and conduct a library search online (“field trip” to the library). I will rely heavily on blackboard to make announcements, post lecture notes, and assignments (copies are a luxury), and I will frequently send email messages to the group and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact IT as soon as possible. If you do not utilize your university email account, contact IT for assistance with having your messages forwarded to the address of your preference.

❖ **Attendance and Participation**

1. Attendance

In this class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, class *attendance is mandatory*. It is *your responsibility* to inform me *before* the class meeting time if:

-  you are unable to attend class
-  must arrive late
-  must depart early due to special circumstances (i.e., schedule your absence or tardiness due to your child’s report card pickup day ahead of time).

Assignments are *due on time* at the *start of class*. *Points will be deducted for late work*. If you are late to class, your assignment is late and points will be deducted. **5%** of your grade will be taken off each day that the assignment is late (*showing up late for class means 5% deduction*).

I will not accept assignments via email (printer cartridges are a luxury) with the exception of the research paper, which in addition to a hard copy to be turned in at the appropriate class time, you are to submit this assignment in **turnitin by 5 pm**.

If you are absent, schedule a way to have the assignment delivered to my office in Harold Washington Hall, Room 220 (under the door is fine).

Two excused absences are allowed with *prior notification* as specified above. *More than two* unexcused absences will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

2. Participation

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions. Class participation includes physical attendance (*do you show up? you must be present to participate*), psychological attendance (*does your mind show up? can you show evidence of thinking during class?*), and interpersonal attendance (*do you hear and incorporate what others are communicating?*).

Poor participation will be addressed on a case-by-case basis and if continued after it has been brought to your attention, *points will be deducted*.

Participation Evaluation

Evidence of reading assignment completion

- did not read assignment
- read part of assigned readings
- read all of assigned readings

Engagement with classmates

- no engagement, sitting mute
- some dialogue and discussion taking place during class periods
- dialogue that builds upon and continues discussion taking place

Regularity of participation

- never or very rarely offers comments, ideas or questions
- offers comments, ideas or questions at least once a class period
- offers comments, ideas or questions more than once a class period

Respect for other class members

- shows disrespect for others
- allows others to complete their ideas and displays courtesy even when disagreeing with others
- allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers

Integration of participation into other course work

- no integration demonstrated
- some integration demonstrated
- consistent integration, that is oral and written assignments reflect careful and thoughtful attention given to the ideas and insights others have offered in class

❖ Personal Reaction Journal

The personal reaction journal requires that each student record their thoughts, feelings and general reactions to the class experience as well as the group experience. You are required to participate in an experiential group facilitated by a professional at CSU. This opportunity allows you to learn through experience about group stages, resistance, growth opportunities, and your own issues. In these separate entries about your personal experience in the group, you will need to incorporate terms and theories learned in class (you are to write an entry about the class each week and once the group begins, I will expect that you provide a separate entry regarding your experience in the group). The journal should include **entries for classes 2 – 16** and include the following: impressions, observations about leader techniques and group interaction, participant issues, emotional moments or high points, effective interventions, turning points in the course of the group interaction, comments on what is happening in the group.

The following questions could also be discussed:

- a. What would you do differently if you were the leader?
- b. What was your role in the group?

- c. What overt and covert norms are developing in the group?
- d. What degree of cohesiveness do you observe and what has had an effect on it?
- e. What changes have you seen in yourself and others as a result of the group?

❖ Mini Class Presentations

Each week, beginning week 2, each student will provide an oral summary of an article related to the class topic for that day (provide me with a copy of the article attached to the handout you provide to the students). The purpose of your presentation is to expand on the topic in the text reading. Make sure that there is a clear connection between the article as well as the reading for the day and that during your presentation you make this connection clear. Each student is allowed to present either individually or as part of a dyad. Regardless, the presentation should be approximately 20-40 minutes in which the class is provided with both the content of assigned readings and the article of your choosing. At the end of your presentation, you are to run a 10-minute discussion with the class. To assist you, each person/dyad is to develop three discussion questions to assist in the solicitation of audience involvement.

To receive full credit your presentation must include the following elements:

- Definition and description of topic: identify and summarize the relevant information, critical points
- Clear connection between topic of the day and chosen article
- Demonstration of ability to solicit audience involvement/questions and respond to the best of your ability, given your level of understanding
- Preparation of a brief outline for dissemination to the instructor and to all class members. Make sure that you include the reference for your article on the top of the outline and that you attach a copy of the article with the outline to be turned into me

❖ Individual Presentation/ Groups

Each student will select a specific group treatment modality (e.g., Psychodynamic, Gestalt, Existential, etc.) to be researched and presented to the class in a 50 – 60 minute presentation. The presentation should include ways the modality can be directed toward a specific population or setting (i.e., child, adolescent, adult, correctional facility, community mental health center, child protective services). **A handout or study guide for each student is required.** Creativity and class involvement are also required (e.g., visual aids, video clips, role-plays, quizzes, cartoon strips, Q & A's, games). The student will then lead a class group using methods and techniques from the selected theoretical orientation. The last 10 minutes of the class will be used to process the experience of group leader and members.

A **10 – 12 page APA style** presentation paper (Title page, abstract, double-spaced, 1-inch margins, 12 pt. font) is due the class session following your in class presentation at the beginning of the class. The student-presenter will write this paper, reflecting her / his reactions, thoughts, feelings, and problems related to facilitating the group. Further, ensure that you discuss the following:

- a. Purpose/rationale of group
- b. Membership selection
- c. Method of advertisement (include flier & place in appendix)
- d. 6 sessions and activities for each session (include actual activities or handouts)
- e. Comments on ethical issues that might arise
- f. Post-group issues
- g. Listed resources
- h. Reference page

If you are absent, schedule a way to have the assignment delivered to my office in Harold Washington Hall, Room 220 (under the door is fine).

❖ Exams

There are two non-comprehensive exams (a few concepts may carry across the entire semester, but these will be clarified in advance of exams), composed of multiple-choice, matching, and short answer questions at the middle and end of the course. Material from all aspects of class (lectures, discussion, small group activities, presentations, readings, etc.) will be tested. Make-up exams are given reluctantly, based on my discretion. You must have a verifiable (in writing), legitimate excuse for making up an exam. Additionally, I must be notified *before* the scheduled exam time of said excuse in order for a make-up exam to be scheduled.

XII. Required Texts:

Corey, G. (2004). *Theory and practice in group counseling* (6th ed.). Belmont, CA: Brooks/Cole.

XIII. Required reading: Selected readings from articles made available by the instructor

XIV. Bibliography:

Atkinson, D.R. & Hackett, G. (1995). *Counseling diverse groups*. Dubuque, IA: Brown and Benchmark.

Borriello, J.F. (1991). *Social systems approach to group psychotherapy*. In H. Bernard, Klein, b. & Singer, D. (Eds.) *Handbook of contemporary group psychotherapy*. NY: International Universities Press.

Brabender, V. (2002). *Introduction to group therapy*. New York: Wiley & Sons, Inc.

Corey, G., & Corey, M. (2006). *I never knew I had a choice*, 8th edition. Belmont, CA:Thompson Brooks/Cole.

Corey, M. S., Corey G. & Corey C. (2006). *Groups process and practice*. Belmont, CA: Brooks/Cole.

Coyne, R. K., Crowell, J. L. & Newmeyer, M. D. (2008). *Group techniques*. Upper Saddle River, NJ: Pearson.

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

Donigan, J., & Malnati, R. (1997). *Systemic group therapy*. Pacific Grove, CA:Brooks/Cole.

Fedele, N. (2004). Relationships in Group: Connection, Resonance and Paradox. Jordan, J. Walker, M. & Hartlin, L.M. (Eds). *The Complexity of Connection* (pp. 194-219).

Hernandez, P, Almeida, R, & Dolan Del-Vecchio, K. (2005). “Critical Consciousness, Accountability and Empowerment: Key Processes for Helping Families Heal.” *Family Process*, 44, 1, 105-119.

Levine, J.M. & Moreland, R.L. (1990). Progress in small group research. In M.R. Rosenzweig & L.W. Porter (Eds.), *Annual review of psychology* (pp. 585-634). Palo Alto, CA: Annual Reviews.

Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

XV. Class Schedule

This schedule is subject to change. Once changes are announced, each student is fully responsible for any necessary resultant adjustments.

Week	Topics	Readings
1/24	Introductions, Orientation Sign up for mini presentations Overview and History of Group Counseling	
1/31	Guidelines of creation of a group Group membership Mini presentations #1	Chapters 1& 4 (pg. 79 – 90)
2/7	Developmental Stages of Groups Personal Reaction Journal Due Mini presentations #2	Chapter 4 (pg. 90 – 105) Chapter 5
2/14	Group Leadership: Personality Tasks, Techniques, Skills, Problems Mini presentations #3	Chapter 2
2/21	In-class experiential art therapy group (initial and transition stages) Mini presentations #4	Chapter 4 (77 – 93, review)
2/28	In-Class experiential sex offender group (working and final stage) Personal Reaction Journal Due Mini presentations #5	Chapter 5 (pg. 94 – 107)
3/6	Midterm Exam (chapters 1 – 5)	
3/13	Psychoanalytic Modality Student Presentation #1	
Spring Break 3/16 – 3/22		
3/27	Psychodrama Modality; Existential Modality Personal Reaction Journal Due Student Presentations #2 & 3	Chapter 8 & 9
4/3	Person-Centered Approach Student Presentation #4	Chapter 10

4/10	Gestalt Modality Student Presentation #5	Chapter 11
4/17	Adlerian Modality Student Presentation #6	Chapter 12
4/24	Cognitive Behavioral Approach <i>Personal Reaction Journal Due</i> Student Presentation #7	Chapter 13
5/1	Rational Emotive Therapy Student Presentation #8 Take Home Exam Given to Students	Chapter 14 & 15 Chapter 7
5/8	FINALS WEEK! <ul style="list-style-type: none"> a. Take Home Exam DUE b. Personal Reaction Journal DUE c. Final Papers DUE (hard copy to class/turnitin by 5 pm) Comparisons of theoretical approaches Professional and ethical issues in group practice Unfinished business (feedback)	Chapter 3

Electronic Device Notice

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make noise.

Academic Honesty

Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. Any violation of college, state or federal standards with regard to plagiarism, cheating or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined by the instructor, and should be advised that such violations may result in course, suspension, or dismissal from the college. It is recommended that students seek the advice of instructors as to the proper procedures to avoid such violations.

What is plagiarism?

One significant misconception that students have is that rewriting something is not plagiarism, because they are “putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually accounts for only a small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things. For example, all of the following are considered plagiarism:

1. Copying and pasting text from any website.
2. Copying and pasting text from on-line media, such as encyclopedias.
3. Transcribing text from any printed material, such as books, magazines, journals, encyclopedias, newspapers.
4. Simply modifying text from any of the above sources is plagiarism. For example, replacing a few words using a thesaurus does not constitute original work.
5. Using another student’s work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.
6. Any time you quote, summarize, or paraphrase, you must acknowledge the original source. Even if you summarize or paraphrase, if you do not directly credit your source through a citation you are plagiarizing.

NOTE: Please visit – [http://www.hamilton.edu/acadmics/resource/wc/Avoiding Plagiarism.html](http://www.hamilton.edu/acadmics/resource/wc/Avoiding%20Plagiarism.html) for more information.

Maintaining confidentiality

This course requires that the students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. Due to the nature of this course, which involves a fair amount of role-playing and other activities that may elicit personal information, it is your duty to maintain confidentiality and trust.

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer*: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty*: Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures", article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. *Policy on Unattended Children*: Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.