

*Argosy University*  
*Master of Arts in Professional Counseling*

**Course Syllabus**

**Course title:** PC 6505 Group Counseling

**Course number and section:** PC 6505 CE

**Course dates and on-campus meeting dates and times:**

Course dates: October 27, 2005- December 19, 2005 (first meeting Mon, Oct 31<sup>st</sup>)

On-campus meeting dates: Monday, Wednesday evenings 6-9pm

Class Location: Classroom to be announced

**Instructor's name:** Kristin Ryan, MS, LPC

**Instructor's general availability to students:** I prefer contact via e-mail or by my cell phone. I will normally respond to e-mails within a 48-hour time frame and to phone messages within a 24-hour time frame. If your message is urgent please let me know your message is urgent and I will attempt to respond in a more timely manner. If you would like to set up a meeting with instructor outside class time, please inform instructor.

If sending any assignments to me online, I use Microsoft Word, so you may attach files (assignments) in this format to e-mail messages.

**Instructor's Phone numbers and E-Mail address:**

Office/Cell Phone: (770) 331-9988

E-mail: [krisryan02@yahoo.com](mailto:krisryan02@yahoo.com)

**COURSE DESCRIPTION/OBJECTIVES:** A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

**Learning Outcomes:**

- 1) Students will demonstrate a knowledge of the eleven therapeutic factors which are intrinsic to the group counseling process.

- 2) Students will identify the typical stages of group development and basic group theory principles.
- 3) Students will learn to facilitate a group which focuses on process and “here and now” issues.
- 4) Students will demonstrate the ability to modify a prototypic group to the needs of a particular setting, issue, or purpose.
- 5) Students will demonstrate an understanding of the ethical and professional issues relevant to group therapy.
- 6) Students will demonstrate knowledge of the basic techniques/strategies that are useful in leading groups and that differentiate group from individual counseling.
- 7) Students will demonstrate an understanding of the use of various theoretical approaches to group counseling.
- 8) Students will understand how to work with diverse populations in group settings.

### **Methods of Assessment/Evaluation:**

- 1) Midterm Examination— Covers Yalom text chapters 1-13; Corey text chapters 1-5, 17. Comprised of approximately 25 T/F, MC and matching questions; Approx. 5 short answer; 2-3 essay questions
- 2) Final Exam—not cumulative; no Yalom text; Corey text chapters 6-16. Approximately 25 T/F, MC, matching; 3 short answer essay (approx. 1 paragraph each); 1 essay
- 3) Group Summary- Attend an OPEN 12 Step meeting outside of class and complete and turn in a 2-3 page write-up of the experience. See below for details.
- 4) Paper: Group Proposal- written in APA publication format. See below for details.
- 5) Class Participation- Participation is judged based on attendance, punctuality, alertness, contribution to class discussions and lectures, participation in class exercises (such as “group”; however what or how much you disclose in experiential group does not count toward any type of grade- see below description as well as in class mention), providing feedback to classmates, willingness to accept feedback, and respect for others.

**See further instructions for assignments at end of syllabus**

### **Required Text(s)/Readings:**

TEXT: Yalom, I.D. (1995). *The theory and practice of group psychotherapy* (5th edition). NY: BasicBooks.

Corey, G. (2004) *Theory and Practice of Group Counseling*, 6th edition. Wadsworth Publishing. ISBN 0534596975.

Corey, G. (2004) *Student Manual for Corey's Theory and Practice of Group Counseling*, 6th Edition. Wadsworth Publishing.  
ISBN: 0-534-59700-9

### **GRADING CRITERIA:**

Grades for the course will be based on the following points:

Midterm	60 points or 20%
Final	60 points or 20%
Group Proposal	80 points or 26%
Group Summaries	20 points or 8%
Participation	80 points or 26%

TOTAL POINTS POSSIBLE: 300 points

Note: No information disclosed in any group experience will be used for any evaluative purposes.

Your final grade for the course will be determined by calculating the total number of points earned and dividing by the total number of points possible (300) to determine a grade percentage.

Example: 280 points earned divided by 300 points possible = 93%

Letter grades are then assigned as follows:

**Grading scale:**

A	93-100%	mastery of content/concepts
A-	90-92	
B+	87-89	
B	83-86	good understanding of material
B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	<u>appropriately and at a professional level</u>
F	<70	measured performance indicates material was not adequately understood

**Attendance Policy:**

Argosy University requires that all course syllabi include the following statement on attendance:

"Any excessive amount of class time missed will negatively impact upon the grade.

- Weekend Students: More than 3 hours will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.
- Evening Students: More than 6 hours will result in automatic loss of one full letter grade. More than 8 hours missed will result in automatic failure.

If you have emergencies that prevent you from attending class, you will most likely be encouraged to withdraw from the class. Please notify your instructor and the program office concerning any anticipated absences. Consult your AU Catalog and Campus Handbook for information concerning withdrawal policies."

### **ADA Information:**

It is the policy of the Argosy University/Atlanta to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations to complete the instructor's course requirements, the student must notify the Director of Student Services. Procedure for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

### **Academic Dishonesty/Plagiarism:**

*Argosy University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student, and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are required to purchase this manual and to become familiar with its content.*

*Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.*

*If you are unsure what constitutes plagiarism, visit the following web site:*

*[http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html). Argosy University routinely submits student papers to Turnitin.com for Originality Reports. Papers submitted to Turnitin are checked against published works, content on the Internet, and every other paper submitted to Turnitin. Please consult the Argosy University Catalog for further information regarding academic dishonesty and plagiarism.*

### **CLASS SCHEDULE AND ASSIGNMENTS:**

#### **Information on Small Group Experiences PC 6505**

The standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2001) state, "Over the course of one academic term, students meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group."

As a program, we strongly support this requirement as an essential component of effective counselor training. Participation in both the didactic and experiential components is required for successful completion of this course. Throughout this class, you will be participating in various group experiences. These may include process groups, topic-focused groups, and/or group exercises from specific theoretical orientations. The goals of these group experiences are: (1) for you to experience what it's like to be a member of a group; (2) to increase your awareness of self, others, and interpersonal dynamics; and (3) for you to develop an understanding of how your own personal issues and styles of communication may influence your work as a group facilitator.

We do not see any major psychological or physical risks associated with these group experiences. These groups are not intended to be in-depth, psychotherapy groups. The experiences, however, will hopefully increase your awareness of how you behave in group situations, how your behavior affects others, and how others' behavior affects you. Because of this, the group experience may raise issues for you and feel uncomfortable at times.

As noted, participation is required but you are free to make decisions about what personal information you are willing to share as well as the depth of your disclosures. Your grade for this course will be based on the quality of your graded tests/assignments and upon attendance at group sessions, NOT upon the nature or level of your group disclosures or participation. Full participation in each group session should enhance your learning experience in group counseling, but you will not be penalized if you choose to limit your participation. You decide how much or how little you will disclose and participate in these group experiences.

You have a responsibility as a student to try to get as much from this experience as possible. You also have the right to expect that the facilitator will protect you against undue peer pressure, physical threats, and intimidation. You will be expected to develop an individual goal and to communicate this to the group (ex.: "to increase my comfort level with giving feedback to others on how they impact me").

Your small group experiences will be lead by your instructor. At times, you may be asked to serve as a process observer and/or co-leader during some group sessions to strengthen your group analysis and leadership skills.

It is essential that we all respect the privacy of our colleagues. Please honor the confidentiality of information disclosed in both the small group experiences and the group class. Confidentiality is difficult to insure in such a large group and people may inadvertently breach confidentiality; it is up to each of us to maintain the integrity of our class, our groups, and our fellow group members by being aware of how we discuss our experiences outside of the small group and class meetings. Virtually all conversation in the small groups is confidential information

to be exchanged only among members of that group. In the event a group member reveals information that leads to the suspicion of child abuse or neglect or to the intent to do harm to self or others, confidentiality must be breached to protect those in danger. General observations and insights about group process may be discussed outside the group, but not as an alternative to discussing such matters within the group as well.

As a future counselor, group worker, and group participant in this course, you are expected to learn and adhere to the Association for Specialists in Group Work *Best Practices* (ASGW, 1998) and the American Counseling Association's *Code of Ethics and Standards of Practice* (ACA, 1995).

In accordance with these ethical codes, the instructor of this course is charged with maintaining the integrity of the counseling profession as well as training the students involved with this course.

We hope that your group experiences will be both enjoyable and educational. The guidelines discussed here are important for creating a safe environment for you as a student and group member. Please raise any questions or concerns that you have about the group experiences during the first in-class group and throughout the term.

.....

**Note: No information disclosed in any group experience will be used for any evaluative purposes.**

.....

**PAPER: A GROUP PROPOSAL**

NOTE: You must get instructor approval for your proposed group before proceeding with your paper. Please get approval before your midterm examination. However, many of the important issues which need to be addressed in your paper will be elaborated on in class, so do not write the paper too early.

Each student will be required to develop a group aimed at treating a disorder or population of your choice. A review of the current literature (the past 10 years) should support the use of your chosen group type with the specific population you are choosing. You must include (and incorporate into your paper) a reference list of 5-10 articles which show research support for your proposal. These references must be from scholarly journals or other sources. The group proposal should be typed, double-spaced, and 8-10 pages [not including reference page(s)] in length. The paper should follow correct format for APA Style. Please use the following format to write your paper.

**GUIDELINES FOR WRITING A PROPOSAL FOR A GROUP**

A clear and convincing proposal is often essential for translating a good idea for a group into actual practice. If you are going to create a group under the auspices of your supervisors or an agency, you will probably have to explain your rationale and proposed

methods. It is useful to write out your proposal, for doing so can help you conceptualize your goals, procedures, and strategies for evaluation.

The following guidelines provide you with some direction in designing a group. To gain practice in developing, writing, and presenting a proposal, think of a group that you would eventually like to organize. Once you have decided on a particular type of group (for example, a group for parents who want to learn better child-rearing skills, or a group for women having just gone through a divorce), consider the following questions in drafting your proposal. These questions are just starting points for your writing, which should be much more specific in each section.

#### GROUP DESCRIPTION

1. What type of group will you create? Will it be a counseling group? a therapy group? a personal-growth group? Will it be long term or short term?
2. Whom is the group for? Is it for a particular population, such as children in an elementary school? for outpatients in a community mental-health center? for substance abusers in a residential setting? for parents who are having major problems in relating to their children? for couples who hope to learn better communication skills?
3. What led you to choose this particular type of group for your proposal (what is your interest in the topic?)

#### RATIONALE

4. What are your goals for this group; that is, what will members gain from participating in the group? What are the short-term goals? Long-term goals? Are the goals and objectives specific?  
How will these goals be accomplished in a group setting? How will the long-range goals be evaluated during the course of the group and once it comes to an end?
5. Why is there a need for such a group? In what ways would a group provide definite advantages over individual counseling?
6. What is the research support for this project? Do you have a clear and convincing rationale for your group? Are you able to answer questions that might be raised? (Include your summary of relevant literature here)

#### GROUP LEADERS

7. Who will lead the group? What are his or her qualifications? If you will be leading the group, will you be doing so alone, or will you be working with a co-leader?
8. If working with a co-leader, describe how you plan to handle the division of responsibilities/roles/etc. between leaders.

#### SELECTION OF MEMBERS

9. What are some of the ways in which you will announce your group and recruit members for it? Where will you get members? What will you want to convey in any

written announcements? You will need to create and attach to your paper an actual flyer type advertisement for your group.

10. What kind of screening and selection procedures will be used? What is the rationale for using these particular procedures? Whom will you include, and whom might you exclude?

11. How many members will be in the group? Where will the group meet? How often will it meet? How long will each meeting last? Will new people be allowed to join the group once it has started (will it be closed or open)?

### STRUCTURE OF THE GROUP

12. What structure will the group have? Will leaders use a particular theoretical orientation? Explain in detail how your theoretical orientation will be demonstrated through the types of activities or approaches in this group. Will it be designed around special topics and issues? Will there be a "here and now" focus? What topics are likely to be the focus of the group?

13. How will members be prepared to derive the maximum benefit from the group? What ground rules will the group have?

14. Will you ask members to formulate contracts as a basis for structuring the sessions? What are some advantages and disadvantages of using contracts for your particular group?

15. How will you handle the fact that people will be taking some risks by participating in the group? What will you tell them about these risks, and what will you do to safeguard them from unnecessary risks? Will you take any special precautions with minors?

16. Will your group be voluntary or mandatory? If the members are required to attend, what measures are you taking to increase the chances of gaining their cooperation? How might you deal with the resistance of members who did not want to participate?

17. What specific ethical considerations may need to be addressed in your group? Does your proposal reflect an awareness of ethical practice? What ethical guidelines will you follow? [Be sure to review "Association for Specialists in Group Work (ASGW) Best Practice Guidelines" for this section]

18. What techniques and procedures might you employ in the group? Will there be structured exercises? Will you emphasize role-playing? Will members be expected to practice new skills outside of the group sessions?

19. To what extent will you be available for individual consultation with group members? If the members are having difficulties resulting from the group, are you willing to meet with them privately, or do you expect them to bring up these problems in the group? When might you suggest a referral for a particular member?



## EVALUATION

20. What evaluation procedures do you plan? Will you evaluate each session? If so, how? Once the group ends, what methods might you use to assess the overall effectiveness of the group?

21. What follow-up procedures might you use? Will you meet each member privately to discuss the degree to which he or she has met personal goals? Will you meet with the group as a whole one or more times for evaluation purposes?

---

## GROUP SUMMARY

Each student is required to attend one OPEN 12-step meeting and write a 2-3 page typed, double-spaced summary of the experience. Please note that the meeting **MUST** be a Twelve Step Program (which all have the word “Anonymous” in title) not a support group of any other type. Examples include open Alcoholics Anonymous (AA) meeting; Al-Anon, Narcotics Anonymous (NA), Cocaine Anonymous (CA), Overeaters Anonymous (OA), Prescriptions Anonymous, Codependents Anonymous (CODA), or Emotions Anonymous (EA). If you already participate in a 12-step program, please attend a meeting other than the ones you normally attend.

Be sure that the meeting you attend is listed as an “Open” meeting, which means that anyone interested can attend (versus a “Closed” meeting, which is for persons who identify themselves as having the particular issue or addiction which the meeting addresses).

Your typed summary of the experience should include **ALL** of the following:

1. The type, location, day and time of the meeting.
2. Your feelings prior to the meeting, during the meeting, and after the meeting.
3. The topic or theme of the meeting.
4. Observations about the people attending the meeting.
5. What you learned from this experience.

---

## CLASS SCHEDULE

Week 1

### Mon, Oct 31

Reading: Yalom Ch. 1 Therapeutic Factors; Ch. 6 ...Here-and-Now; Skim Ch. 2  
Corey Ch. 1 Intro to Group Work

### Weds

Reading: Yalom Ch. 3 Group Cohesiveness; Ch. 5 The Therapist: Basic Tasks,  
Corey Ch. 2 Group Leadership

### **Experiential Group**

Week 2

**Mon**

Reading: Yalom Ch. 4, 7  
Corey Ch. 17

**Weds**

Reading: Yalom Ch. 8-10  
Corey Ch. 3 Ethical & Professional Issues

**Experiential Group**

Week 3

**Mon**

Reading: Yalom Ch. 11 In the Beginning  
Corey Ch. 4 Early Stages in Dev of a Group

**Weds**

Reading: Yalom Ch. 12 The Advanced Group; Ch. 13 Problem Patients  
Corey Ch. 5 Later Stages in Dev of Group; Chap 16

**Experiential Group**

Week 4

**Mon, Nov 21**

**\*\* MIDTERM\*\***

**Weds**

Reading: No additional reading  
Go over midterm

**Experiential Group**

Week 5

**Mon**

Reading: Corey Ch. 6 Psychoanalytic Approach  
Ch 7 Adlerian

**Weds**

Reading: Corey Ch. 9 Existential Approach  
Ch. 10 Person Centered

**Experiential Group**

**\*\*Group Summary Due\*\***

Week 6

**Mon**

Reading: Corey Ch. 8 Psychodrama  
Ch. 11 Gestalt  
Ch. 12 Transactional Analysis

**Weds**

Reading: Corey Ch. 13 Behavioral  
Ch. 14 REBT  
Ch. 15 Reality Therapy

**Experiential Group**

Week 7

**Mon**

Reading: Corey Ch. 16 Comparisons, Contrasts, Integration  
Go over anything from above continued.

Movie Night

**\*\*Group Proposal Paper Due\*\***

**Weds**

Readings: No additional reading

**Experiential Group/ Termination**

Week 8

**Mon, Dec 19**

**\*\*Final Exam \*\***

**NOTE: TOPICS/ASSIGNMENTS MAY BE SUBJECT TO CHANGE AS  
DEEMED APPROPRIATE BY THE INSTRUCTOR.**