

CE 550 GROUP COUNSELING

3 credits

Fall 2005

Tuesday:	4:30 PM– 7:00 P.M.	Plassmann 107
Instructor:	Fr. Allen H. Weber, OFM, PhD	Tel.: 716-375-2365(O)
Office:	Plassmann #50	716-375-2549 (H)
Office Hours:		E-mail: aweber@sbu.edu
Monday		10:45 PM – 11:45 PM
Tuesday,		3:15 PM –4:15 PM,
Wednesday		1;30 PM – 4:15 PM
Thursday		3:30 PM – 4:30 PM

Other times by appointment

SYLLABUS

A. Course Title: CE 550 Group Counseling

B. Required Text: Corey, G. C. (2003) *Theory and practice of group counseling*, 6th ed. Pacific Grove, California: Brooks/Cole. (**Required**) The included Student Manual for text as well as the CD, *Groups in action: Evolution and challenges* (with manual) are also required.

Additional supplementary material: The text provides a wealth of articles thought the free Infotrac subscription--more about this in class.

C. Credits: 3 Graduate

D. Program Goals:

1. Students will be able to demonstrate competency in the use of basic counseling skills to influence human behavior. (LG1, LG3, LG4)
2. Students will acquire the ability to develop an effective counseling treatment plan. (LG1, LG2, LG3, LG4)
3. Candidates will demonstrate knowledge in the eight core areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). (LG1. LG2, LG3, LG4)

E. Course description: This course provides a basic introduction to group process and group counseling. The class will blend theory with practice during the semester by

meeting as an experiential group. The course will explore various theoretical approaches to group practice as well as the four group work specializations developed by the Association for Specialists in Group Work: task, psycho educational, counseling, and psychotherapy.

F. Prerequisites: none

G. Learning objectives: At the conclusion of this course students will be able to:

1. Recognize and articulate the “principles of group dynamics including group process components, developmental stage theories, and group members roles and behaviors, and therapeutic factors of group work;” (CACREP: II., K, 6,a)
 2. Recognize and articulate “group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.” (CACREP: II., K, 6, b)
 3. Be familiar with the major tenets of “theories of group counseling including commonalties, distinguishing characteristics, and pertinent research and literature.” (CACREP: II., k, 6, c)
 4. Be familiar with “group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.” (CACREP: II., K, 6, d)
 5. Be familiar with “approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.” (CACREP: II., K, 6, d)
 6. Be familiar with “professional preparation standards for group leaders”. (CACREP: II., K, 6, e)
 7. Be aware of and articulate “ethical considerations.” (CACREP: II., K, 6, f)
- [Quoted objectives from CACREP 2001 Standards (Section II, K 6., p. 9)]

H. Field experience: none

I. Course requirements:

1. Attend and participate in all class and classroom activities.
Classroom activities may consist of lecture content, discussion, demonstration and audiovisual aids. A major portion of the course will involve the group experience itself. It is impossible to realize this dimension unless one is present at all of the sessions Also, class will consist of a significant time in discussion. To prepare for this, students are required to read the text beforehand and do the pre-chapter Checklists and Self-tests. Reflection

papers are due on the day we discuss the theorist. Late papers will not receive full credit. [Final note on attendance: *Please remember it is departmental policy that no one who is absent from more than three weekly classes will pass any of our courses. If an emergency prevents attendance, please notify the instructor as soon as possible so an alternative plan can be worked out.*

2. Participate in an experiential group. The purpose will be to actually experience what it means to be a participant in a group experience. *It will not be a therapy group.* Participants will learn the roles of a group leader and a member by actually experiencing them. Each student will have the opportunity to co-lead the group.
3. Complete all reading assignments.
4. Reflection papers: Students will prepare and hand in a reflection paper for each of the nine theories studied. Papers for each theory are due on the day we discuss the theory in class. These papers should be a page and a half to no more than two pages, double spaced. **NO LATE PAPERS.** Reflection papers should be your reaction to the theory. What are your thoughts, questions, issues regarding to any or all of the theory? What seemed most significant?
5. Keep a journal in which you will write or type a summary of the group process you are experiencing including comparisons or questions in light of what you are learning. Key is to include both feelings and insights as the group moves along. The journal should aid you in writing the final paper and to document your own progress in self/professional development. Journals will be submitted through Web-CT.
6. Write a final integration paper. This paper should reflect your personal theoretical orientation to group counseling. It should present:
 - a) Basic concepts derived from several of the theories you studied
 - b) Your role as a group leader?
 - c) The role of the group members?
 - d) Techniques and methods you would use?
 - f) The stages?

Use Chapter 17 (text) as a guide to creatively putting together your own unique approach. Certainly your own approach, though unique, will contain in some fashion a combination of some of the theories we study. Or you might use one theory as a base and bring in techniques from a variety of theories. Use your text for ideas but don't rehash someone else's theory. **Show by examples** how you might use your theory with diverse populations. I am available for suggestions as you go along. Although this assignment involves work, it can be even enjoyable and a great way to improve your learning.

The personal theory paper should be typed, double spaced in a clear readable font. It need not have any references unless you feel a need to put in a brief quote. It is due on the date listed in the syllabus. Please use a cover page.

7. Complete an objective final exam. (If you follow through on all of the multiple choice quizzes and a pre-exam, you should have no trouble with the final.)

J. Evaluation:

1. Reflection papers;	20%
2. Final Integration paper	30%
3. Final Exam	30%
4. Journal	20%

Grade equivalents:

95% - 100%	A	80% - 85%	B
90% - 94%	A-	75% - 79%	C
86% - 89%	B+	< 75%	F

K. Course calendar

Date	Topic	Reading	Other Assignments
August 30	Introductory Class	Ch 1	<i>Evolution of Group: Initial Stage</i>
September 6	Ethical Issues/Stages of Group Development: Early Stages	Ch 2,3,4	<i>Evolution: Transition Stage</i> <i>Complete Inventories in Manual</i>
13	Later Stages	Ch 4,5	<i>Evolution: Working Stage/Final Stage</i>
20	Psychoanalytic Group	Ch 6	Complete exercises/quiz in Manual Reflection due.
27	Adlerian Group	Ch 7	Begin Experiential Group Complete Life Style Assessment, quiz Reflection due Journal 1 due
October 4	Psychodrama	Ch 8	Complete exercises/quiz Reflection due Journal 2 due

	MIDTERM BREAK	NO	CLASS
11	Existential Group	Ch 9	Complete exercises/quiz Reflection due Journal 3 due
18	Person-Centered Group	Ch 10	Complete exercises/quiz Reflection due Journal 4 due
25			
November			
1	Gestalt Group	Ch 11	Complete exercises/quiz Reflection due Journal 5 due
8	Transactional Analysis Group	Ch 12	Complete exercises/quiz Reflection due. Journal 6 due
15	Behavioral Group	Ch13	Complete exercises/quiz Reflection due Journal 7 due
22	REBT Group	Ch 14	Complete exercises/quiz Reflection due Journal 8 due
29	Reality Group		Complete exercises/quiz Reflection due Journal 9 due
December			
6	Final Class/Integration	Ch 16, 17	Final Integration Paper due. Include Journal summary
13	Final Exam		Comprehensive/Objective

L. Additional Course Information:

- **Academic honesty:** Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a University committed to the spiritual and intellectual growth of the whole person and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in prosecuting cases of alleged academic dishonesty may be found in the Student Handbook. Interns should familiarize themselves with these very important provisions of the handbook.
- **Students with disabilities** who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services Office, Doyle Room 26, at 375-2066 as soon as possible to better ensure that such accommodations are implemented in a timely fashion
- **School of Education Attendance Policy:** "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may

contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements.”

- **Attendance policy for CE 550:** In the event of missed classes: Up to three weeks missed may result in a lowered grade. More than three weekly classes missed **for any reason: Assignment of an F grade.** [Official Department Policy] Serious, unforeseen emergencies will be given appropriate consideration. To be given such consideration, however, the matter must be discussed with the instructor as soon as possible.
- **Conceptual Framework:** The School/Agency Counseling program is conceived and developed according to the School of Education conceptual framework: Educator as Catalyst. This course addresses the 3 Cs of **competency** (reading assignments, lectures, and class discussion, personal integration paper, experiential group), **community** (encouragement of contacts with other professionals in the field) (**commitment** (ethics discussion, personal philosophy of counseling).
- **Multicultural emphasis (Diversity):** The text presents a multicultural approach for all of the theories of counseling. Openness to and respect for individual human dignity including differences is an underlying value stressed by this course and required for participation. Group participants learn a variety of techniques and approaches to group interaction
- **Technology:** This course presumes use of the computer and the internet including a requirement that everyone have an SBU email account. The use of Web Tutor (Web-CT format) is an integral part of the course including testing, evaluation and grading. Frequent use of audiovisual technology is a regular part of class presentations.
- **Methods of Instruction:** Lecture, discussion, PowerPoint, audiovisual presentations, experiential group, modeling of techniques, journal with weekly feedback.
- **Pennsylvania Standards:** This course meets Standard IB (learning objective1) and Standard 1D (learning objectives, 1, 2). These objectives are assessed by brief reflection papers on each theory, regular keeping of a journal, an integration paper, and a comprehensive final exam.

Selected Bibliography

Select Bibliography

Berg, R. C. Ed.D. Landreth, G. L. (1990) *Group counseling concepts and procedures*.

- Muncie, Indiana: Accelerated Development, Inc.
- Corey, G. & Corey, M. S. (2006) *Groups: Process and practice*, (7th ed.). Belmont, CA: Brooks/Cole.
- Conyne, R. K, Wilson, F. R., & Ward, D. E. (1997) *Comprehensive group work: what it means & how to teach it*. Alexandria, VA: American Counseling Association.
- Friedman, W. H. (1989) *Practical group therapy: a guide for clinicians*. San Francisco: Jossey-Bass.
- Fujishin, R. (2001) *Creating effective groups: The art of small group communication*. San Francisco: Acada Books.
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- Napier, R. W., & Gershenfeld, M. K. (1985) *Groups, theory and experience*, (3rd ed.). Boston, Massachusetts: Houghton-Mifflin.
- Jacobs, Ed. (1992) *Creative counseling techniques: An illustrated guide*. Odessa, Florida: Par Psychological Assessment Resources.
- Jacobs, Ed. (1994) *Impact therapy*. Odessa Florida: Par Psychological Assessment Resources.
- Napier, R. W., & Gershenfeld, M. K. (1985) *Making groups work: a guide for group leaders*. Boston, Massachusetts: Houghton-Mifflin
- Rose, S. D. (1889) *Working with adults in groups*. San Francisco: Jossey-Bass.
- Vriend, J. & Dyer, W. (1973) *Counseling effectively in groups*. Englewood Cliffs, NJ: Educational Technology.
- Yalom, I. D. (2005) *The Theory and practice of group psychotherapy*, (5th ed.) New York, New York: Basic Books, a division of Harper-Collins.
- Yalom, I. D. (2005) *The Schopenauer cure*. New York, New York: Basic Books, a division of Harper-Collins