

GROUP COUNSELING: THEORIES AND PROCEDURES
MHS 6500 SPRING 2015
Counselor Education – University of Florida
Patricia Hurff, Ph.D., LMHC

Wednesdays: 9:35 AM – 12:35 PM Room: Norman Hall
Office: 1206 Norman Hall Phone: (352) 273-4327
Office Hours: Wednesdays 12:30 PM – 2:30 PM Email: phurff@coe.ufl.edu
and by appointment

REQUIRED TEXT:

Corey, Gerald (2016, 2012). Theory and Practice of Group Counseling (9th Ed.)
Boston, MA: Cengage Learning

Yalom, I.D. & Leszcz, M.(2005). The theory and practice of group psychotherapy
(5th Ed.) New York: Basic Books

Group Counseling
I. Course Description

MHS 6500 is a core requirement for students in the Counselor Education Program at the University of Florida. This course provides students with both a theoretical and experiential understanding of group purpose, development, dynamics, counseling theories pertinent to groups, ethical practices, and facilitation/leadership of groups. The importance of understanding and working effectively with diverse social/multicultural groups in different settings is stressed. The purpose of this course is to prepare students in basic entry-level knowledge and skills to lead different types of groups. **Prerequisite: MHS 6401**

II. Course Goals and Objectives

- To identify the major types of groups, their purpose, functioning, goals, and Process.
- Understand group dynamics, the balance of process and content, and members' roles in the group.
- To learn the principles governing stages of group development.
- To learn and apply the principles of ethical standards in group work.
- Facilitate students' awareness of the roles and behaviors they engage in as members of a group.
- Be able to identify the processes that contribute positively or negatively to group and individual growth.
- Recognizing the challenges of culturally diverse groups and developing culturally sensitive practices.
- Develop and practice group leadership skills to lead/facilitate different types of groups.
- To learn the different theoretical orientations of group work and to demonstrate the ability to apply a theory of choice in leading a group.

III. Course Topics – The following topics are covered in this course, not necessarily in the order below.

1. Types of groups, purpose and structure
2. Stages in group development, beginning, maintaining, and ending a group
3. Ethical considerations and the critical importance of confidentiality
4. Balancing process and content in groups
5. Group leadership, styles and theoretical approaches
6. Selection of group members
7. Group process, roles of group members and their interactions with one another
8. Theoretical approaches to working with groups such as; Psychoanalytic, Adlerian, Existential, Person-Centered, Cognitive Behavioral, Rational-Emotive-Behavior, Choice/Reality, Solution Focused, Gestalt, Transactional Analysis, and Psychodrama.
9. Multicultural and pluralistic trends in group work
10. Working with diverse social and cultural members within a group
11. Awareness of one's biases and prejudices and the processes of intentional or unintentional oppression or discrimination
12. Dealing with conflict resolution and difficult group members
13. Evaluation of group effectiveness and outcome.

IV. Methods of Instruction

This course is highly experiential in nature and the methods of instruction for this course consist of the following: interactive lectures, simulation exercises, large, and small group experiences, co-leadership of groups, processing and dialogue of individual and group member experiences.

V. Course Assignments and Evaluations

- **Group Design/Leadership/Facilitation** - Students will construct and lead/co-lead one group session from a chosen theoretical approach during the semester. You may choose from the following:
 - **Psycho-educational group**
 - **Counseling group**
 - **Psychotherapy group**
 - **Mixed group**

A video recording of your group leadership with your analysis of the various dynamics is required and will be part of your portfolio. You must use an Encrypted thumb-drive password protected for video recordings. (100 points)

- **Participation/Facilitation** - Students will participate as “group members” in the various types of group experiences in class as well as facilitate and co-facilitate group process. Confidentiality and professionalism, as well as open constructive feedback to fellow group members participating in the experiential “simulated” experiences is expected from every student. (**50 points**)
- **Journal** - A 2-3 page weekly journal of your personal experience during group activities. You should reflect on both the intrapersonal and interpersonal “role(s)” and behaviors that you take on during group and how you react to “roles” and behaviors that are different from your own. Also, your reflections on the readings, e.g., relate your *personal reflections* on the readings in the Corey and Yalom texts. (Graded using ✓✓+, ✓++ corresponding to C, B, A work, to indicate the quality of your reflections.)
- **Rope’s Course Team Building** - Participation in a ROPE’s course experience TBA. You must submit an extensive journal write up for this experience.
- **Weekly Quizzes** - Evaluation of student’s grasp of the readings, concepts and content of the course. **TBA – Points vary each week.**
- **VI. Course Grading Policies**

Due to the relatively high admissions standards to the University and the Counselor Education Department, students are expected to perform relatively high academically. Therefore, the grade of "C +/C" is a reflection of minimum performance, the grade of "B" is a reflection of average performance, and the grade of "A" is considered to reflect **outstanding** academic performance.

In general, a very few students receive a grade of "C +/C", the majority earns the grade of “B+/B” and a few students earn a grade of "A". The student who earns the letter grade "A" stands above all others in all categories.

I respectfully require that *NO texting, checking texts, phone calls, or attending to other work* occur during class time. **PLEASE KEEP YOUR CELL PHONE IN YOUR BACKPACK OR PURSE – NOT ON THE DESK TOP OR IN YOUR LAP!** Restrict your cell phone use to break so long as you return to class on time. Thank you for your kind consideration of your fellow classmates and professor. *Please note, if English is your second language and you use your cell phone for translation, please let me know so that I can accommodate your needs.*

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009

Section II, Subsection K – 6:

GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories,

group counseling methods and skills, AND other group approaches, including all 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 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;
- e. Direct experiences in which students participate as a group member in small group activities, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Portions of this course also fulfill in part the following CACREP Standards:

Section II, Subsection G – 1, PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE:

- b. Professional roles, functions, and relationships with other human service providers
- j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations and professional counseling.

Section II, Subsection G – 2, SOCIAL AND CULTURAL DIVERSITY

- a. Including characteristics and concerns within and among diverse groups nationally and internationally:
- b. Attitudes, beliefs, understandings, and a culture to experiences, including specific activities designed to foster student's understanding of self and culturally diverse clients;
- c. Theories of multicultural counseling, identity development, and social justice;
- d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;
- f. Counselors' roles in a limiting biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

GRADING RUBRICS
FOR ASSIGNMENTS AND QUIZZES

- **Group Design/Leadership/Facilitation** - Students will construct and lead/co-lead one group session from a chosen **theoretical approach** during the semester. You may choose from the following types of group formats and theories. **100 Points**

TYPES OF GROUPS	GROUP THEORIES/Approaches
Psycho-educational group	Psychoanalytic
Psychotherapy group	Adlerian
Counseling group	Existential
Mixed group	Person-Centered
	Cognitive-Behavioral
	Rational-Emotive-Behavioral
	Choice/Reality Theory
	Transactional Analysis
	Psychodrama
	Gestalt
	Solution-Focused

DEVELOPMENT OF GROUP SESSIONS
GRADING RUBRIC/CRITERION

Name: _____
Date _____

Group
Topic/Issue _____

Population (age or gender
specific) _____

Develop and design a group consisting of 6 – 8 weekly sessions for a population/issue/topic of your choice. Following a review of the current literature, discuss the rationale for the group, how you will handle logistics (e.g. recruit and screen members, setting) and provide individual group lessons and objectives for each session. Address any challenges you may encounter with the group and how you will evaluate the effectiveness of the goals for your group. This assignment should comply with the APA (2009) *Publication Manual*. You do not need an abstract page, you do need a Title & Reference page [use Times New Roman, 12 font, 1 inch margins on all sides, and have a minimum of five (5) references, three (3) of which must be from articles. **THIS MUST BE AN ORIGINAL DESIGN**

You will have the opportunity to present a brief overview of your group project to the class.

Section 1: Introduction

An introductory paragraph that a) notes the thesis of the paper, b) specifies the main topics covered and 3) what you want the reader to know after completing your paper.]

_____ 5 Points

Section 2: 1-A Preparing for Group

The first 3 – 5 pages of the paper should establish a firm research-based foundation for the creation of the group to meet the needs of a specific client population. To include:

1. The need and rationale for the group developed through
 - a. A brief review of the current counseling literature (five references)
 - b. References to readings, discussions, and experiences in group this semester
2. The group theory/theories you are using to design your group. Why are you using this theory for this particular group? Connect your research findings to support your choice. If you integrate 2 theories, justify why you think they complement each other and add to the effectiveness of the group's experience.

_____ 20 Points

Section 3: Conduct of the Group

1. A description of your leadership style ad preferences
2. The overall focus/goals of your group
3. How you (would) publicize, recruit and screen members for your group; open or closed group.
4. Logistics of the group (e.g. space to be used, number of group members, age of group members, time of day, duration, etc.

_____ 15 Points

Section 4: Group Sessions

Provide a detailed plan for each group session (6 – 8). Give enough information so that the reader could actually run a group using your instructions with no prior knowledge of how to run this type of group.

For each session include (as appropriate)

1. Ice breakers
2. Group rules
3. Goals
4. Objectives
5. Activities
6. Process questions
7. Homework assignments

_____ 40 Points

Section 5 Conclusions

Provide a summary that includes:

- a. Anticipated challenges in running this group
- b. How you will evaluate the effectiveness of the group. (Include a copy of the assessment(s) or evaluation form you use.
- c. Concluding paragraph that reiterates the main points of the paper

_____ 10 Points

Section 6 Adherence to the *Publication Manual (APA, 2009)* Title page and reference page

_____ 5 Points

Section 7 Overall Comprehensiveness and Quality – Are there syntax, grammar, and punctuation errors impeding the readability of the paper?

_____ 5 Points

GROUP SESSION OUTLINE

Section 4 – Each session must have the following information (if appropriate). Anyone should be able to follow your session outline and conduct a group using it.

SESSION #

Time Allotted

Activity Title

Goals/Objectives

Materials

Directions (Overview of the activity)

Introduction to the activity/icebreaker (How will you get the group's attention?)

Processing Questions

Cautions (anticipated challenges)

Additional Comments/Modifications (optional)

Homework (optional) (If you give homework – be sure to revisit the following session)

References (if used – example where did you find a specific activity that you used?)

Participation/Facilitation – At times you will fulfill the following roles:

- A participant in various group sessions
- A facilitator or co-facilitator of a group session.
- An observer of group process and dynamics

TENTATIVE CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT/ READINGS DUE
Jan 7	Introductions, syllabus, and assignments, etc. Feedback Process Initial group activity Personal Goals for Group Experience	Sign-ups for co-facilitating a group(s) Confidentiality and Group Contracts Personal Goals – Thinking – Feeling - Doing
Jan 14	Types of groups Therapeutic Factors Interpersonal Learning Group Leadership & basic tasks of therapist	READ: Corey, Ch. 1 Intro to Group Work; Ch. 2 Group Leadership; Ch. 3 Ethical an Professional Issues in Group Practice; On Reserve: Ch. 2 <i>Your Behavior in Groups</i> , Learning Group Leadership; An Experiential Approach, Kotter and Englar-Carlson, (2015) DUE: Journal #1 QUIZ: Available after class on Canvas
Jan 21	Developmental Stages of Groups from Pre to Post Group	READ: Corey, Ch. 4 Early Stages of Group; Ch. 5 Later Stages of Group; Yalom, Ch.2, Interpersonal Learning DUE: Journal # 2 QUIZ: Available after class on Canvas
Jan 28	The Psychoanalytic Approach to Group Work	READ: Corey, Ch. 5 Psychoanalytic Groups; Yalom, Ch. 7, Transference DUE: Journal # 3 QUIZ: Available after class on Canvas
Feb 4	Adlerian Groups	READ: Corey, Ch. 7 Adlerian Groups; DUE: Journal # 4 QUIZ: Available after class on Canvas
Feb 11	Psychodrama Groups	READ: Corey, Ch. 8 Psychodrama in Groups DUE: Journal # 5 QUIZ: Available after class on Canvas
Feb 18	Existential Approach to Groups Person-Centered Approach to Groups	READ: Corey, Ch. 9 Existential Approach; Ch. 10 Person-Centered Approach; Yalom, Ch. 7, Working in the Here and Now DUE: Journal # 6 QUIZ: Available after class on Canvas
Feb 25	Gestalt Therapy in Groups	READ: Corey, Ch. 11 Gestalt Group Therapy; Yalom, Ch. 12, The Advanced Group DUE: Journal # 7 QUIZ: Available after class on Canvas
SPRING BREAK		
Mar 11	Transactional Analysis in Groups	READ: Corey, Ch. 12 Transactional Analysis; Yalom, Ch. 12, Problem Members DUE: Journal # 8 QUIZ: Available after class on Canvas
Mar 18	Cognitive Behavioral Approaches to Groups Rational Emotive Behavior Therapy Groups	READ: Corey, Ch. 13, Cognitive Behavioral Approaches and Ch. 14, R.E.B.T. for Groups DUE: Journal # 9 QUIZ: Available after class on Canvas

Mar 25	Choice Theory/Reality Therapy in Groups	READ: Corey, Ch. 15, Reality Therapy in Groups DUE: Journal # 10 QUIZ: Available after class on Canvas
April 1	Solution-Focused Brief Therapy and Motivational Interviewing in Groups	READ: Corey, Ch. 16, Solution-Focused Brief Therapy DUE: Journal # 11 QUIZ: Available after class on Canvas
April 8	Integration of Theoretical Approaches to Group Work Compare & Contrast	READ: Corey, Ch. 17, Comparisons, Contrasts, and Integration DUE: Journal # 12 QUIZ: Available after class on Canvas
April 15	The Evolution of a Group An Integrative Perspective	READ: Corey, Ch. 18 The Evolution of a Group DUE: Journal # 13 QUIZ: Available after class on Canvas
April 22	Last Class – Culminating Experience	DUE: Journal # 14 QUIZ: Available after class on Canvas