STMC 554 Group Counseling Theory and Practice

Master of Arts in Pastoral Counseling (MAPC) School of Theology & Ministry, Seattle University 901 12th Ave, PO Box 222000 Seattle, WA 98122-1090 Fall 2012

Christie Eppler, Ph.D. Associate Professor **Office:** Hunthausen 221

Office Hours: By appointment

Phone: 206-296-6975

E-mail: epplerc@seattleu.edu

TEXT & MATERIALS:

Required Text:

Yalom, I.,& Leszcz, M (2005). The Theory and Practice of Group Psychotherapy 5th Ed. New York: Basic Books.

Required Articles (must be logged into SU's database system to access links below. If clicking on the link doesn't work, try to cut and paste the link into your browser):

Lindijer, C. H. (1990). Working with a pastoral dream group. *Journal of Pastoral Care*, 44, 373-377. Retrieved from EBSCO*host*.

http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLA0000833629&site=ehost-live

Popovsky, M. (2007). A spiritual issues discussion group for psychiatric in-patients. *Journal of Pastoral Care & Counseling*, 61, 119-129. Retrieved from EBSCO*host*.

http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLA0001611134&site=ehost-live

Recommended:

Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brooks/Cole.

Sink, C. A., Edwards, C.N., & Eppler, C. (2011). *School-based group counseling – Foundations and best practice*. Boston: Books/Cole Cengage Learning.

Other optional and required readings may be assigned.

The mission of the pastoral counseling program is to equip holistic, competent pastoral counselors/mental health counselors who integrate solid theological, psychological, and clinical education/training in order to serve and heal diverse groups of people of any Faith and culture, while becoming leaders for a just and humane world. To this end, this course is designed to meet the core content, coursework equivalency requirement in the area of "counseling groups" in the mental health counselor education and licensing guidelines for Washington State. (WAC 246-809-221)

COURSE DESCRIPTION:

This course will examine the grounding theories and basic therapeutic principles and techniques associated with effective group counseling. The class sessions are divided into two parts: 1) the theory and clinical practice of group counseling and 2) an experiential training group experience. Topics included in this course are the most common types of therapeutic groups, client selection and screening for groups, the structure of groups, developmental aspects of therapeutic group formation, styles/techniques of group facilitation, and dealing with resistance/relapse in group counseling.

COURSE OBJECTIVES:

Successful students will learn the basic theories behind the effectiveness of group therapy and how the different theories inform different group structure and function. They will learn practicalities of group formation and structure, typical group process, therapist and patient roles in effective groups.

MAPC Students will:

- Demonstrate intention to approach group therapy with openness to the presence of diversity
- Demonstrate ability to assist and facilitate growth toward mental and/or spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity. Students will understand and reflect with group clients' spiritual/faith assumptions and practices.
- Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice. Students will develop group curriculum and orally present their work to others for guidance and professional development. Students will adhere to APA written guidelines.
- Students will consult the professional literature regarding best-practice of group therapy.
 - o Through readings, class discussions, and class exercises, the Pastoral Counselor in training (PCT) will learn different styles/methods of group counseling.
 - The PCT will learn the basic dynamics of group processes and be able to analyze/name the basic elements of all therapeutic groups.
- Students will develop an intervention plan using group therapy.
 - o The PCT will gain practical skills in group counseling techniques by being given the opportunity to function as the co-facilitator of an experiential training group.
 - By choosing a contemporary mental health issue and designing a therapeutic group model to address the problem, the PCT will gain practical skills in planning and structuring therapeutic groups.
- Students will reflect on self-as-a-group-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
 - o By observing an active therapeutic group and participating as the group's facilitator, the PCT will experience group therapy in action.
 - By active participation in the experiential training group (50 minutes of each class period), the PCT will experience multiple dynamics associated with membership in a therapeutic group.
- Demonstrate in clinical group practice the capacity to draw on spiritual/theological and psychological/behavioral insights and principles.
- Make good use of lecture, supervision, and consultation regarding group therapy.

Course Outline (Tentative Based on Needs)

Date	Topic	Reading/DUE	Group Co- Leader	PowerPoint Slides	Devotion (optional)
9/19	Syllabus review Introduction to group counseling Ethics and professional issues			1-7	
9/26	related to group counseling Ethics & Values, cont Setting up a group: The formation process	Yalom, 1-4 (bring comment for all readings written on note card)		8-30	
10/3	Group leadership skills: basic skills	Yalom, 5-7 Journal 1		31-34	
10/10	STAGE 1: Initial Process	Yalom, 8-10		35-42	
10/17	STAGE 2: Transition	Yalom, 11 Be working on Focal Group Project		43-54	
10/24	STAGE 3: Working Group leadership skills: Advanced techniques	Yalom, 12 Lindijer article Journal 2		55-68	
10/31	STAGE 3: Working (Part II)	Yalom, 13 Popovsky article Very Rough Draft of Focal Group Paper Due			
11/7	STAGE 4: Ending a Group	Yalom, 14-15		69-74	
11/14	Group leadership skills: Advanced (practice)	Yalom, 16-17 Journal 3			
11/21	Thanksgiving – NO CLASS				
11/28	Group leadership skills: Advanced (practice) Reflection and Wrap-Up	 Focal Group Project DUE-please attach rubric and hand in hard copy to Christie Self evaluation of participation due (bring hard copy) 			

COURSE REQUIREMENTS

1.	Class interaction	10 points
2.	Group Experience	20 points
3.	Journal—Reading Reflection	30 points
4.	Draft of Focal Group Project	10 points
3.	Focal Group Project	30 points
	Total	100 points

Notice: A 5% deduction per day is assessed to late work. No work will be accepted after the 10^{th} class session. An incomplete grade will be assigned only in the case of a health emergency.

COURSE ASSIGNMENTS:

1. Attendance & Class Interaction (10 points)

Prepare for each class, attend, and regularly participate in class.

Please bring a discussion question from the reading written on a card/paper to class.

Please print and bring in the following chart with a self-rating; due on the day of the last class. Final responsibility for the engagement grade is determined by the instructor. In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence. Three (3) points will be deducted for each time you arrive late or leave early.

- **10**: I attended all classes, and was *fully* prepared (completed 95-100% of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
- **9**: I attended all classes, and was *mostly* prepared (did 90%+ of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
- 7: I attended all classes, and was *minimally* prepared (did about 75%+ of the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
- **5**: I attended all classes, and was *minimally* prepared (did 50%+ the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
- 1: I basically checked out.

My	self-rating
Exp	lanation:

2. Group Experience (20 Points)

Many persons who have taken a group therapy class state that the class group training experience was the most beneficial learning experience of the class. Each student will participate in a mock group, taking turns being the leader.

Generally, our group topic will be "adjusting to life as a graduate student". Depending on enrollment, we will have one group leader or co-leaders for most class sessions. Your role for this assignment is to implement what you are learning into a mock group therapy situation. You will use group techniques along with some structured activities from the group project described below.

The goal of this mock experiential group is for learning rather than for healing, although emotional growth often occurs. This is NOT a therapy group. Students are expected to express thoughts and feelings stimulated by your current experience as a Pastoral Counselor-in-Training, and to give and to accept feedback alongside other class/group members regarding their expressions and behaviors. Students are to be honest, risk, be congruent with self, show respect and be compassionate to others and to self, including mindful of one's own boundaries of privacy and self care. All students are expected to keep confidentiality.

You will need to prepare a written guide for your group time as a leader. This handout should include:

- Give a timeline of how you will structure the session.
- What are your goals for this group session?
- Do you have an icebreaker (earlier sessions may need this; later sessions may not)
- What is your catalyst for discussion?
- How are you applying what you have learned from

You may be creative and assign roles for other group members to play. For example, we will talk about blocking a dominant group member. You may want to assign one or two students the role of a "talker" and then show how you may try to intervene. I will be looking for how you are APPLYING what we are reading about and discussing as you lead the group. You should address how you are applying the text and discussion in your handout. Please provide one copy of this handout for each class member; we will debrief with your handout after each session. **The debriefing is your feedback**; you may want to take notes on what the instructor and students say about your group session.

Also, the rubric found on the next page will be used. Please print a copy and bring one copy with you on the day you present (attach to your handout and give both to me before you present).

Group Leadership Attribute or Skill	I do this well	I have some skills in this area	I need to cultivate this skill
Group Counselor Attribute	es		
Courage to make and admit mistakes			
Openness, genuineness, caring, and being present			
Non-defensiveness			
Try out new experiences			
Use of humor			
Others			
Group Leadership Skills			
Modeling			
Reflecting			
Clarifying			
Summarizing			
Empathizing and supporting			
Questioning			
Linking between group members between group sessions			
between group sessions			
Confronting			
Blocking/cutting off			
Suggesting			
Drawing-out			
Using icebreakers (if appropriate)			
Balancing using activities with building group process			
Using a strength-based approach			
Conceptualizing group as a whole (not just as individuals)			
Others?			

3. Journal Reading Reflection (3 @ 10 points each; 30 points total)

For select readings (see course outline), you will write a 1-2 page reflection. Please DO NOT summarize the reading. Rather, reflect on the most important concepts, integrate material from previous classes or other sessions in this class, compare the assigned readings to other assigned and optional readings, offer your personal reflection of the constructs found in the text, and offer a spiritual critique. APA style is not required, but you may want to practice it for your final paper. Hard copy due in class on date assigned. **Please attach this rubric** to each reflection:

	A-range	B-range	C-range
Within 1-2 page limit			
Flow and creativity			
Does not summarize			
Reflects on important			
concepts			
Integrates material from			
this and other classes			
Compares this reading			
to other required and			
optional readings			
Personal Reflection			
Spiritual Reflection			

4. Focal Group Project Draft (10 points)

For the focal group project (see below), you will hand in a *very rough draft* on the date assigned. You must use APA style for the draft (title page, no abstract, reference page). You will need an outline of your review of literature (both spiritual and research components), and bullet points for other sections up to the point we have covered in class. You do not need to have the appendix ready, yet. Hard copy due on date assigned.

5. Focal Group Project (30 Points)

Each student will identify a mental health issue or risk issue/problem of interest and design an approx 12-page proposal for a counseling group focused on therapeutic interventions specific to the identified issue or problem. You do not have to include the title page, reference page, or the appendix (handouts) in your 12 pages (you do not need an abstract). The project plan will be organized and efficiently/effectively written in a style that will communicate to the instructor (and possible future administrators) the beneficial elements of the proposed group. For help with writing and APA style, please see resources below.

In your written proposal you will include (you can use narrative and bulleted points):

- The mental health issue or problem that will be addressed by the group (approx two-three pages);
 - O The pastoral, spiritual, or theological elements of the issue/problem and how these dynamics will be included in or addressed by the group (be sure to do an ATLA database search on your topic);
 - o Current research on the issue/problem as found in professional journals (*minimum 2 peer-reviewed journal/articles cited*), academic texts, or personal interviews with experts;
- The rational for the selection and screening of clients for the group;
- The optimal size, session time, duration, and cost/fee of the proposed group;

- Collaboration: The participation of other professionals and/or the necessity of psychotropic drugs for membership in the group;
- The structure of the group (e.g., closed/open, co-therapist or not, stated agenda, starting and ending the group, group process of the meeting, attendance expectations, homework or not, activities requiring special rooms or equipment, etc.);
- The ground rules of the group;
- Brief outline for three sessions (one for early, middle, and late stage). Include goals, activities, discussion points, etc. for each session with enough detail that someone could lead a similar group based on your notes;
- The method for measuring/assessing when and if the group goals/skills are reached;
- Hard copies (added in an appendix) of any homework handouts, posters, assessment instruments, or other printed materials needed for the successful facilitation of the group;
- Post-group referral or follow-up procedures;
- A reference list (APA) of sources that were used in researching and designing the group.

The following rubric will be used to grade the assignment (see next page):

Final Paper Rubric—Please attach to your paper

	A-range	B-range	C-range
Introduction to Problem	Integrates academic literature regarding mental health/risk issue. At least 2 peer reviewed sources.	Summarizes distinct articles regarding issue	Vague understanding of issue. Not well supported with academic literature
The rational for the selection and screening of clients for the group;	Cogent outline of selection. Details of pregroup interview questions	Some idea of who may benefit from group. Imprecise pregroup screening tools	Vague selection and screening criteria
The optimal size, session time, duration, and cost/fee of the proposed group;	Precise rationale and details given for size, time, duration, and cost	Details given for size, time, duration, and cost	List of size, time, duration, and cost; few details or rational given
Collaboration: The participation of professionals and/or the necessity of psychotropic drugs for membership in the group;	Precise rationale and details given for collaboration	Rationale for collaboration	Vague understanding of collaboration
The structure of the group (e.g., closed/open, co-therapist or not, stated agenda, starting and ending the group, group process of the meeting, attendance expectations, homework or not, activities requiring special rooms or equipment, etc.);	Precise rationale and details given for structure	Rationale and details given for structure	Vague structure given for group
The ground rules of the group;	Clear description of group ground rules and how this will be discussed in group	Description of group rules and process	List of ground rules
Brief outline for at least three sessions. Include goals, activities, discussion points, etc. for each session	Clear agenda with enough detail that another therapist could implement plan	Clear outline	Vague outline of sessions
The method for measuring/assessing when and if the group goals/skills are reached;	Qualitative and/or quantitative measure(s) to assess group. Aligns with group goals. Created and pre-published measurements with citations	Offers a clear plan to measure group feedback	Vague plan for measuring outcomes
Hard copies (added in an appendix) of any homework handouts, posters, assessment instruments, or other printed materials needed for the successful facilitation of the group;	Interesting, relevant, and appropriate appendix	Hard copies given	Limited resources offered
Post-group referral/follow-up	Precise rationale and description of referral/follow-up with list of resources included	List of resources for follow-up; few details given	Vague understanding of what happens after the group ends
Within page guidelines	Within 10 page limit	Outside of limit	Points deducted for more than +/1 page limit
APA style for paper and references, grammar, spelling, etc	Adhere to APA, free of grammar and spelling errors	Some APA and grammar/spelling error	Does not adhere to APA and has some grammar/spelling errors
Creativity & Flow			

Comments:

ACADEMIC HONESTY

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

DISABILITY SUPPORT SERVICES:

If you have, or think you may have, a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

RESPECT FOR DIVERSITY:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

STYLE MANUALS AND WRITING EXPECTATIONS

APA (6th Edition):

http://www.apastyle.org/

http://owl.english.purdue.edu/owl/resource/560/01/

Seattle University Writing Center http://www.seattleu.edu/writingcenter

RESOURCES:

Activities & Catalyst:

Brigman and Early (2001). *Group counseling for school counselors: A practical guide* (numerous small group plans and activities)

Capuzzi (2003). Approaches to group work: A handbook for practitioners. (many useful group plans)

Conyne, Crowell, and Newmeyer (2008). Group techniques: How to use them more purposefully.

DeLucia-Waack (2006). Leading psychoeducational groups: For children and adolescents.

Fehr (2010). 101 interventions in group therapy (some good examples of groups for children and youth)

Liebmann (2004). Art therapy for groups: A handbook of themes and exercises.

Pavlicevic (2003). Groups in music: Strategies from music therapy.

Smead (2000). Skills for living: Group counseling activities for young adolescents.

Recommended Readings:

- Astramovich, R. L., & Coker, J. K. (2007). Program evaluation: The Accountability Bridge Model for counselors.

 *Journal of Counseling & Development, 85, 162–172.
- Astramovich, R. L., Forkner, C. W., & Bodenhorn, N. (2004). In L. E. Tyson, R. Pérusse, & J. Whitledge (Eds.), Critical incidents in group counseling (pp. 229–240). Alexandra, VA: American Counseling Association.
- Berg, R. C., Landreth, G. L, & Fall, K. A. (2006). *Group counseling: Concepts and procedures*. New York: Routledge.
- Conyne, R. K., Crowell, J. L., & Newmeyer, M. D. (2008). *Group techniques: How to use them more purposefully*.

 New York: Pearson Merrill/Prentice Hall.
- Corey, G. (2008). Theory and Practice of Group Counseling (7th ed.). Belmont, CA: Brooks/Cole.
- Corey, M.S., & Corey, G. (2006). *Groups: Process and practice* (7th ed.). Belmont, CA: Brooks/Cole.
- Crain, W. (2005). *Theories of development: Concepts and applications* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Day, S. X. (1998). *Groups in practice*. Boston: Lahaska Press, a Houghton Mifflin Company.
- DeLucia-Waack, J., & Donigian, J. (2006). *The practice of multicultural group work*. Belmont, CA: Thompson Brooks/Cole.
- Dykeman, C., & Appleton, V. E. (2002). Group counseling: The efficacy of group work. In D. Capuzzi & D. R. Gross (Eds.), *Introduction to group counseling* (3rd ed.; pp. 119–153). Denver, CO: Love.
- Elliot, S. (1994). Group activities for counselors. Torrance, CA: Innerchoice Publishing.
- Egan, G. (2007). Exercises in Helping Skills (7th ed.). Belmont, CA: Thomson Higher Education.
- Fehr, S. S. (2010). 101 interventions in group therapy (rev. ed.). New York: Routledge.
- Foster, E. S. (1989). Energizers and icebreakers for all ages and stages. Minneapolis, MN: Educational Media.
- Forester-Miller, H., & Kottler, J. A. (1997). Issues and challenges for group practitioners. Denver, CO: Love.

- Gladding, S. T. (1994). *Effective group counseling. ERIC/CASS Digest*. Retrieved from http://www.ericdigests.org/1994/group.htm
- Hines, P., & Fields, T. (2002). Pregroup screening issues for school counselors. *Journal for Specialists in Group Work*, 27, 358–376.
- Hoag, M. J., & Burlingame, G. M. (1997). Evaluating the effectiveness of child and adolescent group treatment: A meta-analytic review. *Journal of Clinical Child Psychology*, 26, 234–246.
- Jacobs, E. (1992). *Creative counseling techniques: An illustrated guide*. Odessa, Fl: Psychological Assessment Resources.
- Jacobs, E., Harvill, R., & Masson, R. (2002). *Group counseling: Strategies and skills* (4th ed.). Pacific Grove, CA: Wadsworth.
- Pyle, K. R. (2007). *Group career counseling: Practices and principles*. Broken Arrow, OK: National Career Development Association
- Reeves, D. (2008). What is a psychotherapy process oriented group? Retrieved from http://www.goodtherapy.org/blog/therapy-group/
- Remley, T. P. Jr., & Herlihy, B. (2009). *Ethical, legal, and professional issues in counseling* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Ritter, K.Y. (1978). The use of growth-groups as a critical ingredient in counselor training. *International Journal for the Advancement of Counselling, 1*, 295–302. doi: 10.1007/BF00120551
- Tuckman, B., & Jensen, T. (1977). Stages of small group development. *Group and Organizational Studies*, 2, 19–27.
- West, E. (1996). 201 icebreakers. New York: McGraw-Hill.