

GROUP COUNSELING AND INTERVENTION

CPSE 648 // SPRING 2017

Monday, Wednesday, 8:00-10:50am; 341 MCKB

INSTRUCTORS: Amy Black

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COURSE DESCRIPTION AND GOALS

This course provides an overview of theoretical concepts and practical issues related to group counseling. The course covers counselor issues, client selection criteria, client and group preparation, group structuring, group processes, evidence-based group practice, multicultural competence, and basic therapeutic techniques. Students will acquire basic skills in leading group counseling sessions and dealing with difficult situations through experiential exercises. The purpose is to introduce students to concepts of group dynamics and development as well as the practical aspects of leading a group. Discussion of structured and unstructured groups as well as group settings and purposes will be included.

COURSE OBJECTIVES

1. To learn major concepts in contemporary theory and practice of group counseling.
2. To develop a rationale for different group structures and processes.
3. To experience practical group skills by forming, conducting, and ending a mock counseling group.
4. To learn and be able to utilize basic evidence-based practice/practice-based evidence concepts in group counseling

REQUIRED TEXT

- Corey, G., (2017). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole.

SUPPLEMENTAL TEXTS

- Gladding, S.T. (2016). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Pearson.
- Page, B.J. and Jencius, M. J. (2009). *Groups: Planning and leadership skills*. Boston: Lahaska Press.
- Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. Belmont: Wadsworth.

COURSE REQUIREMENTS & GRADING

A variety of methods will be used to approach the course objectives. These include lectures, discussions, video presentations, in-class role-plays, project presentations, participation in a weekly mock group during class, readings, and handouts.

ATTENDANCE / PARTICIPATION: Students may receive up to 50 points for perfect attendance and regular participation. *Much of the interactional and experiential learning for this course will take place during class activities;* therefore, **ten (10) points** will be deducted from the attendance/participation portion of the grade **for each absence**, regardless of the reason. Lack of participation in class discussions may also result in a deduction of five (5) points for each class discussion or activity not engaged in. **One (1) point** will also be deducted **for each time a student is late**. Students are responsible for any announcements made during missed classes.

READING: Students will read all chapters from the textbook and other supplemental readings as assigned. Access to supplemental readings will be provided by the course instructor. Students are responsible to read the material before coming to class. **Reading logs will be due every two weeks.** The readings are worth up to 20 points.

PROPOSAL FOR DIVERSITY- OR AGE-RELATED OR SPECIALIZED GROUPS: Assigned groups of students will generate a group proposal for a diverse/age-related (i.e., multi-cultural, children, adolescents, adults, and elderly) or specialized (i.e. trauma stress, disabled persons, anger management, military personnel, divorce support, etc.) population. Students should follow the guidelines found in the Corey text—specifically the bulleted points on pages 148-149. Students can also refer to the group proposals on pages 335-351, and those contained in Chapter 11 for inspiration. Group proposals can be for a variety of target populations and can be a combination of the types of groups listed above. Students can work in groups of two or individually. The purpose of this assignment is to give you the opportunity to practice creating a proposal for a group you think you might be likely to lead in the future. Proposals will be turned in to be graded, but will also be shared among class members. The proposal is worth up to 30 points.

THEORETICAL ORIENTATION PRESENTATION: Students will study a theoretical approach to group therapy and give a short (10-15 minute) presentation to the rest of the class. Presentations should cover the premises, practices, role of the group leader, desired outcomes, and evaluation of the theoretical approaches they are assigned to study. Introductory material about specific theories will be provided, though students are encouraged to include outside sources as necessary. The presentation is worth up to 20 points.

MOCK GROUP LEARNING EXPERIENCE: Each student will participate in a series of role-played or mock groups led by class members (on a rotating basis) or by the instructors. By the second class period each student will write a one to two page description of their character (including background/history, presenting problem, issues that may unfold later in the group, typical interaction style, etc.) and create a genogram detailing family relationships for their character. Members will participate according to chosen roles (Sample role descriptions will be provided.). Students are encouraged to “step into” their roles through a variety of out-of-session activities (e.g., keep a journal, detailing a day from the point-of-view of the chosen character). Students will sign up to act as a group leader at least once during the semester. Students from the CPSE doctoral program will lead twice during the semester. When not acting as a group leader, students will be group participant (with assigned role) each class period during these experiential mock groups. These groups will be conducted during class time during nearly every class period.

Experiential simulations are intended to illustrate group phenomena and will not function as group therapy. Participation will be voluntary and by informed consent. We will do our best to maintain a safe environment, free from pressure for self-disclosure. The purpose is not to provoke anxiety or intrude upon the personal lives of the students, but rather to stimulate curiosity and awareness of how groups work.

Experiential Interventions: Students will be asked to find and utilize, jointly as co-leaders, an experiential activity/intervention (e.g., ice breaker, process development activity, psychodrama) designed for group therapy during at least one of the sessions they lead the mock group.

Group Notes: Class members will be asked to write a group note for each experiential group session. The note should be reflective of major group themes, conflicts, or process interactions that occurred during the session, and it may also provide a conceptualization of group needs and progress. The notes may be written according to the individual style of the students and do not need to reflect the instructor's particular theoretical orientation. In addition, students will also be asked to write a brief note (3-4 lines) about one group member's work during the session as well as a brief conceptualization on this member. Students are encouraged to write the adjunctive note about a different group member each week. Example notes will be provided by the instructors. **Group notes will be due every two weeks.** These notes, in conjunction with participation in the mock group experience and the experiential intervention, are worth up to 50 points.

If a student elects not to participate in the above mock group experience, s/he may choose to participate in one of the two alternatives below, without penalty:

Alternative 1: Class members can choose to be in a group at the Counseling and Psychological Services (CAPS) or BYU Comprehensive Clinic (CPSE doctoral students may not participate in a CAPS group.). In order to avoid disruption of these ongoing groups, if a class member chooses this option, s/he will be required to attend the group for the entire semester or term. Those wishing to engage in such groups need to do so as a participant, not as an observer. Your instructors will help make this arrangement if a student so desires. Everyone choosing this alternative will be encouraged to write a reflection of their own group experience at the end of the term (note: it is critical to protect the privacy of other group members in this paper). These reflections will be confidential and not graded. This is worth up to 50 points, based on qualitative evaluation of content. Five (5) points will be deducted for each session missed.

Alternative 2: Class members can choose to write a 25-page academic paper on group counseling or therapy. This option will be available for any student who does not want to participate in either of the two group options above. The topic is to be mutually agreed upon by the student and instructor. This is worth up to 50 points, based on qualitative evaluation of content and technical presentation such as format, spelling, grammar, etc.

GROUP EXPERIENCE PROJECT: Students will be asked to create "something" that highlights or represents their group experience throughout the semester. Minimal guidelines will be provided for this project as it is intended to be about the student's experience, rather than to meet expectations or specific guidelines. It is expected that the student will put forth effort on this project and will be able to present it to the class during the final week of the semester. Example projects include a written song performed for the class, a group experiential activity and discussion, a painting, etc. (worth up to 30 points).

GRADING

Assignments	
Attendance/Participation	50 points
Reading Log/Theoretical Orientation Presentation	40 points
Group Proposal	30 points
Mock Group/Group Notes/Experiential Activity	50 points
Group Experience Project	30 points
TOTAL:	200 points

FINAL GRADES

190-200 points or 95 - 100% = A

180-189 points or 90 - 94% = A-

170-179 points or 85 - 89% = B+

160-169 points or 80 - 84% = B

150-159 points or 75 - 79% = B-

140-149 points or 70 - 74% = C+

130-139 points or 65 - 69% = C

MULTICULTURAL/DIVERSITY GUIDELINES AND COMPETENCIES:

You are expected to be familiar with the APA and APA Division 17 Multicultural Guidelines and Competencies. Please read and become familiar with the information in the following links:

<http://www.apa.org/pi/multiculturalguidelines.pdf> and <http://www.div17.org/mccomp.html>.

PRACTICE GUIDELINES FOR GROUP PSYCHOTHERAPY (AGPA):

<http://www.agpa.org/guidelines/AGPA%20Practice%20Guidelines%202007-PDF.pdf>

STUDENTS WITH DISABILITIES:

If you have a disability requiring special arrangements such as note taking or other accommodations, please feel free to discuss this with the instructor. Accommodation letters from the University Accessibility Center located in 2170 WSC (422-2767, 422-4472 VP) may be required to authorize certain accommodations.

SEXUAL HARASSMENT:

If you believe you have encountered unlawful sexual harassment or gender based discrimination, you may seek resolution through established grievance policies and procedures outlined in your Doctoral Student Handbook. You may also contact the Equal Opportunity Office (D-282 ASB, 422-5895 or 367-5689-24 hours), or the Honor Code Office (4440 WSC, 422-2847).

PRIMARY READING RESOURCES:

- Barlow, C.A., Blythe, J.A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston: Allyn and Bacon.
- Conyne, R.K., Crowell, J.L., and Newmeyer, M.D. (2008). *Group techniques: How to use them more purposefully*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Delucia-Waak, J.L., Gerrity, D.A., Kalodner, C.R., and Riva, M.T. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Johnson, D.W. & Johnson, F.P. (2008). *Joining Together: Group Theory and Group Skills* (10th ed.). Boston: Allyn and Bacon.
- Kline, W.B. (2003). *Interactive group counseling and therapy*. Upper Saddle River, NJ: Pearson Education.
- Motherwell, L., & Shay, J. (2005). *Complex dilemmas in group therapy: Pathways to resolution*. New York: Brunner-Routledge.
- Yalom, I.D., with Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*. (5th ed.). New York: Basic Books.

OTHER READING RESOURCES:

- Bannink, F.P. (2006). The birth of solution-focused cognitive behavioral therapy. *Gedragstherapie*, 39(3), 171-183. (google "Gedragstherapie" & go to web site.)
- Barlow, S.H., Burlingame, G.M., Fuhriman, A. (2000). Therapeutic applications of groups: From Pratt's "thought control classes" to modern group psychotherapy. *Group Dynamics: Theory, Research, and Practice*, 4(1), 115-134.
- Beal, D.J., Cohen, R.R., Burke, M.J., & McLendon, C.L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations. *Journal of Applied Psychology*, 88(6), 989-1004.
- Beecher, M.E. (2008). A clinician's take on evidence-based group therapy: A commentary. *Journal of Clinical Psychology: In Session*, 64(11), 1279-1283.
- Bernard, H.S. & MacKenzie, K.R (eds). (1994). *Basics of group psychotherapy*. New York: Guilford Press.
- Braaten, L.J. (1991). Group cohesion: A new multidimensional model. *GROUP*, 15(1), 39-55.
- Burlingame, G. & Beecher, M.E. (Guest Eds.). (2008). New directions and resources in group psychotherapy. *Journal of Clinical Psychology: In Session*, 64(11).
- Burlingame, G.M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7(1), 3-12.
- Burlingame, G.M., Fuhriman, A., & Johnson, J.E. (2002). Cohesion in group psychotherapy. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 71-87). Oxford University Press.

- Burlingame, G. M., Gleave, R. L., Beecher, M. E., Griner, D., Hansen, K. S. W., & Jensen, J. (Under review). *Administration and scoring manual for the Group Questionnaire-GQ*. Salt Lake City, UT: OQ Measures L.L.C.
- Burlingame, G., Gleave, R., Erekson, D., Nelson, P., Olsen, J., Thayer, T., & Beecher, M. (2015). Differential effectiveness of group, individual and conjoint treatment: An archival analysis. *Psychotherapy Research*. doi:10.1080/10503307.2015.1044583
- Burlingame, G.M., MacKenzie, K.R., & Strauss, B. (2004). Small group treatment: Evidence for effectiveness and mechanisms of change. In M. Lambert (Ed.), *Handbook of psychotherapy and behavior change* (pp. 647-696). New York: Wiley.
- Chang, A., & Bordia, P. (2001). A multidimensional approach to the group cohesion-group performance relationship. *Small Group Research*, 32(4), 379-405.
- Chapman, C.L., Burlingame, G.M., Gleave, R., Rees, F., Beecher, M.E., & Porter, G.S. (2012). Clinical prediction in group psychotherapy. *Psychotherapy Research*, 22(6), 673-681.
- DeLucia-Waack, J.L., Gerrity, D.A., Kalodner, C.R., & Riva, M.T. (Eds.). (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Dennison, S.T. (2005). *A multiple family group therapy program for at risk adolescents and their families*. Springfield, IL: Charles C. Thomas.
- Dreikurs, R. (1959). Early experiments with group therapy. *American Journal of Psychotherapy*, 13, 882-891.
- Ettin, M.F. (1988). "By the crowd they have been broken, by the crowd they shall be healed": The advent of group psychotherapy. *International Journal of Group Psychotherapy*, 38(2), 139-167.
- Fuhriman, A. & Burlingame, G.M. (2000). The Hill Interaction Matrix: Therapy through dialogue. In A. Beck & C. Lewis (Eds.), *The process of group psychotherapy: Systems for analyzing change* (pp.135-174). Washington, DC: American Psychological Association.
- Fuhriman, A. & Burlingame, G. M. (Eds.). (1994). *Handbook of group psychotherapy: An empirical and clinical synthesis*. New York: John Wiley & Sons. (esp. chapters 3, 4, 5)
- Fuhriman, A. & Burlingame, G.M. (1990). Consistency of matter: A comparative analysis of individual and group process variables. *The Counseling Psychologist*, 18(1), 6-63.
- Gleave, R. L., Burlingame, G. M., Beecher, M. E., Griner, D., Hansen, K. S. W., & Jenkins, S. (In press.). Feedback-informed group treatment (FIGT): Application of the OQ-45 and Group Questionnaire (GQ). In S. Miller, D. Prescott, & C. Maeschalck (Eds.). *Reaching for excellence: Feedback-Informed Treatment in practice*. Washington, D.C., American Psychological Association.
- Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J., & Klein, P. (1998). *Skill streaming the adolescent*. Champaign, IL: Research Press.
- Greenberg, K.R. (2003). *Group counseling in K-12 schools: A handbook for school counselors*. Boston: Allyn & Bacon.
- Hersey, P., & Blanchard, K. (1988). *Management of organizational behavior: Utilizing human resources* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

- Hill, C.E. (1990). Is individual therapy process really different from group therapy process? *The Counseling Psychologist*, 18(1), 126-130.
- Johnson, J.E., Burlingame, G.M., Olsen, J.A., Davies, D.R., & Gleave, R.L. (2005). Group climate, cohesion, alliance, and empathy in group psychotherapy: Multilevel structural equation models. *Journal of Counseling Psychology*, 52(3), 310-321.
- Klein, R.H., Schermer, V.L. (Eds.). (2000). *Group psychotherapy for psychological trauma*. New York: Guilford Press.
- Knepfelkamp, L., Widick, C., Parker, C.A. (Eds.). (1978). *New directions for student services: Applying new developmental findings* (Number 4, pp. vii-xvi, 19-51). San Francisco: Jossey-Bass.
- Luft, J. (1969). *Of human interaction*. Palo Alto, CA: National Press Books.
- Malekoff, A. (2004). *Group work with adolescents: Principles and practice*. NYC: Guilford Press.
- McGinnis, E. & Goldstein A.P. (1997). *Skillstreaming the elementary school child* (Revised Edition). Champaign, Illinois: Research Press.
- McRoberts, C., Burlingame, G.M., & Hoag, M.J. (1998). Comparative efficacy of individual and group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 2(2), 101-117.
- Mullen, B., & Copper, C. (1994). The relation between group cohesion and performance: An integration. *Psychological Bulletin*, 115(2), 210-227.
- Newman, E. (2001). Group work: Strategies for strengthening resiliency. *Social Work with Groups*, 26(2), 81-85.
- Pfeiffer, J.W., et al. (from 1976-present). *The (date) annual: Developing human resources*. San Diego, CA: Pfeiffer (previously University Associates).
- Ritchie, M.H., & Huss, S.N. (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group Work*, 25(2), 146-156.
- Rosenthal, L. (2005). Castouts and dropouts: Premature termination in group analysis. *Modern Psychoanalysis*, 30(2), 40-53.
- Shechtman, Z., & Gluk, O. (2005). An investigation of therapeutic factors in children's groups [Electronic version]. *Group Dynamics: Theory, Research, and Practice*, 9(2), 127-134.
- Shechtman, Z., & Pastor, R. (2005). Cognitive-behavioral and humanistic group treatment for children with learning disabilities: A comparison of outcomes and process. *Journal of Counseling Psychology*, 52(3), 322-336.
- Scott, M.J., & Stradling, S.G. (1998). *Brief group counseling: Integrating individual and group cognitive-behavioural approaches*. Chichester, England: Wiley & Sons.
- Smokowski, P.R., Rose, S., Todar, K., & Reardon, K. (1999). Postgroup-casualty status, group events, and leader behavior: An early look into the dynamics of damaging group experiences. *Research on Social Work Practice*. 9(5), 555-574.
- Spitz, H.L. (1996). *Group psychotherapy and managed mental health care: A clinical guide for providers*. New York: Brunner/Mazel.

- Stockton, R., & Morran, D.K. (2004). An investigation of group leaders' intentions. *Group Dynamics: Theory, Research, and Practice*, 8(3), 196-206.
- Toseland, R.W., & Rivas, R. F. (1995). "Evaluation." *An Introduction to Group Work Practice*. (2nd ed.). Boston: Allyn and Bacon.
- Toseland, R.W., & Rivas, R.F. (1995). "Evaluation." *Ending the group's work*. (2nd ed.). Boston: Allyn and Bacon.
- Vinogradov, S., & Yalom, I., (1989). *A concise guide to group psychotherapy*. Washington D.C.: American Psychiatric Press.
- Yalom, Irvin D. (2002). *The Gift of Therapy*. New York: HarperCollins.
- Yalom, I. (1999). "Travels with Paula" & "Southern Comfort." *Momma and the meaning of life: Tales of psychotherapy*. New York: Basic Books.
- Young, B.H., & Blake, D.D. (Eds.). (1999). *Group treatments for post-traumatic stress disorder*. Philadelphia: Brunner/Mazel.
- Zimmerman, T.S., Jacobsen, R.B., MacIntyre, M., & Watson, C. (1996). Solution-focused parenting groups: An empirical study. *Journal of Systemic Therapies*, 15(4), 12-25.

SCHEDULE

DATE	CLASS CONTENT	ASSIGNMENTS
5/3	Introduction Explanation of Syllabus Group Activity	Assign Theoretical Approaches Pick Mock Group Roles & Leadership Times Sign Consent Forms
5/8	Group Video Mock Group	1-2 Page Description of Mock Group Role and Genogram Due
5/10	Introduction to Group Work; The Group Counselor; Multicultural Considerations Mock Group	Corey: Chapters 1 & 2
5/15	Forming a Group Mock Group	Corey: Chapter 5
5/17	Initial Stage of Group Group Video Mock Group	Corey: Chapter 6
5/22	Theories and Techniques Mock Group	Corey: Chapter 4 Reading log (Ch: 1-2, 4-6) & Group Notes Due
5/24	Transition Stage of Group; Group Video Mock Group	Corey: Chapter 7
5/29	Memorial Day (No Class)	Memorial Day (No Class)
5/31	Working Stage of Group: Performing; Group Video Mock Group	Corey: Chapter 8
6/5	Ethical and Legal Issues in Group Work; Groups in Community Settings Mock Group	Corey: Chapters 3 & 11 Reading log (Ch: 3, 7-8, & 11) & Group Notes Due
6/7	The Here-and-Now Mock Group	Yalom: Chapter 6 (Online from Library) Group Proposals Due

6/12	Final Stage of Group Mock Group	Corey: Chapter 9
6/14	Group Work in Schools Mock Group	Corey: Chapter 10
6/19	Group Experience Project	Group Experience Project Presentations Reading log (Ch: 9 & 10; Yalom Ch: 6) & Group Notes due
6/21 Final	Group Experience Project	Group Experience Project Presentations

**This schedule is subject to change at the discretion of the instructors.*