

CED 650 Group Counseling: Theory and Practice

Department of Counseling and Educational Development

The University of North Carolina at Greensboro

Fall 2004

Mondays 1:00 PM to 4:30 PM

Ferguson 251

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COURSE DESCRIPTION

This course provides students an understanding of group counseling theories, dynamics, processes, and skills. The instructor incorporates experiential, didactic, Socratic, discussion, reading, and writing formats. Students will have a chance to experience groups as both members and facilitators/leaders. Other topics of the course include multicultural issues, ethical and legal concerns, professional preparation standards for group facilitators, and group leadership styles.

COURSE PHILOSOPHY

We find groups everywhere in society. We live and work in groups. That is what makes group work in counseling exciting. Viewing group counseling as a microcosm of everyday life helps group facilitators focus on the here-and-now and generalize to the outside world. As it is vital for group facilitators to have a good sense of identity, a key component of this course revolves around raising self-awareness. Self-aware group facilitators have more presence, authenticity, personal power, and empathy and are more apt to be better leaders in multicultural groups.

Another major component of this course is the learning of group process and dynamics. Understanding the various stages of groups helps group facilitators/leaders understand the current state of the group and plan appropriate interventions. Finally, if we bring enthusiasm to the group, the process and dynamics have a better chance of being positive. It is the instructor's hope that students will become genuinely excited about group counseling.

OBJECTIVES

Objectives for this course follow the CACREP standards (2001). The ASGW Core Training standards (2000) will also be incorporated.

1. To understand and experience principles of group dynamics, group processes, group stages, group members' roles, and therapeutic group factors (CACREP, 2001)
2. To learn group leadership approaches and styles (CACREP, 2001)
3. To gain a cognitive understanding of group counseling theories, including commonalities, distinguishing characteristics, and related research and literature (CACREP, 2001)
4. To learn about group counseling methods, including group counselor behaviors, appropriate selection criteria and methods, and evaluation methods (CACREP, 2001)
5. To learn about other types of group work, including task groups, psychoeducational groups, and therapy groups. (CACREP, 2001)
6. To learn professional preparation standards for group leaders. (CACREP, 2001)
7. To learn ethical and legal considerations. (CACREP, 2001)

Students will learn these objectives through reading/lecture/discussion, in-class activities/role-plays, homework, projects, and practicum.

TEXTBOOK

Posthuma, B. W. (2002). *Small groups in counseling and therapy: Process and leadership* (4th ed.). Boston: Allyn and Bacon.

Other readings found on e-reserves will be assigned. The e-reserves bibliography can be found at the end of this syllabus.

COURSE REQUIREMENTS

1. Class Attendance and Participation

Because of the experiential nature of this course, students are expected to attend every class and participate in activities and exercises. Your participation will not be graded in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself.

2. Reading Prompts and Dialogue

The instructor will provide prompts on Blackboard of things to be considering or reflecting on when doing reading assignments. These prompts will act as a loose guide for in-class dialogue about the readings. Time will be devoted in each class—when a reading assignment is due—to discussion of the reading. These prompts are designed to spark reflection and are not meant to be the only things that we can discuss in class. Your engagement and participation in these discussions is important because of the reciprocal nature of learning.

3. Task Group Experience

Students will participate in a 5-week task group. The group's task is to develop a proposal for a group of your choice. Each week a new group leader will be chosen so that each student has the opportunity to lead the task group. Your group will have 1 hour in each of 5 designated class periods to work on your project. You may not work as a group outside of class (though you may prepare individually). You may communicate with each other outside of class via your group's Blackboard page.

In these task groups you will learn about group dynamics, how you perceive others, and how the group process can improve your work in a variety of group settings. As group members, you will journal about significant dynamics (e.g. power struggles, leadership styles, subgroups, communication, sabotage). The journals should also include insights about yourself as a group leader or member. These journal sheets will **not** be turned in to the instructor.

Your group proposal can include an on-going group or fixed-session group and an open or closed group. The purpose of this assignment is for you to demonstrate your knowledge of group leadership and process and to address the points below:

1. Rationale for the group
2. Goals of the group
3. Plans for screening members
4. Pre-group preparation
5. Techniques/strategies you plan to use in the group
6. Strategies for assessment/evaluation of the group
7. Ideas/techniques to help generalize in-group learning to outer-world environment
8. Supportive group literature

The culmination of your task group is a 10–12 page group proposal.

The proposal should follow this outline:

- I. Identification of the population
 - a. Describe the client population with whom you will be working and tell why this population could benefit from group counseling.

- b. Briefly describe the group you would like to implement. What are the specific goals of this group?
- II. Literature Review
 - a. Introduction: state the specific type of group you will be conducting and what the literature review will be covering.
 - b. Review **at least** 5 references (excluding course texts) specifically related to the type of group you will be developing. Discuss the information found in each reference in relation to the population involved and the group's purposes and procedures.
 - c. Summarize your literature in a paragraph.
- III. Group Logistics: How would you assess the following in organizing your group? State your reasons.
 - a. Group composition/size
 - b. Open/closed group
 - c. Group duration/Length and frequency of meetings
 - d. Pre-group interviews and orientation/The initial meeting
 - e. Ground rules/ Physical setting
- IV. Ethical Considerations: List and explain 5 ethical considerations you believe to be particularly relevant to the type of group you propose.
- V. Leadership Role
 - a. Your personal orientation to group leadership. Explain your views regarding degree of involvement, directive vs. non-directive approaches, and structured vs. unstructured groups.
 - b. Role enactment: explain your role during each of the various group stages.
 - c. Skills and Techniques: Name 5 skills you would use, how you would use them, and the desired results.

4. Case Study

Students will be given a case study in which they must analyze group member behavior and its effects on group dynamics and processes. Students will write a 5–7 page paper discussing these areas and their plans on appropriately handling the case as a group facilitator, taking into account multicultural, ethical, and legal considerations. Students should include a minimum of five citations (at least 2 of which must be research-based) from refereed journals.

5. Analysis of Twelve Angry Men

This project will serve as your final exam. Students will watch the movie, Twelve Angry Men, and analyze the group members, dynamics, and processes based on their learning in the course. Students will respond to a set of 15 questions designed measure your understanding, synthesis, application, and evaluation of the content of this course. The questions will be provided to you in a separate document.

* I want you to watch the 1957 version, but you may watch the 1997 version is you cannot get the other.

EVALUATION

Class Attendance and Participation	50 points	Ongoing
Dialogue about Readings	50 points	Ongoing
Case Study	100 points	Due 3/21
Group Proposal	100 points	Due 4/11
Movie Analysis	100 points	Due 5/2

DISABILITY STATEMENT

The University of North Carolina at Greensboro recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or as soon as given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services in Room 101, Park Building, (336) 334-5440.

PROGRAM STATEMENT OF EXPECTATIONS

The University of North Carolina at Greensboro (UNCG) Department of Counseling and Educational Development (CED) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The UNCG CED department attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant

ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

Anticipated Class Schedule
(Subject to Change)

<u>Date</u>	<u>Topic</u>	<u>Assignments/Readings</u>
1/10	Orientation & Class Overview Group Building Introduction to Group Work	
1/17	Martin Luther King, Jr. Holiday No Class	Posthuma – Chapters 1 ASGW Training Standards ASGW Best Practices
1/24	Group Types Group Development PARS	Gladding – Chapter 2 Posthuma – Chapter 2 Glass & Benschhoff (e-reserves)
1/31	Group Dynamics and Processes	Posthuma – Chapters 3 – 5 Yalom – Chapter 1
2/7	Group Leadership (Behaviors, Techniques, Observations) Role-plays Practicum	Posthuma – Chapters 6 – 8 Handbook – Chapter 8
2/14	Here-and-Now vs. There-and-Then Role-plays Practicum	Yalom – Chapter 6
2/21	Pre-group Planning Specific Planning for Group Stages Task Group Session #1 Practicum	Gladding – Chapters 5 – 8
2/28	Ethical Considerations in Group Work Task Group Session #2 Practicum	Posthuma – Chapter 9
3/7	Spring Break	

3/14	Multiculturalism Terry Tafoya Video Practicum	DeLucia-Waack & Donigian – Chapter 2
3/21	Multicultural Group Work Task Group Session #3 Practicum	Trotzer – Chapter 9 Case Study Due
3/28	Multicultural Group Work Task Group Session #4 Practicum	Handbook – Chapter 20
4/4	Unique Opportunities in Group Work Critical Incidents' Role-plays Task Group Session #5 Practicum	Posthuma – Chapter 12
4/11	Observation and Evaluation of Groups Group Counseling Theories Practicum	Posthuma – Chapters 10 & 13 Trotzer – Chapter 12 Group Proposal Due
4/18	Choosing and Using Group Activities Guided Imagery Practicum	Posthuma – Chapter 14
4/25	Online Groups Cinematherapy Psychodrama Practicum	Handbook – Chapter 43
5/2	Movement and Music Group Launching Our Group	Movie Critique Due

BIBLIOGRAPHY

DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Toronto: Brooks-Cole.

DeLucia-Waack, J. L., Gerrity, D. A., Kalodner, C. R., & Riva, M. (Eds.) (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage.

Gladding, S. T. (2003). *Group work: A counseling specialty* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Glass, J. S., & Benshoff, J. M. (1999). PARS: A processing model for beginning group leaders. *Journal for Specialists in Group Work*, 24, 15–26.

Trotzer, J. P. (1999). *The counselor and the group: Integrating theory, training, and practice* (3rd ed.). Philadelphia: Taylor & Francis.

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