

# Adler Graduate School

Richfield, Minnesota

## AGS Course 532 Group Psychotherapy and Counseling- School Counseling Emphasis

### 1. Course Designation

- 1.1 Adler Graduate School
- 1.2 Group Psychotherapy and Counseling
- 1.3 Three semester credits
- 1.4 Prerequisites: 511, 513

### 2. Course Overview

The primary purpose of this course is to familiarize students with skills and techniques that are considered to be prerequisites for effective group counseling. This course will introduce students to the basics of group counseling and group dynamics. Skills include, but are not limited to, an introduction to group dynamics and the didactic experience of working within a group in the classroom setting. A variety of subject areas will be made explicit as they pertain to group communication patterns-both verbal and nonverbal, leadership, trust, cohesion, risk-taking, group membership skills, facilitation skills, group problem-solving, decision-making, conflict resolution, interviewing techniques, and summary session report writing.

Development and facilitation of a group is a significant hands-on exercise in the course. Students are expected to demonstrate their ability to plan, conduct, and terminate a group activity as an outcome of the course. Student interactions while participating in group sessions and discussions will be observed and used as part of the group process and, ultimately, facilitate learning for the entire class on how best to facilitate a group.

Teaching Methods include small and large group instruction, group presentations; guest speakers, peer teaching of school group, Demonstrating and practicing skills in the classroom group will be a significant emphasis of this course.

### 3. Texts, Materials, and Resources

#### 3.1 Required Texts:

Yalom, Irvin D. (2005) (5<sup>th</sup> Edition) The Theory And Practice of Group Psychotherapy. Basic Books,

Brigman, Greg, Goodman, Barbara Earley (2008) (3<sup>rd</sup> Edition). Group Counseling For School Counselors: A Practical Guide. Walch Education.

#### 3.2 Optional Texts:

Smith, Kenwyn K., Berg, David N. (1997). Paradoxes of Group Life. New Lexington Press. ISBN: 0-7879-3948-X

Corey, Marianne Schneider, Corey, Gerald. (2002). (6<sup>th</sup> Edition). Groups Process and Practice. Brooks/Cole.

#### 4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1. Group Work- studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
  - a. principals of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; [6A]
  - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; [6B]
  - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; [6C]
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and [6D]
  - e. direct experience in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term [6E]
- 4.2 Counseling, Prevention, and Intervention: theories and practices of effective counseling and wellness programs for individual students and groups of students [SC, C1]
- 4.3 Counseling, Prevention, and Intervention: knows how to design, implement, manage and evaluate programs for enhancement of the academic, career and personal/social development of students [SC C2]
- 4.4 Counseling, Prevention and Intervention: group dynamics- including counseling, psychoeducational, task and peer helping group- and the facilitation of teams to enable students, educators, and schools, and knows the skills needed for crisis intervention [SC C5]
- 4.5 Counseling, Prevention and Intervention: self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms [SC D1]
- 4.6 Counseling, Prevention and Intervention: individual and group counseling and classroom guidance to promote academic, career, and personal/social development of students [SC D2]
- 4.7 Skills and Practices: applies relevant research findings to inform the practice of school counseling [SC J1]
- 4.8 Academic Development: curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching [SC K3]
- 4.9 Academic Development: conducts programs designed to enhance student academic development [SC L1]
- 4.10 Academic Development: implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement [SC L3]
- 4.11 Collaboration and Consultation: peer helping strategies in the school counseling program [SC N4]

## 5. Course Outline

- 5.1 Unit 1: Powerpoint /Notes. Readings: Yalom Ch. 2
- Review Syllabus
  - Class Orientation
  - Intro. To Class Format/Design
  - Types of Groups/ Therapeutic Factors
  - Creation of Groups
- 5.2 Unit 2: Powerpoint Notes Corey & Corey. Yalom Ch. 3 & 5
- Review Creation of Group & Maintenance
  - Therapeutic Factors
  - Early/Beginning Group Characteristics (Stage 1)
    - Boundaries/norms
    - Cohesion
    - Resistance
    - Hidden Agendas
    - Early Conflict
    - Self Focus
    - Here and Now Focus
    - Modeling
    - Therapist/Client Viewpoints & Tasks
    - Open/Closed Groups
- 5.3 Unit 3: Powerpoint /Notes Corey & Corey. Yalom Ch. 7 & 11
- Transition Stage of Group Characteristics (Stage 2)
    - Resistance/ Emotional Contagion
    - Control
    - Confrontation/Challenges
    - Transference & Countertransference
  - Group Dynamics
  - Effectiveness and Efficiency
- 5.4 Unit 4: Powerpoint /Notes- Corey & Corey. Yalom Ch. 1 & 12
- Working Stage of Group Characteristics (Stage 3)
    - Group Norms/Satisfaction
    - Trust/Intimacy
    - Self Disclosure
    - Feedback
    - Universality
    - Hope
    - Power
    - Catharsis
- 5.5 Unit 5: Yalom 12
- Review Working Stages Characteristics
  - Group Cohesiveness In Depth Didactic Work

5.6 Unit 6: Powerpoint/Notes Corey & Corey. Yalom Ch. 3

- Explore Characteristics of Advanced Groups (conflict, self-disclosure, termination)
- Final Stage of Group Characteristics (Stage 4)
- Students share informal update 5-10 on SPT topic/research

5.7 Unit 7:

- Cont...Students share informal updates 5-10 min on SPT topic/research

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project.

Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in a such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Participation (20 points)

Ongoing class participation around content and material presented. This includes, participation during both, group lessons and reflection circles.

8.2 Special Project Time (35 points) due March 29<sup>th</sup>, 2010

Therapeutic Counseling Paper, student's topic of choice. The paper length is 7-8 pages in APA format. In addition, the paper includes 4 references, empirically based. The paper will articulate group stages and the therapeutic factors which take place during each stage, as they relate to a counseling topic of choice (ie, grief and loss).

Secondly, the paper should incorporate the observation notes of a school counselor facilitating a group (study skills, girl/boy specific group, conflict resolution) at their school.

A third component of the paper is answers from an informational interview with the counselor regarding how he or she does, or ideally strives to do, to meet the needs of students of all ethnic groups through group counseling. How would this type of specific ethnic group look? What variables would need to be taken into consideration? Papers will include answers from the interview which reflect the following: creation of

group (size, place, preparation), stage, therapeutic factors, goals. Students will be able to compare how the group ran in comparison to what they have learned in theory in class.

Fourthly, the paper will incorporate research on the counseling topic of choice, as well as how the topic fits into group stages: beginning, transition, working and final stages. The paper will also incorporate the primary topic:

Example: Grief/Loss Topic.

1) Research info on grief and loss groups.

2) Stages- Beginning stages of a grief and loss group, transition stage of grief/loss.....

3) What are the therapeutic factors at each group stage pertaining to grief and loss.

Beginning stage, one therapeutic factor might be initial resistance- what does that look like and why might this be happening in this type of group.

### 8.3 Group Lesson Curriculum (30 points)

Students will create 4-6 group lesson plans with a psychoeducational topic (ie, skill based, verses support based). After demonstration of a group lesson by the instructor, students will facilitate one group lesson with the rest of the class. Upon choosing an age level and group topic, students will lead/facilitate a 20-30 minute lesson from one of the 4-6 he or she had developed. The class will be taught in a group format. Students will act the part of the specific age group to which the lesson is being geared.

Group Lessons should reflect demonstrating knowledge of the group format, including maintenance, lesson objective, teaching/instructional process, guided practice through (experiential) and closure.

### 8.4 Reflection Circle (15 points)

After demonstration of a class meeting by the instructor, with a self reflection topic as focus, students will each facilitate a group meeting beginning with a personal self reflection question asking for group feedback. Following self-reflection question, students will then take the topic of their self-reflection question into a class mtg. focusing on the overall topic.

### 8.5 Grading:

A 100-90 points

B 89-80 points

C 79-70 points

I <69

R Below 60% and/or missed Three sessions and/or scholastic misconduct per student and faculty handbook policies.

## 9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

## 10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

## 11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

## 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

## 13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its

educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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