

# Adler Graduate School

Richfield, MN 55423

## AGS Course 532 Group Counseling

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### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 532
- 1.3 Group Counseling
- 1.4 Three (3) credits
- 1.5 Prerequisite: 511

### 2. Course Description

The primary purpose of this course is to familiarize students with skills and techniques that are considered to be prerequisites for effective group counseling. The skills include, but are not limited to, group dynamics and an introduction to the didactic experience of working within a group in the classroom setting. 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. 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 facilitating a group for hands on experience is a significant exercise of the course. Students are expected to demonstrate their ability to plan, conduct, and terminate a group activity as an outcome of the course. This course will introduce students to the basics of group counseling and group dynamics.

### 3. Texts, Materials and Resources (required and optional)

#### 3.1 Required texts:

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

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

#### 4. Learning Objectives and Outcomes

Students in this course learn:

- 4.1 Increasing awareness of interaction factors that affect the functioning of a group 6a,c,d,10a
- 4.2 Increasing awareness of, and the ability to maximize, factors that improve group functioning. 6b
- 4.3 Increasing awareness of ways in which various kinds of sub-grouping can contribute to the functioning and effectiveness of the total group. 6e
- 4.4 Increasing awareness of one's own effect on the group and on individuals in the group. 2c,d,6a, 10g
- 4.5 Improving ways of giving personal feedback to others regarding one's own reactions to others' behavior in ways that will be helpful and non-threatening.6f, 10d
- 4.6 Improving listening skills.5b,6b
- 4.7 Improving decision-making skills in a group.2d, 6g, 7f
- 4.8 Increasing ability to provide leadership function in a group.6b, f
- 4.9 Increasing ability to plan and conduct group activities that will help develop trust and participation. 6d
- 4.10 Increasing knowledge and skill in gathering data about group functioning and individual reactions.6e
- 4.11 Application of group skills to various work settings such as the school classroom (K-12), faculty meetings, task forces, committees, etc.6a
- 4.12 Application of group skills to group counseling with children, adolescents, and adults.  
Improve individual and group communication skills.6e
- 4.13 To review and illustrate the ethical standards applicable for effective group construction, development, management, and counseling.6d

#### 5. Course Outline

##### 5.1 Unit 1

Readings: Yalom Ch. 1 & 2  
 -Therapeutic Factors  
 -Hope, Universality, information, Advice,  
 -Importance of Relationships  
 -The emotional experience  
 -Here and Now focus  
 -Social Microcosm

##### 5.2 Unit 2

Readings: Yalom Ch 2 & 4 and Smith Ch. 3 & 4  
 -Interaction between person and group  
 -Insight  
 -Clients viewpoint

- Factors review Table 4.1
- Catharsis and self understanding
- Existential Factors
- Therapists viewpoint
- Table 4.4 review
- Stages of therapy: the beginning

5.3 Unit 3

Readings: Yalom Ch 5 & 6 and Smith 5 & 6

- Creation and Maintenance of Groups
- Construction of norms and culture building
- Modeling
- Group boundary's and norms
- Self-Disclosure
- Here and Now focus
- Therapists tasks
- Techniques of illumination
- Therapists feelings
- Giving feedback

5.4 Unit 4

Readings Yalom ch 3 & 8 and Smith Ch 7

- Importance of group cohesiveness
- Getting actions to happen in groups
- Self and group self-esteem
- Hostility expression and conflict
- External factors and drop outs
- Problems of Intimacy
- Emotional Contagion
- Clients impact on the group
- Satisfaction issues

5.5 Unit 5

Readings Yalom ch 9 & 10 and Smith Ch 4

- Intake Interviews
- Observations
- Group composition
- Theories: Social Microcosm, Dissonance, and Cohesiveness
- Open and closed groups
- Group size and place
- Misconceptions of Group Therapy
- Preparations for Groups

5.6 Unit 6

Readings Yalom ch 11 & 7 and Smith ch 10

- Stages of Groups
- Therapeutic considerations
- Transference in group therapy

5.7 Unit 7

Readings Yalom ch 12 & 13 and Smith Ch 8

- Inclusion and Exclusion
- Cases and examples
- Handling conflict
- Risk and Self-disclosure
- Termination
- Problem clients

5.8      Unit 8

Readings Yalom ch 14, 15, 16 and Smith Ch 9

- Co-Therapists
- Dreams
- Fantasy
- Therapeutic Language
- Goal Formation
- Structure and the Here and Now focus
- Johari Window
- Measurement and results: What did we find?

5.9      Unit 9

Team assignment presentations

## 6.      Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short 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.

SPT experiences may be constructed in 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 may 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), 2001, American Psychological Association. ISBN 1-55798-791-2).

## 8. Assessment Plan

### 8.1 Paper on fostering Group cohesiveness (15 points)

Short paper describing the process of creating group cohesion and the factors that would be used in achieving it for a therapeutic group type of their choice.

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Mechanics: 3 to 5 pages in length  
 APA 6th edition style writing  
 3 to 4 recent scholarly references

### 8.2 Paper on Development and facilitation of a group (25 points)

Paper describing the flow of 10 group sessions and the mechanics and flow of a Therapeutic group of their choice. You need to show the flow from session to session and what interventions, tools, and structure they are using in each session and how it culminates in helping the group over those 10 sessions. Each session must be described and it's transition from session to session.

Mechanics: 10 to 15 pages in length  
 APA 6th edition style writing  
 3 to 4 recent scholarly references

### 8.3 Participation in Class-theory, content, etc. (15 Points)

### 8.4 SPT Project: Group presentation -groups choice of topic (45 Points)

PowerPoint Presentation describing the flow of 10 group sessions and the mechanics and flow of a Therapeutic group of their choice. You need to show the flow from session to session and what interventions, tools, and structure they are using in each session and how it culminates in helping the group members over those 10 sessions. Each session must be described and it's transition from session to session. Must provide tools in class and utilize group methodology processes discussed in the course.

Mechanics: 30 minute Group Presentation in Class on last night  
 5 to 8 recent scholarly references

### 8.5 Grading:

A	90% + and 1 or fewer late assignments
B	80% +
C	70% +
R	<69%

## 9. Attendance and Participation Policy

AGS policy states that a student can miss two class units dispensation (i.e., two weeknights, one Saturday) without special dispensation.

In order to maintain continuity and keep students from falling too far behind, the late assignment is due no more than two days after the due date. If you need to turn an assignment in late, please notify the course instructor by the original due date using either e-mail or phone. The highest grade available to students turning in two late assignments is a B. Students will be required to "Retake" the class if there are more than three late assignments.

Please discuss extenuating circumstances immediately with the course instructor to make specific arrangements.

## 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. 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.

13. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, 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 you. 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.

14. Instructor Contact Information

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