

EDP649-001/Group Counseling  
Fall, 2000  
TR 9:30-10:45 TEB207

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Office Hrs: By Appointment

Objectives

The objectives of the course are to allow the student:

1. to generalize the techniques and theory gained in such courses as EDP661 and EDP652 to the group situation,
2. to gain knowledge and techniques relevant to group interaction theory and practice,
3. to participate actively as a group member in two groups situations (if never been a member of a long-term, on-going, interactive group or one if already have had such an experience), supervision/personal and a growth/interpersonal process group (optional), and
4. to lead (or co-lead) a group in supervised situation.

Prerequisites

EDP661, individual techniques, and EDP652, counseling theory, (or equivalents) with a grade of "B" or better or permission of the instructor. You must have

- (a) active listening skills --Egan Stage I
- (b) confrontation skills --Egan Stage II/3 Part Confrontation Model

Rationale

The requirements of EDP649 are predicated on the assumption that, in order to be an effective group leader, one must have exposure to three basic aspects: (a) a didactic theoretical basis from which to operate, (b) an actual experience as a group member, and; (c) a supervised, controlled experience as a leader. The class will be organized to illustrate the theoretical aspects of group dynamics through laboratory experiences coordinated with didactic presentations.

Grading

Grading will be on the semi-criterion referenced basis, "A," "B," or "I." An "I" will be given to anyone not meeting the criteria for a "B" grade or better. The "I" must be completed, as contracted with the instructor, within two months or a grade commensurate with the amount of effort to that point, based on the best judgment of the instructor, will be assigned from "A" to "E". Students with an "I" or less than a "B" grade in EDP649 (Group Counseling) will be barred from taking practicum (EDP664) or any other courses requiring EDP649 as minimal competency. A student who received an "I" grade must negotiate a new contract with Dr. Remer to satisfy the course requirement.

Confidentiality

1. In the interaction between class members self disclosure and personal examination will occur. All interaction fall under the same umbrella of confidentiality as do client/counselor relationships. Any violations of the ethical standards will be dealt with accordingly.
2. Maintaining confidentiality is the primary ethical principle of psychologist. If a student fails to maintain the confidentiality of clients or classmates, the student will be given an automatic failing grade in the course. In addition, the breach of confidentiality will be referred by the instructor to the Counseling Psychology Area Faculty for possible disciplinary action, including probable dismissal from the program

Requirements

A "B" grade is assigned for demonstrating adequate command of the theory and techniques needed to provide groups clients with interventions and support to plan and to make the changes they desire. For those only wishing or able to invest an average amount of effort, they should aim for a "B" grade.

For a "B" grade--15 points or more (a minimum of 1 pt. in each requirements--4 pts. on the GDP and small supervision group, #1 and #3)

1. Active participation (including ongoing/weekly-bi-weekly formative skill evaluation) in a small (3/4 students and supervisor) supervision group, provided by instructor. Criteria: supervisor feedback and at least bi-weekly check-off. 8 points
2. Active participation in class discussions and exercises. The presentation/demonstration of the approach, content, techniques employed in the small group led for the course. Participation to be judged by the instructor, and based, in part, on familiarity with written material required and/or recommended. 3 points
- \*3. Submission of a group development paper (GDP) (about a group you are leading or co-leading) which should include a critical commentary on the interaction from one practical/theoretical group perspective. The format should be: (a) background--group title, goals, composition, structure, and other pertinent information for understanding the dynamics; (b)

the progress notes from five consecutive sessions; © summary of experience; and (d) discussion of leadership style--personal strengths, weaknesses and plans for further personal development of the group leader. This submission will be graded according to the accompanying criteria. No revision option is available for this paper. (A limited number of groups are available through the instructor.)

8 points

\*4. The critique of an article (both methodological and substantive) on group research and the report of application of these finding(s)/techniques(s) to your own group experience. A one revision option is available for this submission. (Formal paper, 2-3 pages)

3 points

5. Proof of Professional Liability Insurance

6. Submission of Course Evaluation

\*This fulfills a folio requirement--be sure to have the instructor sign-off on your record sheet.

An "A" grade is earned for more than an adequate command of the theory and skills as indicated above **AND** the academic demonstration of ability to convey such command of the course material via a formal paper. Students wishing an "A" grade should expect to invest effort commensurate with these goals.

For an "A" grade:

1. Satisfactory completion of all "B" grade requirements with at least 18 points.
2. Submission of a 5-10 page formal paper (a one revision option is available for this submission --see criteria for submission of formal papers) . This paper must evidence the integration of group theory and practice. Choice may be made from one of the following:
  - (a) The observation of at least four sessions of a group, three of which must be consecutive. The submission of a 2-3 page critique of that observation within 4 days of the session. Plus the submission of an overall summary/critique of the learning derived from the experience.
  - (b) The critique of the use of one particular technique as applied in the group you are leading including theoretical and practical perspectives.
  - (c) A comprehensive outline of a structured group experience including theoretical basis, rationale, exercises, techniques, et cetera.
  - (d) A proposal for a research project pertaining to some aspects of group interaction.
  - (e) Some other project as contracted for with the instructor that satisfies the aims stated above for this project.

#### Personal Group Experience Option

Although we cannot require the participation in any personal group therapy/counseling experience, according to the APA ethical guidelines, past feedback from other students and personal experience indicates that such background is essential to being an adequate group leader. Accordingly, you may earn an "A" or "B" grade without having been or being a group member for an extended period of time. However, we will not give a strong recommendation regarding group training to any student who has not had such an experience at sometime. For those wishing both the experience and the recommendation a group experience is provided, as are alternatives to either obtaining such experience or demonstrating that the experience has already been obtained.

Participation in a personal and professional growth group is provided by the instructor as part of class participation. For those opting for this alternative, a one (1) page account of the reactions to participating plus the group leader vouching for the student's adequate participation will suffice to validate the experience. For those either obtaining the experience elsewhere or having had such an experience previously, a formal paper (3-5 pages) discussing the personal impact of group participation from a group theoretic framework. (Note: the group experience must have been for 10 weeks or more to satisfy the requirement). No revision option is available for this paper.

## Readings

Required

(CC) Corey, Corey, Callanan and Russell. *Group Techniques*, Brooks/Cole.

(Y) Yalom, I. D. *The Theory and Practice of Group Psychotherapy*, 3rd edition, Basic Books.

(H) Hale, A. E. Conducting Clinical Sociometric Explorations. (Library Reserve)

Recommended

© Corey, G. Theory & Practice of Group Counseling, Brooks/Cole.

(E) Egan G. Face to Face: The Small-Group Experience and Interpersonal Growth, Brooks/Cole.

LR--Library Reserve--Folder in Education Library.

Other Texts Available

The following texts are also available in the Education Library in Dickey Hall. They may be of use for various "A" projects and group exercises.

Cartwright, D. & Zander, A. Group Dynamics (3rd edition). Harper & Row.

Collins, D. E., & Guetzkow, H. A Social Psychology of Group Process for Decision-Making. John Wiley & Son.

Gazda, G. M. Group Counseling: A Developmental Approach (2nd edition) Allyn & Bacon.

Hansen, J. C., Warner, R. W., & Smith, E. M. Group Counseling: Theory and Process, Rand-McNally.

Merritt, R. E., Jr., & Walley, D. D. The Group Leader's Handbook: Resources, Techniques and Survival Skills, Research Press.

Ohlsen, M. M. Group Counseling (2nd edition). Holt, Rinehart & Winston.

Trotzer, J. F. The Counselor and the Group: Integrating Theory Training and Practice. Brooks/Cole.

## Criteria for Group Interaction Based on Progress Notes in Group Development Paper

Group Atmosphere

1. Open/honest
2. Supportive (allows people to say "no")
3. Encouraging interaction among all members
4. Workable energy level maintained

Group Responsibility

1. Interaction between and among group members
2. Most group members involved
3. Members (and leader) own feelings
4. Doesn't push members beyond level

Focus

1. Topics are limited
2. Topics are related
3. People make connections and are at common level

Teaching

1. Leader instructs members in how to be in group
2. Leader corrects (supportively)
3. Leader reinforces
4. Other members reinforce
5. Others carry on autonomously

Warm-up and Closure

1. Gets members involved
2. Doesn't leave any member(s) unfinished

Analysis

1. Recognized strengths
2. Recognizes weaknesses
3. Recognizes unfinished issues or errors and reacts or plans to react
4. Seems to have a good hold of framework from which to analyze and react
5. Uses group framework

If Co-leading--both leaders must show involvement and functional use of items above. Also the GDP must be submitted at the same time, all but the "Analysis" section being submitted jointly and scored in common. The Analysis section will be scored individually and the points added to those shared in common.

## Formal Paper

Objective

The aim of the formal paper is to provoke the analysis, synthesis and evaluation of the course material. The written product will be judged accordingly. While I will leave the choice of the audience to which the paper is directed up to you, the following criteria will be used to evaluate your work:

The speaker perspective and audience must be well and appropriately defined. The audience must be other than yourself, that is, this project must be reader. (If you are unfamiliar with these concepts a quick trip to the writing center would be of great value to you and quite in order.)

Points

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| 1. The content must be relevant to the topic of the course and demonstrate comprehension, application and critical evaluation/integration. | 75 |
| 2. The form must be concise and precise--whether it be outline, prose or whatever. APA style must be employed throughout.                  | 10 |
| 3. Mechanics will count--sentence structure, spelling, grammar, APA format, and so forth.  | 15 |

Projects are either acceptable or not. To be accepted you must score 90 points or above for an "A" grade and 75 points for a "B" grade. (Note that you may still not receive an "A" grade if you elect this option and do not perform adequately.) You may revise **ONLY ONCE** to reach the "A" level; you may revise multiple times to reach the "B" level. (see the guidelines/understanding for revisions).

To elect the revision option, a student must indicate that intent on the cover page of the paper by writing **Revision Option**. If not so indicated the paper will be graded as a non-revision option submission. The paper must be submitted at least two weeks prior to the deadline for submission of the paper stated in the course schedule. Once the option is chosen the student must execute the option according to the guidelines for revision.

EDP649-001/Tentative Schedule  
Fall, 2000

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Aug. 24	Introduction/Structuring	Syllabus
Aug. 29	Overview of Group Therapy	Y(Intro), CC(1), C(1),
Sept. 5, 7	Membership Screening (Plan Growth Groups, Screen Members)	C(5-14), E(1-2), LR, C(16), Y(7, 8), C(3)
Sept. 12,14	Structure (Start Groups, Organize Group Supervision)	Y (19,13), E(3), LR, C(5-14), CC (3)
Sept. 19,21	Sociometry & Group Dynamics (Start Group Supervision) Leadership Styles	H(all) Hale C (4), Y (5)
Sept. 26,28	Sociometry & Group Dynamics-- Cultural Impact	Y(3, 10, 11), LR, E (5-8)
Oct. 3, 5	Sociometry & Group Dynamics-- Encounter Methods	CC (4-6), C (2), LR
Oct. 10,12	Observational Systems Research	LR, Y, H (all)
Oct. 17,19	Ethics	C(7), Y(6, 1, 2), E(9), C(2) LR
Oct. 24,26	Psychodrama/Role Theory-- Cultural Impact	
Oct. 31, Nov. 2	Psychodrama/Role Theory	Article Critique Due
Nov. 7, 9	Group Demonstrations	"A" Paper Draft Due (if taking revision option)
Nov. 14,16	Group Demonstrations	
Nov. 21,23	Group Demonstrations	C (15), Y (15), "A" Paper Due
Nov. 28,30	Training/Evaluation	Y (4,12) Group Development Paper Due
Dec. 5, 7	Group Experiences/Closure	Final Evaluation Due