

Lecture #1 - Group Counseling – Psy 561

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Issue 1 - Text:

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Jacobs, E. E., Masson R. L., & Harvill R. L. (2006). *Group counseling: Strategies and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Issue 2 - Course Description

Group psychotherapy is largely an American born method of treatment that began in the 20th century. However, group support has been used from the oldest early Shamanic healing practices, later in other religious groups, in families and in communities worldwide. Although individual therapy has been the preferred method of treatment, group therapy is currently increasing in popularity. Therapeutically, this is largely due to its ability to recreate and address intimacy issues and concerns within the treatment setting. In this course, we will examine the history and theories of group methods, therapeutic factors, effective leader skills, interpersonal patterns of various client types. We will experience the process of group through regularly scheduled, brief training (T) groups. You will practice the role of leader in class simulation exercises.

Issue 3 - Goals

1. Provide insight into group dynamics and techniques through lectures and examples
2. Provide a setting for students to become members of theoretical and growth groups
3. Provide opportunities for students to lead groups and develop their theoretical orientations.

Issue 4 - Course Objectives - Students will:

1. Identify the history and trends of group counseling.
2. Identify the major principles of group dynamics. This includes differentiating the developmental stages of groups and the behavioral manifestations of these stages and the implications for group process.
3. Describe and apply various group leadership styles and approaches and identify the characteristics of effective group counselors.

4. Demonstrate an understanding of various theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
5. Describe and apply group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
6. Describe approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups.
7. Demonstrate an understanding of the preparation standards for group leaders
8. Describe ethical and legal issues relevant to group counseling.
9. Identify multicultural considerations relevant to group counseling.

Issue 5 - Course Policies:

1. Students should come to class prepared to discuss all readings assigned for that week.
2. Students should familiarize themselves with the University policy on academic dishonesty. Please be aware that any instance of plagiarism in this course will result in an automatic grade of "F" for the entire course.
3. Unless otherwise specified, all written work for this course should be presented in APA style.
4. All papers and assignments are expected to be on time and complete. You will lose 10% off the assignment for each day late.
5. Attendance is important as this is often an experiential class. Unexcused absences will result in a loss of 3 percentage points from your final grade. Some or all of these points can be made up by completing a 5 page paper on a course-related topic agreed upon by the instructor. (For the paper a grade of 90-100=3pts, 80-89=2pts, etc.).
6. Makeup work. A makeup opportunity for missed exams or assignments may be given at the instructor's discretion, but only in those instances in which the absence is "excused." Excused absences include personal illness, emergencies in your immediate family, job interviews, and university sponsored trips, among others. If possible, check in advance before you make travel and other arrangements for planned absences; for unplanned absences, check with me as soon as possible after you can once again attend class to schedule makeup work. If you are ill, call or e-mail me before or during class and leave a message. I may require a doctor's note to excuse absence due to illness. Makeup opportunities will not be allowed for unexcused absences, and I do not automatically excuse absences.
7. I cannot accept "electronic" excuses for work not turned in, e.g., "my computer/printer/disk/etc. wouldn't work." Please save all work on a jump/flash drive in case you or I need a second copy.

Weekly Readings: The reading assignments form the basis for class lectures, discussions, and tests.

Outside Class Experience: Each student will visit a group meeting during the semester. A one-page paper will be submitted describing the experience. See form on the following pages.

Project: Design a new group. Create a proposal where you are arguing why this group would be helpful. Convince the person you're writing to (which could be a principal, administrator, or committee) that this is the best format and approach for the intervention you desire.

- General information
 - Focus on a specific population
 - Maybe done in pairs or individually
 - Provide an annotated bibliography of four related journal articles or book chapters
 - Additional details of the assignment will be discussed in class.
- Goal: Create and write a proposal for a group that you might lead in your future work setting. Choose a particular client population and theory of group counseling you will focus on and utilize.
- Content: Utilize elements in
 - Jacobs
 - Yalom
 - Lecture
 - Research Include an annotated Bibliography
- Components
 - Abstract (150-300 words summarizing your proposal)
 - Reference: At least four relevant articles (dated within the past six years)
 - Body: Spend at least ½ - 1 pages per article referenced
 - Emphasize information relevant to your proposal. Try to sell your idea. Why would someone want to implement this group? How would it help?
- Common Headers (you may use another format, if you desire)
 - Needs Assessment (1/2 to 1 page). For your proposal, this is likely to be fictional. It could be something like, "In 2005, the Washington Elementary School experienced its first school shooting. The school may be at risk for additional violence, and many students still haven't recovered from the events of last year.
 - *Purpose of the Group:* What do you plan on doing? How will it help?
 - *Content areas* (justification through the literature. What will you address in these sessions? What educational materials will disseminate)
 - *Length & Time:* When will the group begin and end?
 - *Professional Disclosure Statement* (who are you and what makes you qualified to run this group).
 - *Ethical Considerations* and how they will be handled: This would include dual roles, problems with confidentiality, involvement of parents (if working with children), integrating with other authorities (such as teachers, principals, or administrators), and inclusion/termination policies.

Blackboard discussion. This is a place to reflect on the group dynamic. For full credit,

these responses should address aspects of our learning group's process, dynamics or leadership, for instance: group process and content, planning, stage of the group, stages within a session, focus, tone, norms, use of exercises and the impact of those exercises, leadership behaviors and skills, etc.

- Minimum 40 word response
- Minimum 1 response / week

Examination: There will be one multiple-choice final during the course. You will receive a detailed study guide before the test.

Class group: A very important part of this class experience will be your participation in class group experiences. The group will meet for one hour for ten weeks (during the regular semester). In order to follow the APA, ACA, and ASGW guidelines for avoiding dual roles, these interventions have limited depth and will focus on mild issues.

- Each student will lead a theory group and will be evaluated by her peers. See form on the following pages.
- The group will only go as far as you want it to. This is your group.
- While the purpose is not to extensively work through unresolved personal problems of potential leaders, it is expected that you will gain an awareness and recognition of issues such as the following:
 - *What are my motivations for wanting to be a counselor?*
 - *What are some of my personal needs, and how might they affect the way in which I lead a group?*
 - *What are certain personal conflicts or unresolved issues that I need to become aware of?*
 - *What are some potential sources of countertransference that I need to become aware of?*
 - *What are my core values, and to what degree and in what way will my values affect my work as a group leader?*

The group experience is recognized as very important to your ability to become a good counselor. Any *unexcused* absence from growth group will affect your grade.

We will also need to meet *one additional* day to complete the ten hours of group experience required by CACREP.

Option for group experience: If you are uncomfortable participating in the class group, you may elect to find another group outside of the class. If you select this option, you will need to attend 10-hours of group, write a report on each session, and hand in the report for credit. The optional outside group must be preapproved by me and meet these minimal requirements:

- have a clear purpose
- have a designated leader (or a designated leadership structure, such as AA)
- meet on a regular basis and
- have a strong focus on interaction between members

All activities must be completed in order to receive a grade.

Issue 6 - Evaluation: Your grade will consist of

Final (Multiple Choice).....	50%
Project	25%
Theories Presentation.....	5%
Blackboard/participation.....	15%
Outside group visitation and review	5%
Attendance	3% off for each day missed

Issue 7 - Tentative Course Calendar

<i>DATE</i>	<i>TOPIC</i>	<i>Subtopics</i>	<i>READINGS</i>
9/20	Introductions		
	Group leadership	Whoever you are comes with you into the group	Yalom: 1, 2 Jacobs: 1, 2
9/27	Ethical and Professional issues	Professional Standards for Training Best Practices	Jacobs: p. 434-439 http://asgw.org
10/4	Early stages / Growth group begins	Formation requires structure	Yalom: 3, 4, 5 Jacobs: 3, 4, 5
10/11	Later stages	Cohesion requires trust	
10/18	Psychoanalytic Adlerian	There are no accidents Skills, strategies, techniques Characteristics of effective group counselors	Yalom: 6, 7 Jacobs: 6, 7
10/25	Psychodrama	The group is a mirror of society	Jacobs: 10, 11
11/1	Existential	Children/Schools	Yalom: 12 Jacobs: 12, 13
11/8	Gestalt / Person centered	Termination Issues	Yalom: 14, 15
11/15	T.A.	Eating disorders	Yalom: 16, 17
11/22	Thanksgiving holiday		
11/29	Behavioral	Substance Abuse	Jacobs: 16, 17
12/6	<i>Final examination</i>	<i>Outside group reports are due</i>	

Issue 8 - Copyright:

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Issue 9 - Scholastic Dishonesty:

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially

the same for two courses unless expressly authorized by the instructor to do so.

Topic B - Washington State ESA Standards for School Counselors and School Psychologists, NASP Standards, and CACREP Standards covered in PSY 561, Group Counseling (3 credits)

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 181-78A-270 (a) (5) [Rev. 12/3/04].

Issue 1 - ***STANDARD 10: Leadership and Advocacy.** Certified counselors support practices and policies that promote academic rigor—skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

Standard 10-5. Practices effective listening, conflict resolution, and group facilitation skills as a team member;

This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

***2.4 Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

This course addresses the following 2001 curriculum standard(s) for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under Section II (Program Objectives and Curriculum) and Standards for Mental Health Counseling Programs:

K-1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;

K-2.SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

K-5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an

examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

K-6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

Grading Criteria for Project

Organization and Clarity	Pts Avail:	GOOD
	8-10	Formal, precise, well-chosen language. Smoothness of expression. Precision/clarity in word choice. Orderly presentation of ideas. Very few grammar/spelling errors.
		FAIR
	4-7	Less formal/creative prose. Less smoothness of expression. Lacking precision/clarity in word choice. Less orderly presentation of ideas. Grammar/spelling errors present.
		POOR
	0-3	Casual/informal writing. Lacks smoothness of expression. Lacks precision/clarity in word choice. Poor continuity of concepts, little use of transitions. Many distracting errors.
Inclusion /Quality of major considerations of group counseling		GOOD
	15-20	8. A fictional needs assessment report (½ to 1 page.) 9. Purpose of the group 10. Major ethical Considerations and how they will be handled 11. Professional Disclosure Statement 12. Length & Time 13. Content areas (justification through the literature) 14. Tentative session content (justification through the literature) Inclusion of other relevant topics
	8-14	FAIR
	0-7	POOR
Quality of Bibliographies	8-10	Excellent summary of pertinent information. Very relevant to the group proposed. 4 relevant articles or chapters ½ - 1 pages per article
	4-7	Fair summary of pertinent information. Relevance less clear. # of articles/chapters or length not as instructed

	0-3	Poor summary of pertinent information. Relevance to the group proposed not clear/ # of articles/chapters or length is off
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A Proposal for Utilizing Group Counseling to Stop School Violence Sample Needs Assessment

The Literature

After the murder of four students at Washing Elementary last year, Ellensburg residents and students are concerned. Similar fears arose after the Columbine shooting, and the group interventions there had a positive effect on the school's recovery (Fanderly, 2002).

In addition to recovering from a specific event, group counseling can help explore the underlying problems that led to the shooting. School groups have had a positive effect on academic success, truancy, teen pregnancy, early initiation of drug use, gang membership, and aggressiveness on campus (e.g., Frey, 2004; Langley, 2005; Reker, 2007).

In a study examining causes for failure to complete high school, coping with violence was listed as the third most influential factor. Even though it ranked third, students are less likely to seek help for these problems because they fear reprisals from bullies (Smith & Jones, 2005).

Ellensburg School District

An informal survey of the 12 middle school and high school counselors in our district indicated that after class scheduling and adaptation to learning disabilities, the top three student problems were (1) problems at home, (2) low self-esteem, and (3) violence. Violence is likely to rate higher after the shooting incident.

Our School

Last year counselors at Washington Elementary School were consulted on 17 occasions by teachers about students whose primary issue was violence.

In a survey conducted on September 20, 2006, our three counselors reported a minimum of 27 cases in the first semester of this year for which poor violence was the main issue. Our counselors agree that because of current priorities and time constraints, a group format would be ideal for efficiently and effectively providing assistance to those students coping with violence.

What follows is a proposal and design for using a group format to reduce violence in participants. Such individuals will be referred by teachers and counselors and will have a positive impact on the participants and the school campus.