

SANTA CLARA UNIVERSITY

Division of Counseling Psychology and Education
CPSY 219 *Psychology of Group Counseling*
Winter 2015

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Loyola Hall

Office Hours: Tues. 1:30-4:30 pm

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Loyola Hall L131

TEXTS:

Shapiro, J.L., Peltz, L.S., & Bernadett-Shapiro, S. T. *Brief Group Treatment*.
Corey & Corey *Theory and Practice of Group Counseling*
Fehr *101 Group Techniques* -- **optional**

PRE-Requisites and Journals:

This class has a **required Lab-Group (CPSY 219a or CPSY 221)**. You may take this lab group before the class or concurrently with the class. **You must be a participant in one of the SCU groups to take this class.** The group experience is an opportunity to learn about groups as an active member. Please keep in mind that these groups are training groups; not therapy groups. **Please read the instruction for the lab group – available from the lab instructor, Dr. Shapiro or on Camino (Canvas) online.**

It is expected that you will make journal entries after each lab group session. It will make the journal requirements below much easier if you keep current. We have available a computer journal between-group session homework program. It may be completed in the computer lab here *for free* or at home. A free downloadable copy of the software is available to borrow from Maria Macias. The software v2.0 will work on Win XP and later. Version 1.5 works only on WIN 95 and 98. There is no MAC version. If your computer cannot run the software and using one of ours is inconvenient, the questions asked as prompts in the program are also available on Canvas.

Work Load:

BE ADVISED: This course requires a substantial amount of work outside of class. If you are not familiar with APA Style scholarly papers, library research, the use of *Psychological Abstracts*, PsychLit and computer searches, please take the time early in the term to acquaint yourself with the library and reference facilities. **Please note it is expected that weekly assignments will be read prior to the class – discussions in class and SURPRISE quizzes count towards your grade. Check e-mail and Camino weekly for quiz, handouts, scheduling info.**

SIX REQUIREMENTS:

I.) *Membership in a Task Group* assigned in class. This group will complete two assignments:

a) Develop a 1 - 2 page group opening for any group of your choice. Be sure to cover the population, goals, and how you would set up the group.

b) Make an in-depth 40 minute presentation of one theory of group counseling or therapy **to be assigned** to your task group. The presentation should go *beyond* the treatment of the theory in Corey and should include basic concepts, group applications of the theory with one distinct population (appropriate for your theory -- cleared with the professor), handouts with bibliography and a role play or video demonstration of the theory. **Basically, the presentation will be teaching the class the assigned theory in 40 minutes and be more show than tell.** Your presentation *may, but doesn't have to* use with the *Generic Group Process* presented in class (Shapiro et al), but should highlight how your assigned theory would look within that framework particularly in phase II Transition and Phase III Treatment. For example, if you choose this method, and are assigned Gestalt Theory, your task is to demonstrate how Gestalt would be used with the population you chose. You could demonstrate how the generic model would be adapted or revised to fit the theory (Gestalt) and population best. *Of course, you could take a very different approach and show how Gestalt therapy would work with the chosen population in another teaching format.* You may want to use role play, video or other A-V materials to engage the class in your group presentation. At least 10 minutes should involve a carefully led class discussion of your chosen theory and application. The role play can involve other class members to fill out the demo group. **Be aware, 40 minutes is quite a short time.**

For some A-V materials, you might check out <https://sculib.scu.edu/iii/cas/login?service=https%3A%2F%2Fsculib.scu.edu%3A443%2Fpatroninfo~S0%2F0%2Fredirect%3D%2Fvalidate%3Furl%3Dhttp%253A%252F%252F0-ctiv.alexanderstreet.com.sculib.scu.edu%253A80%252FIIITICKET&scope=0>

Class time will be allotted for completion of the task group projects once the groups are assigned. 30 minutes at the end of each class will be given to the Task Groups.

II.) *Keep a Personal Process Journal of the Task Group.* This journal will be used to create a process analysis of your task group. You will not hand in the journal nor any identifying characteristics of any other members. The first three sections may begin as soon as you get your group assignments next week. You will hand in 5 typed *interactions from group process* of your task group journal. Each interaction segment [a *short* piece of group process] will contain five marked *sections* – *see below*) **clearly labeled**. To do this well, the materials in the thoughts, feelings, process and leadership sections should be obvious from the event description. **MAXIMUM 6 - 8 PAGES ARE TO BE HANDED IN**

III) *Process Journal of your Lab group.* This journal will be used to create a process analysis of your Lab group. You will not hand in the journal nor any identifying characteristics of any other members. The first three sections may be done starting with the first lab group session (or should be completed already if you did the lab group prior to taking this class). You will hand in 5 typed *interactions from group process* from your lab group journal. Each interaction segment [a *short* piece of group process] will contain

five clearly marked and labeled *sections* – see below). To do this well, the materials in the thoughts, feelings, process and leadership sections should be obvious from the event description. **MAXIMUM 6 - 8 PAGES ARE TO BE HANDED IN**

NOTE: THE FIRST THREE SECTIONS CAN BEGIN IN YOUR FIRST TASK GROUP MEETING AND LAB GROUP MEETING (OR SHOULD BE DONE ALREADY IF YOU DID THE LAB GROUP PRIOR TO TAKING THE CLASS). YOU WILL BE ABLE TO ADD THE FINAL TWO SECTIONS (PROCESS AND LEADER ROLE AFTER THE FIFTH OR SIXTH WEEK IN THE CLASS.

PROCESS JOURNALS SHOULD CONTAIN THE FOLLOWING FIVE SECTIONS:

- A) DESCRIPTIONS OF EVENTS,
- B) YOUR FEELINGS,
- C) YOUR THOUGHTS,
- D) A PROCESS DESCRIPTION,*
- E) COMMENT ON LEADERSHIP ROLES.*

*** The last two will be learned in this course.**

With both process journal assignments, a common error is to try to analyze a session, rather than an interaction or short piece of process.

IV.) Research Project: *your choice (a group population that you=d like to investigate)*

Option 1) Term Paper citing approximately 15 - 20 articles (Style is similar to ***Psychological Bulletin***). **This is a scholarly review paper in APA Style.** Choose a population with which you would be interested in doing group therapy or counseling. Become aware of the state of the art in group counseling. Populations can include groups in any of the following settings: education, rehabilitation, personal needs, industry, health and primary prevention, counselor training, popular media, addictions (groups -- **not** meetings or workshops). Do a library search (you may also include interviews with professionals as secondary) of the use of groups with that population.

INSTEAD OF A PAPER YOU MAY CHOOSE

Option 2) **Annotated Bibliography with Summary:** *Research without writing the paper*

Hand in a 3 - 4 page summary of the literature AND an *annotated bibliography of approximately fifteen to twenty articles* in which groups have been employed with your chosen population. *Each entry* in your annotated bibliography should include:

- a) a photocopy of the published *abstract*
- b) a description of the subjects, type of group treatment, results, authors' conclusions.

Go beyond the abstract information.

- c) your evaluation of the study (critique)
- d) estimation of the importance of the study for the literature

For either paper type, please indicate if you do not want comments back

or will not pick up graded paper.

V.) Class participation.

This class is designed to complement the education regarding groups that includes the experiential lab group. The primary focus of this class is the leader of a therapy, counseling or growth group. It is primarily descriptive, and focused on the first, second and fourth phases of group therapy, with the CPSY 389 (advanced) course being primarily pragmatic and focused on phase 3 (treatment). Students are expected to master the course materials, **be able to identify and describe the various stages of group process** and to explore group treatment from a variety of theoretical perspectives. Class meetings will be designed to present materials, and to answer questions about the readings and about group therapy generically. Videotaped vignettes will be used to demonstrate group process and leadership problems.

GRADING: 30% of the grade will be based on the Research Project
25% of the grade will be based on the journals
25% of the grade will be based on group projects
20% of the grade will be based on **interactive class participation**

(ability to use and struggle with theoretical constructs and applications of theory to practice is what is expected. Quality of participation is much more important than quantity) *Failure to read the assignments before class likely will negatively impact your grade.*

This is a graduate level class in your intended profession. Regardless of your undergraduate experience or expectations in other programs or classes, your full attention and participation are expected in this class. It is inappropriate during class time to use your computer or smart phone to read email, surf the web or the like. If your professor observes you engaging in such endeavors, your class participation grade will be lowered significantly and you may be asked to leave the classroom

CLASS DATES/Assignments

1/6	Intro and Q & A foodless "POT LUCK;" No reading pre-assigned. No fooling!
1/13	Starting a group, Task Group Assignments made Shapiro Ch. 1, 7 Corey 1, 2, 3
1/20	Phase I of group process, Silence to the leadership challenge. Shapiro Ch. 2 Corey 4,
1/27	Phase II of group process Shapiro Ch 3. Corey 5, Task Group Project (a) due
2/3	Phase III and Phase IV; Shapiro Ch. 4 & 5; Corey 16

- 2/10 Leadership Characteristics Multiple roles of group leadership
Shapiro Ch. 6, 8, 9; Corey 6, 7.
- 2/17 Techniques of Group Therapy and Counseling; Research
Corey "Techniques," Corey 8, 9
- 2/24 Student Task Group presentations; Substance Abuse
Task Group Project (b) Due
Shapiro Ch.10, 11, 12; Corey 10, 11, 12.
- 3/3 Student Task Group presentations
Shapiro Ch. 13, 14, 15, Corey 13, 14. 15 **JOURNALS DUE**
- 3/10 Research in groups **RESEARCH PAPER DUE.**
Shapiro Ch. 16; Corey 17 **PARTY- potluck bring food to**

share

Please note:

There is significantly more work required than in other classes.