

SANTA CLARA UNIVERSITY
Department of Counseling Psychology and Education
CPSY 219 Psychology of Group Counseling
Winter 2020

Instructor: Kate Page, M.A., L.M.F.T.	Class Meetings: Wed, 5:30pm-8:30pm
Phone/text: (650) 996-7960	Classroom: GUADLP 148
Email: kvpage@scu.edu	Office Hours: GUADLP 132, GUADLP 148
Teaching Assistant: David Reilly	Wed 4:00-5:30, 8:30-9:00
Email: djreilly@scu.edu	Mondays by appointment

TEXTS

Shapiro, Jerrold Lee, Peltz, Lawrence Stephen, Bernadette-Shapiro, Susan., Basics of Group Counseling and Psychotherapy, 2nd Edition.

Corey, Gerald, Theory and Practice of Group Counseling, Ninth Edition

PRE-REQUISITES

Pre-Requisites: CPSY 200 and CPSY 218
Pre-Requisite or Co-Requisite: CPSY 220

CONCURRENT EXTERNAL REQUIREMENTS

1. CPSY 221: Lab Group

In order to enroll in CPSY 219, *you are required to concurrently be enrolled in CPSY 221 (Lab Group). You must participate in one of the SCU lab groups during Winter quarter 2020 in order to take this class.* The lab group experience is an opportunity to learn about groups as an active member. Please keep in mind that these groups are training groups and not therapy groups.

2. Lab Group Journal

After each lab group session, you are expected to make a journal entry. Please keep current with your journal entries in order to make it easier to meet the course requirements. We will discuss the contents and purpose of your journal in our first class meeting.

SUMMARY

This class is designed to complement the education regarding groups that includes the experiential lab groups. The primary focus of this class is the *leader* of a therapy or

counseling group. The class is primarily focused on the beginning, transition, and terminal phases of group therapy. CPSY 389 (Advanced Group Therapy) is primarily pragmatic and focuses on the third phase (Treatment).

Students are expected to master the course materials. At the end of the quarter, students should be able to identify and describe the various stages of group process, explore group treatment from a variety of theoretical perspectives, integrate group counseling theory with experience, and be comfortable making a professional presentation. *It is expected that all reading will be completed prior to the class session for which it is assigned.* Class meetings are designed to present material and to answer questions about the readings and about group therapy in general. Class demonstrations and video vignettes may be used to demonstrate group process and leadership problems.

COURSE REQUIREMENTS

- 1. Group Flyer (Task Group)**
- 2. Presentation (Task Group)**
- 3. Final Paper: Process Analysis – Task Group**
- 4. Final Paper: Process Analysis – Lab Group**
- 5. Engagement with Material**
- 6. Weekly Quizzes**

1. Group Flyer (Task Group) Due 1/22

Your task group will develop a marketing flyer for any group of your choice. Flyer information will be covered in class #2 as well as in the reading for class #2. Class time (30 minutes at the end of each class) will be allotted for completion of the task group projects once the groups are assigned.

2. Presentation (Task Group) Due 2/26, 3/4, 3/11

Your task group will make a 50-minute presentation of one particular theory of group counseling or therapy. Your group will be assigned a theory. *The presentation should go beyond Corey's coverage.*

Basically, with your presentation, you will be teaching the class the assigned theory in 50 minutes. This presentation must be more than a show and tell. Please note: The focus of your presentation should be the theory and not the population. Use the population as a means of bringing the theory to life.

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.

Content of your presentation must include:

- Brief history
- Basic concepts
- Description of core techniques
- Phases (generic as learned in class or specific to your theory)
- Cultural issues

- Strengths & limitations of the approach
- Introduction to the population (explanation of selection)

Tools you are required to use in your presentation include:

- Population - to bring the theory to life during the demonstration
- Demonstration - of an aspect of the approach, using your population
- Google Slides/PowerPoint/Keynote - for teaching content
- In-class exercise/Activity - to engage the class
- 10-Minute Class Discussion - using prompts
- Video clip(s) - can be movie clips, YouTube videos of the approach in action...
- Bibliography - you must use sources in addition to the text books.

Your presentation materials (PowerPoint, bibliography, discussion prompts, etc) must be posted on Camino for the class to access before the start of your presentation. *Please email your materials to the professor by Wednesday at 5:00pm so they can be uploaded to Camino.*

3. Task Group Final paper: Process Analysis - Due 3/11 via email

(Note: Extra credit will be given for papers emailed to the professor by 3/4) Keep a personal process journal of the Task Group and turn in a task group process analysis. Your journal will be used to create the process analysis of your task group. You will hand in neither the journal nor any identifying characteristics of any other group members. For this paper/final assessment, you will hand in 4 typed interactions from group process taken from your task group journal. Each of your 4 analyses will contain five marked sections as follows:

- Description of event
- Feelings
- Thoughts
- Process Description (this will be learned in class #5 or #6)
- Leadership Role Commentary (this will be learned in class #5 or #6)

In order to do this well, the materials in the thoughts, feelings and process and leadership sections should be obvious from the event description. **YOUR TASK GROUP FINAL PAPER SHOULD BE 4-6 PAGES LONG.** Please make sure your analyses are in chronological order. *A template for the format of the assessment is on Camino. This format is required.*

A common error in Process Analysis is to try to analyze a session rather than an interaction or short piece of process. Please attend to this!

4. Lab Group Final Paper: Process Analysis - Due 3/11 via email

(Note: Extra credit will be given for papers emailed to the professor by 3/4) Keep a Personal Process Journal of your Lab Group and turn in a lab group process analysis. Your journal will be used to create the process analysis of your lab group. You will hand in neither the journal nor any identifying characteristics of any other group members. For this paper/final assessment, you will hand in 4 typed interactions from group process taken from your lab group journal. Each of your 4 analyses will contain five marked sections as follows:

- Description of Event
- Feelings
- Thoughts
- Process Description (this will be learned in class #5 or #6)
- Leadership Role Commentary (this will be learned in class #5 or #6)

In order to do this well, the materials in the thoughts, feelings and process and leadership sections should be obvious from the event description. YOUR LAB GROUP ASSESSMENT SHOULD BE 4-6 PAGES LONG. Please make sure your analyses are in chronological order. *A template for the format of the assessment is on Camino. This format is required.*

As indicated above, a common error in Process Analysis is to try to analyze a session rather than an interaction or short piece of process. Please attend to this!

5. Engagement with Material

Student participation via asking and answering questions and entering discussions in class is the best way to have a lively learning experience in this course. Having said this, I believe that each student has a unique learning style and that not all students learn by asking and answering questions in class. It is your task to make sure the professor can assess your level of engagement with the material. There are many ways for you to engage with the material which can be assessed by the professor, including: attendance; punctuality; attentiveness; participation in class (answering questions, participating in discussions, volunteering for in-class exercises, overall attitude); emailing the professor with questions; attending office hours. I expect all students to participate in in-class demonstrations over the course of the quarter. If you are quiet in class, it is imperative for you to reach out to the professor by email and/or during office hours.

The ability to use and struggle with theoretical constructs and applications of theory is expected. Quality of participation is far more important than quantity. Failure to read assignments before class will negatively impact your grade.

This is a clinical class and professional conduct is expected. You should plan on not missing any classes. If you do need to miss a class, will be tardy, or need to leave early, please email, text, or call the professor to let her know of your absence. See below for attendance policy.

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, text, etc. If the professor observes you engaging in such endeavors, your class engagement grade will be lowered significantly and you may be asked to leave the classroom. The professor reserves the right to ask that a student not use a laptop in class.

Again, if you text, shop, use social media, etc. while in class (task group break-out sessions included), your grade will be dropped significantly.

6. Weekly Quizzes

Each week there will be a short quiz. Questions will be drawn from the textbook, class lectures, and student presentations.

GRADING

Task Group Process Analysis Final 25 points Lab Group Process Analysis Final 25 points Task Group Presentation 25 points Class Participation/Engagement with material 15 points Quizzes 10 points

Grades will be assigned as follows:

95 – 100% A
92 – 94% A
88 – 91% B+
84 – 87% B
80 – 83% B
70 – 79% C

Again, please note that failure to read assignments before class and inappropriate use of computers and smart phones will negatively impact your grade.

Late assignments will not be accepted

CLASS STRUCTURE

Your task groups will be assigned in week 1 or 2. For weeks 1 – 7, class time will be devoted to: reading discussion, quiz, lecture, a mixture of video and live demonstrations, and task group break-out sessions (last 30 minutes of class). For weeks 8-10, the majority of class time will be devoted to task group presentations.

Camino: The professor uses Camino to share important documents. Included in these important files are lab group instructions, process analysis (final assessment) template, the power point file for the weekly lecture, presentation requirements, and relevant handouts. All students are expected to check Camino weekly for important documents.

ATTENDANCE

Students who miss 1 class will automatically have their grade dropped (e.g. B+ becomes a B).

Students who miss 2 classes will receive a maximum grade of B-.

Consistently coming late to class or leaving early counts towards an absence.

Students who miss more than 2 classes will automatically be dropped from the course.

Students are expected to stay for the full 30 minutes of each task group break-out session.

CLASS SCHEDULE

1/8 Class #1: Intro and Q&A.

Read syllabus
"Quiz" #1

1/15 Class #2: Starting a group (Pre-Group Preparation)

Quiz #2
Shapiro: chapters 1, 2, 9
Corey: chapters 1, 4 (pp. 69-78)
Final 30 minutes of class: Task Group Work

1/22 Class #3: Phase I of group process (Orientation) and ethical leadership

Quiz #3
Shapiro: chapter 3 (pp. 48-69), chapter 8
Corey: chapter 3, 4 (pp. 79-top of 85)
Final 30 minutes of class: Task Group Work

Task Group: Group Flyer Due – Hardcopy (Requirement #1)

1/29 Class #4: Phase II of group process (Transition)

Quiz #4
Shapiro: chapter 3 (pp. 69-85)
Corey: chapter 4 (pp. 85-93)
Final 30 minutes of class: Task Group Work

2/5 Class #5: Phase III (Treatment) and Phase IV (Termination)

Quiz #5
Shapiro: chapters 4, 5
Corey: chapters 5, 6
Final 30 minutes of class: Task Group Work

2/12 Class #6: Leadership Characteristics; Multiple Roles of Group Leaders

Quiz #6
Shapiro: chapters 6, 7 (review chapter 9)
Corey: chapters 2, 7
Final 30 minutes of class: Task Group Work

2/19 Class #7: Challenging Behaviors and Technique

Quiz #7

Shapiro: chapters 10, 11

Corey: chapters 8, 9, 10

Final 30 Minutes of class: Task Group Work

2/26 Class #8: Student Presentations

Quiz #8

Shapiro: chapter 12

Corey: chapters 11, 12, 13

Final 30 minutes of class: Task Group Work or Final Paper

Workshop **Student Task Group Presentations (Requirement #2)**

3/4 Class #9: Student Presentations

Quiz #9

Corey: Chapters 14, 15, 16

Final 30 minutes of class: Task Group Work or Final Paper

Workshop **Student Task Group Presentations (Requirement #2)**

3/11 Class #10: Student Presentations

Quiz #10

Corey: chapter 17

Student Task Group Presentations (Requirement #2)

Process Analysis Assessment (Task Group) (Requirement #3)

Process Analysis Assessment (Lab Group) (Requirement #4)

Course de-brief

Potluck

Please provide a self-addressed stamped envelope if you would like your paper returned to you with comments.

POLICY ON SELF-DISCLOSURE

As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific

information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

**Academic Integrity, Disabilities Resources,
and Discrimination and Sexual Misconduct**

Fall 2017

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Expectations of academic integrity specific to this course:

- When collaborating on group projects, each student will make significant contributions and will not shirk his or her responsibility to the group.
- Students will make every effort to maintain the confidentiality of their lab group peers when in class.
- Students will make every effort to maintain the confidentiality of their lab and task group peers in their final papers.
- Students will not collaborate on quizzes.
- While in class, students will use electronic devices only to access course materials and take notes.
- As this course is required for each student's chosen profession, students will come to class with an attitude of professionalism, engagement, and curiosity.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be

contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>