CED567 Group Dynamics and Counseling

Spring 2015
Instructor: Richard Kinnier, Ph.D.

Time: Fridays at 9AM – 11:45AM
Office: Payne Hall 446G
Place: Counselor Training Center, Payne Hall
Office Hours: Mon. - Thurs. from 10 – 12, or by apt.
Phone: 480-965-3592
E-mail: Kinnier@asu.edu

Course Description

The goal of this course is to provide students with the basic knowledge of group counseling and to provide them with the experience of being a group member. After completing this course students should be ready to lead or co-lead groups themselves in a practicum or other supervised setting. The course consists of two parts. In the class (9 – 10:10) we will cover the academic part which will include theory, research, conceptual and application issues related to group counseling. The class will consist of didactic presentations, group discussion, video viewing, as well as experiential exercises that are designed to increase self-knowledge and wisdom. In the group (10:15 – 11:45) students will be members of a “therapy group.” Each student will be assigned to a group that consists of other students from the class and 2 co-leaders. The co-leaders are advanced MC students or Ph.D. students, most of whom have already taken this or a similar course. The co-leaders will be supervised by me. My supervision of them necessitates that I observe your group intermittently.

You will have two types of group experience. From January 16th until February 20th your group will be a psycho-educational group. The goal of that group is to help members better manage stress in their lives. The second group which will run from February 27th until April 24th will be a “t-group.” The goal of the t-group is to facilitate members’ psychological growth and interpersonal skill. I will describe that nature of these groups in more detail in class. I will also describe in more detail the rules of behavior in those groups. In brief, we encourage you to be open to talking about personal psychological issues but you will not be forced to disclose what you do not want to disclose. Also we ask all members to keep all material discussed in the groups confidential. But you need to know that we cannot guarantee that everyone will keep strict confidentiality – How could we? In supervision I will talk to the co-leaders about what occurs in the groups. As their supervisor, my main focus is on their behavior, not your personal revelations in the group. However in the unlikely event that a group member violates the rules, refuses to participate, or shows signs of extreme psychological distress, I might intervene.

Note. For a statement about confidentiality and expectations regarding your participation in the group, see Yalom (2005) on pp. 567 – 571. We will talk about this in the first class.

Note also. Attendance is very important in your group. The cohesiveness of the group depends on regular attendance of its members. Please try to attend every session. If you miss more than one session you will lose final grade points. You will lose two points for a second absence. You will lose an additional three points for a third absence and an additional 4 points for every absence after that.
Course Objectives

The objectives of the course include covering the following:

1. Students will demonstrate knowledge of the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.
2. Students will demonstrate knowledge of group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.
3. Students will demonstrate knowledge of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
4. Students will demonstrate knowledge of methods of evaluating the efficacy of interventions.
5. Students will demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation.
6. Students will demonstrate skill in functioning as a productive group member by participating in a group for approximately 20 clock hours during the semester.
7. Students will demonstrate knowledge of group dynamics, including counseling, psycho-educational, task, and peer helping groups, and the facilitation of teams to enable students to overcome barriers and impediments to learning.

Reading

Required text:

Recommended reading:
In class I will give you some recommended readings. One excellent group counseling textbook is written by Gerald Corey (2008) entitled, “Theory and Practice of Group Counseling.”

Grading

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<th>Criteria</th>
<th>% of Grade</th>
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<tr>
<td>1. Group participation</td>
<td>25</td>
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<td>2. Final exam</td>
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<td>3. Midterm exam</td>
<td>20</td>
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<td>4. The Journal</td>
<td>10</td>
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<td>5. The paper</td>
<td>20</td>
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Notes. It is School policy that Incompletes are not allowed. Exams must be taken on or before the scheduled date. If you want to take the exam early you must request that at least two weeks before the exam date.

Final grades are determined by a combination of criterion- and norm-referenced procedures. The following table of total points for the course and grade assignments is therefore approximate. Plusses and minuses may be used.

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<thead>
<tr>
<th>Total Points</th>
<th>Likely Final Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
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<td>80 -- 89</td>
<td>B</td>
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<td>70 -- 79</td>
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<td>60 -- 69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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Course Requirements

Group Participation. You are required to attend your group meetings and to participate. I will describe the rules of participation on the first day of class in regard to such issues as confidentiality. Be sure to read pages 567-571 of Yalom’s book (your required text) for the rules and goals of your group experience. Be assured that no one will be forced to disclose anything about themselves they don’t want to disclose but everyone must participate. Evaluation rubric: You will get the full 20 points for your good faith participation. If you are absent twice you will lose 2 points from your final grade total points. You will lose an additional 3 points if you are absent 3 times, and an additional 4 points for each absence after that.

Also... you are required to attend at least one 12-step or support group session (e.g., AA, ALANON) if you have never attended such a meeting. Contact CIRS.org for community information and referral service. For having attended one of those groups you will get 5 points.

The Group Journal. You will be required to keep a journal on your group experiences. After each session write down your observations, reflections, and feelings you experienced during the group session. Also write down any ideas or feedback you would like to convey to your group co-leaders (in part to help them become better group leaders). Be sure to date each entry. Turn in or email your session notes to your group co-leaders after each session. Your group (not I) will be reading them. Your group co-leaders will write their observations and feedback to you. Your group co-leaders will give you more instructions on this. Questions about the journal should be directed to them. Evaluation rubric: You will not be graded per se. You will get the full 10 points for completing the assignment as instructed. Group leaders will evaluate whether your notes are substantive and thoughtful (or not) and will tell me if you did not complete the assignment as instructed.

The Group Counseling/Therapy Paper. Your assignment is first to reflect on all of your experiences in group therapy settings and all you have learned about groups from classes and readings. Then write a brief (approximately 5 page) paper stating your opinion on the
therapeutic value of group counseling. Discuss your philosophical or theoretical orientation on group counseling. What place does group counseling have in the counseling profession, in your opinion? What place, if any, does group counseling have in your future practice? **Evaluation rubric:** You will be graded on scholarship – clarity of the writing = 50%, knowledge of group constructs and theory = 30%, experiential knowledge = 20%. Total points possible= 20.

**Note on the paper:** You will not get a better grade simply by praising group therapy. You can have a positive or negative view of group therapy and get a good grade so please be honest.

**Midterm and final exams.** The exams will be based on your required reading and in-class lectures (from me). Nothing that happens in your therapy group will be on the exams – so don’t take notes in your group! Exams will consist of short answers. The midterm exam is worth 20 points. The final exam is worth 25 points.

**Topics, Schedule, Assignment and Exam Dates**

**Month**

**January & February:** *Overview of the course. *Start of the Psycho-educational group.  

**February & March:** *Start of the t-group (February 27th). **Lecture topics:**

Midterm exam on March 6th: From class lectures and Yalom: chapters 1-4, 8-12.

**March & April:** **Lecture topics:** *Group leader tasks and skills. *Group dynamics. *Dealing with problem group members. *Other issues in group counseling. *Viewing of several group counseling videos/DVDs and discussion. *Conclusion.

Last class and last group session on April 24th  
The paper is due on April 24th

**Final exam on May 1st:** From class lectures since the midterm and Yalom: chapters 5-7, 13-17.

Optional class for exam review and discussion: **May 8th at 10AM.**
Notes.

- Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the instructor verifying the need and type of accommodation that is appropriate. It is the student’s responsibility to make contact with the DRC.

- This course is offered by the School of Letters and Sciences. For information about the School, visit the website: http://sls.asu.edu/. If you have questions or concerns, contact sls@asu.edu.

SPECIFIC OBJECTIVE COVERAGE AND MEANS OF ASSESSMENT

GROUP Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, and skills, and other group approaches in a multicultural society, including all of the following:

Note. Standards are covered in text readings, lectures, video presentations, and group member participation. They are evaluated via their group journals, their group counseling philosophy paper, and their performance on a midterm and final exam.

a. Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.
   Course Objective 1: Covered in class # 2, 3, 6, and 7, and in the text: chapters 1 - 4, 11 - 14. Also experienced as members of the two groups and through watching several videos. Evaluation rubric: Evaluated via journals, grade of scholarship in the paper, and in exams items for content recall.

b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.
   Course Objective 2: Covered in class # 11 and 12, and in the text: chapters 5 – 7, 17. Also experienced as members of the two groups and through watching several videos. Evaluation rubric: Evaluated via group journals, and grade on scholarship in the paper, and in exam items for content recall.

c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
   Course Objective 3: Covered in class # 3-5 and in the text: chapters 2 and 4. Reference to theory is expected in the philosophy paper. Evaluation rubric: Scholarship in the paper and in exam items for content recall and application.
d. Methods of evaluating the efficacy of interventions.  
**Course Objective 4:** Covered in class # 2-5 and in the text chapters 1, 2, & 4. Reference to methods and outcomes of evaluating interventions is expected in the required paper.  
**Evaluation rubric:** Scholarship in the required paper and in exam items for content recall.

e. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation.  
**Course Objective 5:** Covered in class # 2, 6-8 and in the text: chapters 5-10.  
**Evaluation rubric:** Evaluated via journals and in exam items for content recall.

f. The experience of being in a group for approximately 20 clock hours during the semester.  
**Course Objective 6:** All students are assigned to be members of 2 groups that meet weekly. The first group experience is a psycho-educational group on stress management that meets the first half of the semester. The second group experience is a psychotherapy group that meets the second half of the semester. Students are required to keep a journal of their experience.  
**Evaluation rubric:** Written evaluation is given to them by the group co-leaders.

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**SCHOOL COUNSELING: PREVENTION AND INTERVENTIONS**

Students preparing to work as school counselors are expected to demonstrate the professional knowledge and skills/practices that are necessary to promote the academic, career, and personal/social development of K-12 students. In addition to the common core curricular experiences outlines in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

C. Knowledge

5. Understands group dynamics, including counseling, psycho-educational, task, and peer helping groups; and the facilitation of teams to enable students to overcome barriers and impediments to learning.

**Course Objective 6:** Covered in class # 2, 4, 5, 7 and in the text chapters: 3,4,9, 11 – 17. Experienced first-hand via participation in psycho-educational and psychotherapy groups, and values clarification and experiential exercises in class.  
**Evaluation rubric:** Evaluated via feedback on journals and grade on group philosophy paper. Also evaluated via exam items for content recall.