

**CPSE 648: Group Counseling (Delivered through Zoom)**  
**Section 001: Tues and Thurs from 9:00 am - 11:50 am**  
**Spring 2020**

**Instructor:** G. E. Kawika Allen, Ph.D.

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### **Course Information**

#### **Description**

This course provides an overview of theoretical concepts and practical issues related to group counseling. The course covers counselor issues, client selection criteria, client and group preparation, group structuring, group processes, evidence-based group practice, multicultural competence, and basic therapeutic techniques.

Given that this class will be delivered over Zoom, students will not be able to lead or participate in group process sessions in person. Thus, the purpose is to introduce students to concepts of group dynamics and development as well as the conceptual aspects of leading a group. Please note that the schedule, readings, and policies are subject to change at the instructor's discretion.

#### **Course Objectives**

1. To learn major concepts in contemporary theory and dynamics of group counseling.
2. To develop a rationale for different group structures and processes.
3. To gain content of practical group skills of forming, conducting, and ending group counseling.

#### **Prerequisites**

MULTICULTURAL/DIVERSITY GUIDELINES AND COMPETENCIES:

You are expected to be familiar with the **APA and APA Division 17 Multicultural Guidelines and Competencies**.

Please read and become familiar with the information below:

<http://www.apa.org/pi/multiculturalguidelines.pdf> and <http://www.div17.org/mccomp.html>  
Practice Guidelines for Group Psychotherapy (AGPA)

#### **Required Text**

Corey, G., (2017). *Groups: Process and practice* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

#### **Supplemental Texts**

- Gladding, S.T. (2016). *Groups: A counseling specialty* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Page, B.J. and Jencius, M. J. (2009). *Groups: Planning and leadership skills*. Boston: Lahaska Press.
- Donigian, J., & Hulse-Killacky, D. (1999). Critical incidents in group therapy. *Belmont: Wadsworth*.

#### **Primary Reading Resources**

- Barlow, C.A., Blythe, J.A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston: Allyn and Bacon.
- Conyne, R.K., Crowell, J.L., and Newmeyer, M.D. (2008). *Group techniques: How to use them more purposefully*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Delucia-Waak, J.L., Gerrity, D.A., Kalodner, C.R., and Riva, M.T. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Johnson, D.W. & Johnson, F.P. (2008). *Joining Together: Group Theory and Group Skills* (10<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Kline, W.B. (2003). *Interactive group counseling and therapy*. Upper Saddle River, NJ: Pearson Education.
- Motherwell, L., & Shay, J. (2005). *Complex dilemmas in group therapy: Pathways to resolution*. New York: Brunner-Routledge.
- Yalom, I.D., with Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy*. (5th ed.). New York: Basic Books.

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	85%
B	80%
B-	75%
C+	70%
C	65%
C-	60%
D+	55%
D	50%
D-	45%
E	0%

### Grading Policy

A variety of methods will be used to approach the course objectives through Zoom. These include discussions, video presentations, project presentations, and readings.

### Assignments

#### 1. Theoretical Orientation Presentation

Students in pairs will study a theoretical approach to group therapy and give a Zoom presentation (20 minutes including Q&A) to the rest of the class. Presentations should cover the premises, practices, role of the group leader, desired outcomes, and evaluation of the theoretical approaches they are assigned to study. Introductory material about specific theories and approaches are provided from your textbook, though students are encouraged to conduct a search on their own for various group theories and include outside sources (references) as necessary. Students will also put together and email a handout summarizing the orientations for the rest of the class. The presentation is worth up to **20% of your grade**.

#### 2. Reading Reactions

I expect you to complete all of the assigned readings before class so that you will be fully prepared to engage in discussion with other classmates. You are required to ***email me*** (to reduce paper usage and increase faster response) a brief reaction of the readings based on your cognitive and affective experiences (***no more than one paragraph (you can use bullet points as well to synthesize the readings)***). Please email me *no later than 5:00pm the night before each class*. Your brief paragraph is meant to facilitate your learning by addressing: (1) What ideas, concepts, or methods did you agree or disagree with or question – and what does your reaction teach you?; (2) How will you apply the concepts/methods of the reading in your work?; (3) What concepts/methods will you teach and discuss during class? Please include at least 1-3 ***BURNING*** question(s) you had from the readings for class discussion. The reading reactions are worth up to ***20% of your grade***.

### **3. Group Proposal**

#### ***Proposal for Diversity, or Age-Related, or Specialized Groups***

Assigned groups of students will generate a group proposal for a diverse/age-related (e.g., multicultural, children, adolescents, adults, and elderly, etc.) or specialized (e.g., trauma stress, persons with disabilities, anger management, military personnel, divorce support, etc.) population.

- To complete the assignment, students should follow the guidelines found in the Corey text—specifically the bulleted points on pages 148-149. Students can also refer to the group proposals on pages 335-351, and those contained in Chapter 11 for inspiration.
- Group proposals can be for a variety of target populations and can be a combination of the types of groups listed above. Students can work in groups of two or individually. ***The purpose of this assignment is to give you the opportunity to practice creating a proposal for a group you think you might be likely to lead in the future.*** Proposals will be turned in to be graded but will also be shared among class members. The proposal is worth up to ***20% of your grade***.

### **4. Diversity Research Paper**

#### ***Diversity and Multicultural Factors in Group Work***

Students will write 4-5 pages (without references) research and reflection based paper outlining their current understanding of working with issues of (1) *diversity, prejudice, and discrimination in groups*. Students will reflect on the (2) *importance of understanding their own social and cultural context* as well as the (3) *contexts of group members to create an effective group environment*. You can refer to Chapter 1 for helpful ways to formulate your paper (Worth up to ***20% of your grade***)

### **5. Learning Goals Presentation**

#### ***Learning Goals Project***

Students will be asked to set one to three learning goals at the beginning of the semester. Minimal guidelines will be provided, and learning goals will be approved by the instructor. Examples of learning goals might be: learn more about client's perspective of group, gain better understanding of the power of group, increase multicultural competence in group therapy, learn more about the research in group therapy, gain better understanding of the role of a therapist in group, etc. Creative ideas are encouraged.

Students will give a 3-5 minute (max) presentation to the class at the end of the semester about their experience focusing on their learning goal(s) this semester and what they learned (worth up to **20% of your grade**).

### Point Breakdown

Categories	Percent of Grade
1. Theoretical Orientation Presentation	20%
2. Reading Reactions	10%
3. Group Proposal	20%
4. Diversity Research Paper	20%
5. Learning Goals	10%
6. Final Exam	20%

### Schedule

Date	Topic/Presenters	Activities and assignments due
T Apr 28 Tuesday	Introduction to the Zoom Class Explanation of Syllabus	Assign Theoretical Approaches
Th Apr 30 Thursday	Learning to become a group therapist	Corey: Chapter 1 Intro to the collage of insight
T May 05 Tuesday	Introduction to Group Work; The Group Counselor; Multicultural Considerations	Corey: Chapter 2 Color of Fear videos  <a href="https://www.youtube.com/watch?v=AzLTyp0ZBx4">https://www.youtube.com/watch?v=AzLTyp0ZBx4</a>  <a href="https://www.youtube.com/watch?v=-vAbpJW_xEc">https://www.youtube.com/watch?v=-vAbpJW_xEc</a>  0-1:45 Microaggression picture slides
Th May 07 Thursday	Forming a Group Dr. Derek Griner: 9:30am Thursday	Corey: Chapter 5 2 <sup>nd</sup> video - Color of Fear Microaggression picture slides
T May 12 Tuesday	Initial Stage of Group Guest presenter: Dr. Kristina Hansen; Group in a school setting, General process, Reconciling Faith and Sexuality	Corey: Chapter 6

Th May 14 Thursday	Theories and Techniques; Evidence-Based Practice in Groups	Corey: Chapter 4 Theoretical Pair Presentation: <b>Christina and Scott: Choice/Reality Theory in Group</b>
T May 19 Tuesday	Transition Stage of Group Guest speaker: Dr. Mark Beecher; Reconciling faith and sexuality, Compassion-focused therapy, General Process	Corey: Chapter 7 Theoretical Pair Presentation: <b>Jesse and Hyrum - Person-Centered Approach in Group</b>
Th May 21 Thursday	Working Stage of Group: Performing Guest presenter: Dr. Russ Bailey; Anxiety groups	Corey: Chapter 8 Theoretical Pair Presentation: <b>Taylor and Carly - Rational-Emotive Behavior Theory in Group</b>
M May 25 Monday	<b>Memorial Day</b>	
T May 26 Tuesday	Ethical and Legal Issues in Group Counseling <a href="#">Using a theory in group</a> 8:16-13:33 <a href="#">Working with one member</a> 8:51-14:10 (MF) <a href="#">Using the group for one member</a> 1:01-7:58 (WF)	Corey: Chapter 3 Theoretical Pair Presentation: <b>Drake and Benjamin: Trauma Focused Group Therapy (TFGT)</b>
Th May 28 Thursday	Groups in Community & School Settings <a href="#">Children' Group: MC approach</a>	Corey: Chapter 10 & 11 Theoretical Pair Presentation: <b>Cortland and Chris: Social Justice/Multicultural in Group</b>
T Jun 02 Tuesday	Final Stage of Group <a href="#">Irv Yalom</a>	Corey: Chapter 9 Theoretical Pair Presentation: <b>Ali, Rory, and Julia: Motivational Interviewing in Group</b>
Th Jun 04 Thursday	Topics of Interest - Discussion	Theoretical Pair Presentation: <b>Erin and Oscar: Narrative Therapy</b>
T Jun 9 Tuesday	Topics of Interest – Discussion Sara Owen - Group work with Veterans	Theoretical Pair Presentation: <b>Sami and Nate: Gestalt Therapy in Group</b>
Th Jun 11 Thursday	Students' Learning Goals Presentations (1-2 minutes)	Sharing your Proposal for Diversity, or Age- Related, or Specialized Groups: <b><u>Same Pairs</u></b> or individual 3-5 minutes each.

T Jun 16 Tuesday	<b>Spring Exam Preparation (06/16/20)</b>	A review day for the exam
W Jun 17-18 Wednesday/Thursday	<b>Spring Final Exam Days (06/17/2020 - 06/18/2020)</b> Final Exam: Date/Time TBD	

## **BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Preventing Sexual Discrimination and Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

## **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and

misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

### **Respectful Environment Policy**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, Annual University Conference, August 24, 2010*

### **Group Therapy Scholars of Color Syllabus – Compiled by Dr. Louise Wheeler**

- Abernethy, A. D., Tadie, J. T., & Tilahun, B. S. (2014). Empathy in group therapy: Facilitating resonant chords. *International Journal Of Group Psychotherapy*, 64(4), 517-535. doi:10.1521/ijgp.2014.64.4.516
- Abernethy, A. D. (1998). Working with Racial Themes in Group Psychotherapy. *Group*, (1), 1.
- Abernethy, A. D. (2002). The Power of Metaphors for Exploring Cultural Differences in Groups. *Group*, (3), 219.
- Brown, N. W., & Hall, S. (2014). Members' toxic behaviors in training groups: A review and pilot study. *Group*, 38(1), 71-80.
- Brown, N. W. (1992). *Teaching group dynamics*. Westport, CT: Praeger.
- Brown, N. W. (1994). *Group counseling for elementary and middle school students*. Westport CT: Praeger.
- Brown, N. W. (1996). *Expressive processes for group counseling*. Westport, CT: Praeger.
- Brown, N. W. (2006). Reconceptualizing Difficult Groups and Difficult Members. *Journal Of Contemporary Psychotherapy*, 36(3), 145. doi:10.1007/s10879-006-9018-9
- Brown, N. W. (2007). The Therapeutic Use of Fairy Tales with Adults in Group Therapy. *Journal Of Creativity In Mental Health*, 2(4), 87-96.

- Brown, N. W. (2008). Troubling silences in therapy groups. *Journal Of Contemporary Psychotherapy*, 38(2), 81-85. doi:10.1007/s10879-007-9071-z
- Brown, N. W. (2009). *Becoming a group leader*. Upper Saddle River, NJ: Pearson Education.
- Brown, N. W. (2010) *Psychoeducational Groups (3rd Edition)*. New York: Routledge.
- Brown, N. W. (2013). *Creative activities for group therapy*. New York, NY, US: Routledge/Taylor & Francis Group.
- Brown, N. W. (2014). *Facilitating challenging groups: Leaderless, open, and single session groups*. New York, NY, US: Routledge/Taylor & Francis Group.
- Dalal, F. (1993). 'Our historical and cultural cargo and its vicissitude in group analysis': Response. *Group Analysis*, 26(4), 405-409. doi:10.1177/0533316493264003
- Dalal, F. (1998). *Taking the group seriously: Towards a post-Foulkesian group analytic theory*. London: J. Kingsley.
- Dalal, F. (2000). From Psychoanalysis to a Post-Foulkesian Group Analysis. *Group*, (1). 59.
- Dalal, F. (2002). Race, colour and the process of racialization: New perspectives from group analysis, psychoanalysis, and sociology. Hove [England: Brunner-Routledge.
- Dalal, F. (2004). Bridge Building Between Two Discourses: The Economic and the Group-Analytic. *Group Analysis*, 37(1), 33-44. doi:10.1177/533316404040993
- Dalal, F. (2016). The Individual and the Group. *Transactional Analysis Journal*, 46(2), 88. doi:10.1177/0362153716631517
- Elligan, D., & Utsey, S. (1999). Utility of an African-centered support group for African American men confronting societal racism and oppression. *Cultural Diversity And Ethnic Minority Psychology*, 5(2), 156-165. doi:10.1037/1099-9809.5.2.156
- Giraldo, M. (2001). Chaos and Desire: The Simple Truth of the Unconscious in the Psychoanalytic Group. *Group Analysis*, 34(3), 349.
- Giraldo, M. (2010). The Unconscious in the Group: A Lacanian Perspective. *Group*, (2). 99.
- Giraldo, M. (2012). *The dialogues in [and] of the group: Lacanian perspectives on the psychoanalytic group*. London: Karnac Books.
- Lee, M. W. (2004). *The art of mindful facilitation*. Berkeley, CA: StirFry Seminars & Consulting.
- McRae, M. B., & Short, E. L. (2009). *Racial and Cultural Dynamics in Group and Organizational Life: Crossing Boundaries*. Thousand Oaks: SAGE Publications.
- McRae, M. B., Kwong, A., & Short, E. L. (2007). Racial Dialogue Among Women: A Group Relations Theory Analysis. *Organisational & Social Dynamics*, 7(2), 211.
- McRae, M. B., Thompson, D. A., & Cooper, S. (1999). Black churches as therapeutic groups. *Journal Of Multicultural Counseling And Development*, 27(4), 207-220. doi:10.1002/j.2161-1912.1999.tb00336.x
- McRae, M. B. (1994). Interracial group dynamics: A new perspective. *Journal For Specialists In Group Work*, 19(3), 168-174. doi:10.1080/01933929408414361
- Short, E. L., & Williams, W. S. (2014). From the Inside Out: Group Work With Women of Color. *Journal For Specialists In Group Work*, 39(1), 71. doi:10.1080/01933922.2013.859191
- Singh, A. A., & Salazar, C. F. (2011). *Social justice in group work: practical interventions for change*. London ; New York : Routledge, 2011.
- Sue, D.W. (2015). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race (1st Ed.)*. Hoboken, NJ: Wiley.
- White, J. C. (1994). The impact of race and ethnicity on transference and countertransference in combined individual/group therapy. *Group*, 18(2), 89-99. doi:10.1007/BF01457420
- White, J. C. (2000). Psychoanalytic group psychotherapy with African American women: The bad mother in all-female groups. In L. C. Jackson, B. Greene, L. C. Jackson, B. Greene (Eds.) , *Psychotherapy with African American women: Innovations in*

psychodynamic perspective and practice (pp. 208-224).  
New York, NY, US: Guilford Press.