GROUP COUNSELING AND INTERVENTION
CPSE 648
SPRING 2010

PROFESSOR: RICHARD A. HEAPS, PH.D., ABPP
DAYTIME PHONE: 801-422-3035
OFFICE: 1528 WSC
OFFICE HOURS: TBA
EMAIL: RICHARD_HEAPS@BYU.EDU
CLASS: M W, 12:45-3:35 P.M.; 343 MCKB

COURSE DESCRIPTION AND GOALS:

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, and basic therapeutic techniques. Students will acquire basic skills in leading group counseling sessions and dealing with difficult situations through experiential exercises. The purpose is to introduce students to concepts of group dynamics and development as well as the practical aspects of leading a group. Discussion of structured and unstructured groups as well as group settings and purposes will be included.

COURSE OBJECTIVES:

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

COURSE REQUIREMENTS & GRADING:

A variety of methods will be used to approach the course objectives. These include lectures, discussions, video presentations, in-class role-plays, live observation(s), project presentations, participation in a weekly mock group during class, readings, and handouts.

Attendance / Participation: Students may receive up to 50 points for perfect attendance and regular participation. Much of the interactional and experiential learning for this course will take place during class activities; therefore, five (5) points will be deducted from the attendance/participation portion of the grade for each absence, regardless of the reason. Lack of participation in class discussions may also result in a deduction of five (5) points for each class discussion or activity not engaged in. One (1) point will also be deducted for each tardy. Students are responsible for any announcements made during missed classes.
Proposal for Diversity- or Age-Related Groups: Assigned groups of students will become “expert” on designated chapters in the text or Reading Resources dealing with groups for specific diverse or age-related populations (i.e., multi-cultural, children, adolescents, adults, and elderly). They will present and discuss in class what they learned from these chapters. During class the next week, these same student groups will present a written proposal for a counseling group dealing with their assigned population, or issues relevant to that population. This presentation (with written proposals) should be about 30 minutes in duration, and is worth up to 25 points.

Specialized (or Theme-Oriented) Group Presentation: Students will prepare a class presentation (possibly working in groups) on the format for a specialized topic/issue group to deal with specific diagnoses or problems (see ideas referenced in “Blackboard,” Group Therapy Links, our text, and Reading Resources). Students should prepare a handout for the class (including the instructor) listing techniques, session outlines, theoretical concepts, and research support associated with the specialized issue or group. A bibliography containing resources from a variety of books, journals, web-sites, brochures and other media should also be included in the handout. Students will provide the instructor with a list of three specialized groups they would be interested in researching at the second session of class. Topics will be assigned based on interests of the entire class. This presentation (with handout) should be about 15-30 minutes in duration, and is worth up to 50 points.

Group Observation: Depending upon availability, students will observe a live group counseling session at the BYU Counseling and Career Center (CCC) or other group and setting approved in advance by the instructor. See Attendance / Participation above for “Grading” points.

Mock Group Learning Experience: Each student will participate in a series of role play or mock groups led by class members (on a rotating basis) or by the instructor. Members will participate according to assigned roles (role descriptions can be found in “Blackboard” for this course). Students will act as a group leader at least once and a group participant (with assigned role) at least four times during these experiential mock groups. Students will also be expected to act as observers and provide feedback to participants when not portraying the role of a counselor or group member.

These groups will be conducted during class time on five separate weeks. When class size permits, class members will be divided into two relatively equal groups. Class members will be required to participate in one mock group during a portion of the class period and observe the other mock group during the other portion of class. If class size does not permit the above, an alternative format will be decided by the instructor.

Experiential simulations are intended to illustrate group phenomena and will not function as group therapy. Participation will be voluntary and by informed consent. We will do our best to maintain a safe environment, free from pressure for self-disclosure. The purpose is not to provoke anxiety or intrude upon the personal lives of the students, but rather to stimulate curiosity and awareness of how groups work.

Class members will keep a journal of their group experiences and observations. The journal should include four sections: 1) reflections as a group “leader”, 2) reflections as a group “member”, 3) reflections as a group “observer”, and 4) integrating conclusions about group
processes. This is worth **up to 25 points**, based on qualitative evaluation of content and technical presentation such as format, spelling, grammar, etc. Five (5) points will be deducted for each mock group experience missed.

If a student elects not to participate in the above mock group experience, s/he may choose to participate in one of the two alternatives below, without penalty:

**Alternative 1:** Class members can choose to be in a group at the Counseling and Career Center (CCC). In order to avoid disruption of these ongoing groups, if a class member chooses this option, s/he will be required to attend the group for the entire semester or term. Those wishing to engage in such groups need to do so as a participant, not as an observer. Your instructor will help make this arrangement if a student so desires. Everyone in the CCC groups will be encouraged to write a reflection of their own group experience at the end of the term (note: it is critical to protect the privacy of other group members in this paper). These reflections will be confidential and not graded. This is worth **up to 25 points**, based on qualitative evaluation of content and technical presentation such as format, spelling, grammar, etc. Five (5) points will be deducted for each session missed.

**Alternative 2:** Class members will have an option of writing a 25-page academic paper on group counseling or therapy. This option will be available for any student who does not want to participate in either of the two group options above. The topic is to be mutually agreed upon by the student and instructor. This is worth **up to 25 points**, based on qualitative evaluation of content and technical presentation such as format, spelling, grammar, etc.

**Final Exam/Project:** There will be a final exam or project to be presented during our scheduled exam time. The class may elect to review and critique “Other Resource Readings” for content and suitability for CPSE 648 purposes. If this option is selected, an oral discussion and written critique of the reading(s) will be presented. Each student will negotiate with the class and instructor for the reading(s) s/he will review for this project. The exam or project is worth **up to 50 points**.

**Grading:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Final Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend/Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>190-200 points or 95 - 100% = A</td>
<td>180-189 points or 90 - 94% = A-</td>
</tr>
<tr>
<td>Diversity- or Age-Related Group</td>
<td>25 points</td>
</tr>
<tr>
<td>Proposal</td>
<td>170-179 points or 85 - 89% = B+</td>
</tr>
<tr>
<td>Group Experience</td>
<td>50 points</td>
</tr>
<tr>
<td>150-159 points or 75 - 79% = B-</td>
<td>140-149 points or 70 - 74% = C+</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>130-139 points or 65 - 69% = C</td>
<td>&lt;130 or &lt; 65% = Current Euphemism for &quot;Not-Too-Good&quot;</td>
</tr>
</tbody>
</table>
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 in the following links: http://www.apa.org/pi/multiculturalguidelines.pdf, and http://www.div17.org/mccomp.html.

PRACTICE GUIDELINES FOR GROUP PSYCHOTHERAPY (AGPA):

http://www.agpa.org/guidelines/AGPA%20Practice%20Guidelines%202007-PDF.pdf

STUDENTS WITH DISABILITIES:

If you have a disability requiring special arrangements such as note taking or other accommodations, please feel free to discuss this with the instructor. Accommodation letters from the University Accessibility Center located in 2170 WSC (422-2767, 422-4472 VP) may be required to authorize certain accommodations.

SEXUAL HARASSMENT:

If you believe you have encountered unlawful sexual harassment or gender based discrimination, you may seek resolution through established grievance policies and procedures outlined in your Doctoral Student Handbook. You may also contact the Equal Opportunity Office (D-282 ASB, 422-5895 or 367-5689–24 hours), or the Honor Code Office (4440 WSC, 422-2847).

REQUIRED TEXT:


SUPPLEMENTAL TEXTS ON RESERVE (HBLL):


PRIMARY READING RESOURCES:


**Other Reading Resources:**


• Ettin, M.F. (1988). "By the crowd they have been broken, by the crowd they shall be healed": The advent of group psychotherapy. *International Journal of Group Psychotherapy*, 38(2), 139-167.


**SCHEDULE:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>BASIC CLASS CONTENT</th>
<th>BASIC ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/28</td>
<td>Introduction to Groups; Experiential Learning and Use of Theory (e.g., Models)</td>
<td>Gladding: Chapters 1-3</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes/References</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5/3</td>
<td>Counselor Roles/Skills/Ethics; 40% Rule (Carl Rogers); Unintended Consequences; Role-play 6 Basic Skills; Non-verbal skills; Relationship Model</td>
<td>Gladding: Chapter 4, 9 **Corey: Chapters 2-3 **Page: Chapters 3-4</td>
</tr>
<tr>
<td>5/5</td>
<td>Ethics (continued) Planning/Creating/Forming/Starting Groups Videos: Corey &amp; Haney Introductions</td>
<td>Gladding: Chapter 5, 9 (cont’d) **Corey: Chapters 3-4 **Page: Chapters 2, 5</td>
</tr>
<tr>
<td>5/10</td>
<td>Groups for Specialized Populations: Cultural Diversity, Children, Adolescents, Adults, Elderly</td>
<td>Gladding: Chapters 10, 11, 12, 13, or 14 **Corey: Chapter 9, 10, 11, or 12 (Class presentations)</td>
</tr>
<tr>
<td>5/12</td>
<td>Mock Group: Day 1 (following 2 videos) Initial Stage &amp; Using the Difference Between Thinking &amp; Speaking Speeds</td>
<td>Gladding: Chapter 5 (cont’d) **Corey: Chapter 5</td>
</tr>
<tr>
<td>5/17</td>
<td>Proposal &amp; Structure for Diversity- or Age-Related Groups</td>
<td>Written Group Project Group Presentations</td>
</tr>
<tr>
<td>5/19</td>
<td>Mock Group: Day 2 (following video) Transitional Stage/Transference</td>
<td>Gladding: Chapter 6 **Corey: Chapter 6</td>
</tr>
<tr>
<td>5/24</td>
<td>Special Needs &amp; Specialty Groups: Crisis &amp; Trauma; Systematic Desensitization; REBT; Age-Related Adaptations</td>
<td>Gladding: Chapters 15-18 **Page: Chapter 10</td>
</tr>
<tr>
<td>5/26</td>
<td>Mock Group: Day 3 (following video) Transitional Stage/Difficult Clients</td>
<td>Gladding: Chapter 6 (cont’d) **Page: Chapters 8-9</td>
</tr>
<tr>
<td>5/31</td>
<td><strong>Memorial Day</strong> (No Class)</td>
<td><strong>Memorial Day</strong> (No Class)</td>
</tr>
<tr>
<td>6/2</td>
<td>Specialized Groups</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>6/7</td>
<td>Mock Group: Day 4 (following video) Working Stage</td>
<td>Gladding: Chapter 7 **Corey: Chapter 7 **Page: Chapters 6-7</td>
</tr>
<tr>
<td>6/9</td>
<td>Specialized Groups</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>6/14</td>
<td>Mock Group: Day 5 (following video) Group Termination &amp; Capping Skills; Review of Group Experience, Characters, &amp; Leadership</td>
<td>Gladding: chapter 8 (including pp. 186+) **Corey: Chapter 8</td>
</tr>
<tr>
<td>6/16</td>
<td><strong>1:00-2:50 p.m.</strong></td>
<td>Final Exam/Project</td>
</tr>
</tbody>
</table>

**Supplemental texts available in the HBLL Reserve Library (2-hr. reserve).**