

CPSE 648: Group Counseling
Section 001: Tues and Thurs from 8:00 am - 10:50 am
Spring 2023

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Course Information

Description

This course provides an introduction and 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.

Students will also have opportunities to *participate in and lead group process sessions*. This experiential group process component will *not* be graded or evaluated as a basis of your performance in this class. Participation is not designed to be personally intrusive or invasive, but merely as a training element in your group counseling development and to give you practice of what it might be like to be a group member or co-facilitator. It will help you develop the practice skills learned in this class in an interpersonal group process setting only. Thus, the purpose is to experientially introduce students to concepts of group dynamics and development as well as the conceptual aspects of participating in and leading a group. Please note that the schedule, readings, and policies are subject to change at the professor's discretion.

Course Objectives

1. Demonstrate the application of major concepts in current and contemporary theory and dynamics of group counseling.
2. Develop and explain a rationale for different group structures and processes for various diverse populations based on current research.
3. Demonstrate practical group skills of forming, conducting, and ending group counseling.
4. Recognize and experience spiritual-strengthening moments in group counseling process, knowledge, and content.
5. Read and acquire knowledge from updated and current research articles (within 5 years) on the efficacy, current standards, practices, science, and intricacies of 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, M. S., Corey, G. & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole.

Ebook: https://www.vitalsource.com/products/groups-process-and-practice-marianne-schneider-corey-v9781337515719?gclid=Cj0KCQjw3v6SBhCsARIsACyrRAITHxgkm0JczoQ_pbgUOvkPzOUomKod5sZWZGV2_Li4bxs6U1QzAcaAg5GEALw_wcB

Amazon:

https://www.amazon.com/s?k=corey+groups+process+and+practice&i=stripbooks&gclid=Cj0KCQjw3v6SBhCsARIsACyrRAIfRzCn7SAv1aS9tuJ1kTGkJ1TDWPu--Kdf9HI-ZyE0mnGmBZgwndkaAtsuEALw_wcB&hvadid=241647399965&hvdev=c&hvlocphy=9029858&hvnetw=g&hvqmt=b&hvrnd=8434251456098164992&hvtargid=kwd-2065606811&hydacr=22594_10356234&tag=googhydr-20&ref=pd_sl_7acirhoamc_b

Supplemental Texts

- Gladding, S.T. (2016). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Pearson.

Grading Scale

A	95%
A-	93%
B+	90%
B	87%
B-	85%
C+	80%
C	75%
C-	70%
D+	65%
D	60%
D-	58%
E	0%

Grading Policy

A variety of methods will be used to approach the course objectives. These include group process participation, co-facilitating group, discussions, video presentations, didactic presentations, brief lecturing, project presentations, and readings.

Assignments

1. Theoretical Orientation Presentation

Students in groups of 3 to 4 will study a theoretical approach to group therapy and give a presentation (30 minutes including Q&A) to the rest of the class. Presentations should cover the (1) premises, (2) practices, (3) role of the group leader, (4) desired outcomes, and (5) evaluation of the theoretical approaches they are assigned to study. The purpose of this assignment is for you to engage in a critical analysis of group counseling regarding the benefits and shortcomings, strengths and weaknesses, diversity and developmental issues,

current research findings, across all populations including children and adults in a more immersed method. Introductory material about specific theories and approaches are provided from your textbook (Chapter 4), 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 **30% 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 12:00pm the day 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 share 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 **10% 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 refer to Chapter 11 for inspiration, pages 383-421. This chapter has various specialized groups that were formed with specific goals and purposes.
- 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 3-4 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 shared through a presentation in class (i.e., ppt, no more than 3-5 minutes each presentation and no written paper is associated with this assignment). The proposal is worth up to **20% of your grade**.

4. Learning Goals Presentation

Learning Goals Project

Each student will provide 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. Each student 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 **10% of your grade**).

5. Final Exam

The final exam questions will draw from readings, lectures, and in-class discussions based on course topics and activities. It will consist of essay questions, more specifically a case vignette in which you will apply your chosen group counseling theoretical orientation from your class presentation to address various issues and events that may arise in a group counseling session. A case study from a group counseling session will be presented to you, as well as a series of questions to which you will respond in an essay-like approach drawing from the principles and practices of your chosen group counseling theoretical orientation. It would be wise to take good notes from the lectures and in-class discussions so you will be prepared to study for the exam. The proposal is worth up to **30% of your grade**.

Point Breakdown

Categories	Percent of Grade
1. Theoretical Orientation Presentation	30%
2. Reading Reactions	10%
3. Group Proposal	20%
4. Learning Goals	10%
5. Final Exam	30%

Schedule

Date	Topic/Presenters	Activities and assignments due
T May 2 Tuesday	Introduction Syllabus Overview	Intros/activity Field Trip! Break Syllabus/Assign Theoretical Approaches Dates Johari Window – group activity - Kawika Myths about Group Counseling - Julia Wall of Fears activity – Julia and Kawika
Th May 4 Thursday	Introduction to Group Work; The Group Counselor; Multicultural Considerations Article: <i>Whose Multicultural Orientation Matters Most? Examining Additive and Compensatory Effects of the Group's and Leader's</i>	Corey: Chapter 1 Start Group Work Group Work – ground rules, activity, clarification discussion: Julia and Kawika

*Multicultural Orientation
in Group Therapy*

T May 09 Tuesday	<p>Learning to become a group therapist</p> <p>Article: <i>Comparing the effectiveness of individual and group therapy for students with symptoms of anxiety and depression: A randomized pilot study</i></p>	<p>Corey: Chapter 2 Lecture/content delivery</p> <p>Break</p> <p>In-class activity - evocation cards</p> <p>Small group discussion/burning questions – readings</p> <p>Break</p> <p>Video examples of group https://www.youtube.com/watch?v=AzLTyp0ZBx4</p> <p>https://www.youtube.com/watch?v=-vAbpJW_xEc 0-1:45 Microaggression picture slides</p> <p>Theoretical Presentation: Jordan, Rosemay, Kiara, Logan</p>
Th May 11 Thursday	<p>Forming a Group</p> <p>Article: <i>The power of compassion in group psychotherapy</i></p>	<p>Corey: Chapter 5 Group Work</p>
T May 16 Tuesday	<p>Initial Stage of Group</p> <p>Article: <i>Differential effectiveness of group, individual, and conjoint treatments: An archival analysis of OQ-45 change trajectories</i></p>	<p>Corey: Chapter 6 Brief lecture/discussion Orientation to being in group therapy - handout Group Activity – “Me too” Critical Incident: Mr. Soto and Mr. Ortiz (case vignette/study) Briefly discuss readings</p> <p>Theoretical Presentation: Hadyn, Rob, Indra</p>
Th May 18 Thursday	<p>Theories and Techniques; Evidence-Based Practice in Groups</p> <p>Article: <i>Racial-Cultural Events in Group Therapy</i></p>	<p>Corey: Chapter 4 Group Work</p>

	<i>as Perceived by Group Therapists</i>	
T May 23 Tuesday	<p>Transition Stage of Group</p> <p>Article: <i>The impact of strengths based group counseling on LGBTQ young adults in the coming out process</i></p>	<p>Corey: Chapter 7</p> <p>Theoretical Presentation: David, Brett, Josh</p>
Th May 25 Thursday	<p>Working Stage of Group: Performing</p> <p>Article: <i>Using Short-Term Group Psychotherapy as an Evidence-Based Intervention for First-Time Mothers at Risk for Postpartum Depression</i></p>	<p>Corey: Chapter 8</p> <p>Group Work</p>
T May 30 Tuesday	<p>Ethical and Legal Issues in Group Counseling</p> <p>Using a theory in group 8:16-13:33</p> <p>Working with one member 8:51-14:10 (MF)</p> <p>Using the group for one member 1:01-7:58 (WF)</p> <p>Article: <i>Efficacy of group psychotherapy for posttraumatic stress disorder: Systematic review and metaanalysis of randomized controlled trials</i></p>	<p>Corey: Chapter 3</p> <p>Theoretical Presentation: Indra, Melia, Meilani. Lecture – Group work with Veterans</p>
Th June 01 Thursday	<p>Groups in Community & School Settings</p> <p>Article: <i>Evaluation of Structured Assessment and Mediating Factors of Suicide-Focused Group Therapy for Veterans</i></p>	<p>Corey: Chapter 10 & 11</p> <p>Group Work</p>

	<i>Recently Discharged from Inpatient Psychiatry</i>	
	Children' Group: MC approach	
T June 06 Tuesday	Final Stage of Group Irv Yalom http://dbs.lib.byu.edu/counselingvideo	Corey: Chapter 9
Th Jun 08 Thursday	Topics of Interest - Discussion	Sharing your Group Proposal for Diversity, or Age-Related, or Specialized Groups: You can be in your <i>Same small groups</i> or do this individually (3-5 minutes each). Group Work
T Jun 13 Tuesday	Topics of Interest - Discussion	Sharing your Group Proposal for Diversity, or Age-Related, or Specialized Groups: You can be in your <i>Same small groups</i> or do this individually (3-5 minutes each). Group Work
Th Jun 15 Thursday	End-of-the-year Presentations	Students' Learning Goals Presentations (1-2 minutes) Group Work Send out exam right after class
T Jun 20 Tuesday	Last Day	
W Jun 21-24	Spring Final Exam Days 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
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- 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.
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- 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.
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- Dalal, F. (2002). *Race, colour and the process of racialization: New perspectives from group analysis, psychoanalysis, and sociology*. Hove [England: Brunner-Routledge.
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- Dalal, F. (2016). The Individual and the Group. *Transactional Analysis Journal*, 46(2), 88. doi:10.1177/0362153716631517
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- 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.
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- 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
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- 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
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