

Syllabus for Psychology 622: Group Work and Counseling

University of Hawai'i at Hilo

Time/Location		Section	
Instructor		CRN	
Office		Phone	
Office Hours		E-mail	

Overview and Course Objectives:

This course is an introduction to the theory and practice of group counseling/psychotherapy for graduate students. Ethical considerations in the conduct of group-based interventions will be reviewed. Models for therapeutic and psychoeducational group interventions will be presented and relevant research findings will be discussed. Students will co-lead a simulated group intervention, with other students serving as group members. This course will serve as a foundation for students interested in making group interventions a part of their future counseling practice.

Specific learning objectives include:

- to become aware of ethical issues related to the conduct of group therapy.
- to understand the advantages and disadvantages of group-based treatments.
- to understand the therapeutic factors at work in group-based interventions.
- to become familiar with several important group intervention models, including the assumptions, goals, and techniques associated with each one.
- to know how to assess client's readiness for a group-based intervention and be able to decide what type, if any, of group intervention would be most appropriate for a client.
- to identify stages in the development of a group.
- to observe and analyze a meeting of Alcoholics Anonymous.

Required Texts :

Corey (2015). *Theory and Practice of Group Counseling* (9th edition)

This is a Cengage online text. Online access to the Cengage course website:

<https://www.cengage.com/dashboard/#/course-confirmation/MTPP52FNM4RL/initial-course-confirmation>

Yalom, I. D. (2005). *The Schopenhauer cure: A novel*. New York: Harper Collins.

<http://www.amazon.com/Schopenhauer-Cure-Novel-P-S/dp/0060938102/>

Recommended Text:

Yalom, I. D. & Leszcz, M. (2005). *The Theory and practice of group psychotherapy* (5th edition). New York: Basic Books.

<http://www.amazon.com/Theory-Practice-Group-Psychotherapy-Fifth/dp/0465092845/>

Additional Readings: On syllabus and to be assigned. The syllabus, additional readings, and other assignments and resources will be posted on the course website at <http://laulima.hawaii.edu>.

Graded Assignments, Exams, and Course Requirements:

Group Development and Implementation Assignment

You will complete this assignment in conjunction with two other students from the class and you will all receive the same grades. There is a forum on Laulima where you can talk about topics that interest you and put together your groups. Before you do a lot of work on this assignment, please post a short (one page) outline of

what you would like to do on the corresponding Lulima forum for review by the instructor and classmates. This assignment consists of three related sub-assignments:

- a. A group proposal paper (15 - 20 pages. APA format. Two drafts): Construct a detailed and complete written plan for a multi-session counseling group intervention. The proposal should be based on sound theoretical foundations and empirical research findings (if available). The plan should explain how group members will be selected and prepared for participating in the groups, how the group will be structured, the goals of the group, the role of the group leader(s), what will happen in each session, and how leaders will handle typical critical incidents that are likely to arise. The group should be structured and theme-oriented (e.g., focusing on depression, social phobia, eating disorders, career issues, relationship problems, parenting, a medical illness, grief, or some other relatively well-defined problem) rather than a general-purpose, unstructured psychotherapy group. If you are not sure if your topic is appropriate, discuss it with the instructor before you begin. A suggested outline for the proposal will be provided. Papers should be 15-20 pages long, typed, double-spaced, in APA format.
- b. A didactic class presentation (about 1.5 hours) in which you describe your proposal, focusing on the theory behind your group, how to implement at least some of the techniques used, and what you expect will happen during the group sessions. The purpose of this sub-assignment is two-fold: (1) to give you experience in teaching/training a group of people and (2) to teach your classmates and instructor something new, interesting, and useful. Please feel free to include experiential exercises, videos, and time for discussion.
- c. A simulated approximately 1 hour session for your group. You and your classmate will lead this session, the rest of the class and the instructor will participate as simulated group members. I would recommend that you prepare a number of scripts describing the type of problems and issues that you would like group members to simulate. You can give customized life history scripts to some individual group members (about 5 would be enough, but please feel free to write more scripts if you like).

Cengage Assignments

All of the assignments in Cengage are due by 5 pm on Wednesday. Late Cengage assignments will not be graded or receive any credit.

Alcoholics Anonymous paper (approximately 5-10 pages)

You will be required to attend at least one meeting of Alcoholics Anonymous, one of the most popular self-help groups, in the community. It is vital for counselors and psychologists to become acquainted with AA and similar resources in order to be able to make appropriate referrals and to better assist clients who already participate in these groups. These no-cost (or donation only) groups play an important role in our society: the total number of Americans who attend some type of self-help group is greater than the number who are engaged in psychotherapy with a mental health professional.

After attending the group, please write a paper describing what you thought was interesting or important about the group you attended. Do not use the real names of AA members in your paper. What kinds of people attended the group (age, race, socioeconomic background, types of problems)? What was the attitude of the group participants and leaders? How did group members and leaders interact? Did you feel that group members were benefiting from participating in the group? Why or why not? What type of client might be appropriate or inappropriate for referral to this type of group? What role (if any) do religious/spiritual beliefs and practices play in this group? Use Yalom's theoretical framework to explain how the group works (or why it doesn't work). (If

you attend a group with a classmate, please do not discuss your impressions until after you have written your papers -- you may be surprised at some of the differences in what you each noticed! If you do go with a classmate(s), please mention who you went with in your paper.)

Please do not take notes during the AA meeting, as this may upset some people (although taking notes is not "against the rules"). If asked why you are there or who you are, please be honest, most AAers welcome students who are respectful and want to learn about AA. You may want to let the group leader know why you are there before the meeting starts. In general, anyone can attend an "open" AA meeting. There are some "closed" meetings that you should not try to attend. Especially recommended as an insider's introduction to the AA and 12-step philosophy is the AA book *12 Steps and 12 Traditions*.

Weekly Discussion Question Posting

By noon on Wednesday of each week, after you have completed the readings, please post a short message on the Laulima Discussion Forum for that week containing a stimulating discussion question derived from something you read (or watched or listened to) among the assigned materials for that week. Focus on some topic you thought was important, unclear, and/or controversial (maybe you disagreed with something said in the reading). Come to class prepared to elaborate on your question if called upon to do so. Please keep a simple log showing the week and date of your post for each week for each of your primary posts (you do not need to log replies of posts to classmates). At the end of the semester I will want to know how many of the posts you completed.

Discussion Leadership Assignment

During one week, you will be asked to co-lead an approximately 1 to 1.5 hour discussion related to the assigned readings and other materials. You can address or use questions posted by your classmates in the previous section to help you prepare for this discussion. No more than 15 minutes should be devoted to a review of the main points of the assigned materials. The rest of the time should be used to present information and experiences that are related to, but go beyond, the assigned readings. In other words, please tell us or show us something that we do not already know from doing the readings. For example, you can show some short videos, lead dyadic or larger group exercises, and lead discussions related to interesting questions raised in the weekly question postings.

Evaluation and Grading:

Assignment	Points
Group project	30
Cengage assignments	30
AA paper	20
Weekly question postings (CR/NC)	20

Here are the numerical equivalents for each letter grade on assignments: A+ = 100, A = 96, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, D = 65, F = 0. Your final grade for the course will be assigned based on your final numerical score as follows: 95-100 = A, 90 - 94 = A-, 87 - 89 = B+, 83 - 86 = B, 80 - 82 = B-, 77 - 79 = C+, 73 - 76 = C; 70 - 72 = C-; 60 - 69 = D; < 60 = F.

Promoting an Effective Learning Environment:

To promote an effective teaching and learning environment for you, your classmates, and your instructor, please do not have private discussions or use electronics or carry during class unless you need them for a presentation or relaxation exercise.

In addition, out of respect for your other classmates and your instructor, please arrive on time. If you are unable to attend class because of an emergency, please notify me via email as soon as possible. Students having more than one unexcused absence may be dropped from the course and receive either a W or an F for the course.

Professional Conduct:

At my discretion and the discretion of the Director of the Counseling Psychology Program, a student who commits one or more serious professional or ethical mistakes, omissions, or violations may be removed from the course and may receive a W or F for the course. In addition, depending on the seriousness of the mistake, omission, or violation, the student may also face expulsion from the Counseling Psychology Program.

Student Resources:

UH Hilo provides a wide variety of support to students including tutoring, disability services, mental health counseling, and EEO-Title IX support. For updated descriptions of these resources please go here: <http://go.hawaii.edu/zAf>

Class Schedule for PSY 622

[Fill in your names for the class discussion in the rightmost column and your group presentation crew and title in the 3rd column at the bottom](#)

DATE	WK	READINGS, ASSIGNMENTS	Discussion Leaders
Jan 16	1	Introduction to class	
Jan 23	2	Text: Chapters 1-2 Discussion questions and Cengage assignments due by noon and on Wednesday.	Dale and Crystal
Jan 30	3	Text: Chapter 3-4 Discussion questions and Cengage assignments due by noon and on Wednesday.	Faith (Ch 4) Chandler (Ch 3)
Feb 6	4	Readings: Schopenhauer Cure Discussion questions due by noon on Wednesday.	Rachel and Catherine
Feb 9		8:30 – 12:00 (UCB 245, Sunday)	None
Feb 13	5	Text: Chapter 9	Shana

		Discussion questions and Cengage assignments due by noon and on Wednesday.	
Feb 20	6	Text: Chapter 10 Discussion questions and Cengage assignments due by noon and on Wednesday.	Caitlin
Feb 27	7	Text: Chapter 13 Discussion questions and Cengage assignments due by noon and on Wednesday.	Shantel and Caleb
Mar 5	8	Text: Chapters 14-15 Discussion questions and Cengage assignments due by noon and on Wednesday.	Elvie (Ch 14) Ashlee-Jo (Chpt 15)
Mar 12	9	Text: Chapter 16 Discussion questions and Cengage assignments due by noon and on Wednesday.	Sharon
Mar 19		SPRING BREAK	None
Mar 26		PRINCE KUHIO DAY	None
Mar 29		8:30 – 12:00 (UCB 245, Sunday)	None
Apr 2	10	Text: Chapters 17-18 Discussion questions and Cengage assignments due by noon and on Wednesday. AA paper due	Stephen (Ch 17) Lincoln (CH 18)
Apr 9	11	Group Presentation Title and Presenters: Caitlin, Chandler, Shana <i>Transition from high school to college group or an undergrad to grad transition group.</i>	None
Apr 16	12	Group Presentation Title and Presenters: Elvie, Shantel, Lincoln <i>Psychoeducational Group of college students for anxiety (CBT)</i>	None

Apr 23	13	Group Presentation Title and Presenters: Ashlee-Jo, Faith and Crystal – DV related group <i>Some type of substance abuse group</i>	None
Apr 30	14	Group Presentation Title and Presenters: Rachel, Sharon, Catherine <i>Mindfulness/stress management group. For adolescents struggling with depression, anxiety, suicidal ideation (not positive yet).</i>	None
May 7	15	Group Presentation Title and Presenters: Caleb, Stephen, Dale Group counseling for reactive aggressive behavior in the home and work place. (For men?) <i>Supportive-Expressive Therapy for Breast Cancer Patients</i>	None
		Final Draft of Paper due by May 16	None