

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**PCP 637 – Group Counseling**

Melody Palm, Psy.D.

Fall, 2001

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

This course is a study of the essentials of group counseling processes. General group phenomena and current counseling procedures will be discussed. Students will learn about the nature of interpersonal learning, group dynamics, the stages of group development, group interventions, and the selection factors associated with group participation. The course will also study methods of enabling groups to become more creative and growth-facilitating.

**ABOUT THE INSTRUCTOR**

Melody Palm holds a Bachelor of Arts degree in Multiple Subjects, Masters degree in Counseling, Doctorate of Psychology, and a Clear California Teaching Credential. She is an Associate member of the American Association of Marriage and Family Therapy and a member of the American Psychological Association.

**OBJECTIVES**

Upon completion of the course the student should be able to:

1. Utilize the vocabulary necessary to discuss group therapy concepts.
2. Recall the concepts and techniques associated with various group therapy approaches.
3. Identify the main therapeutic factors that facilitate therapeutic change in group counseling.
4. Recognize the behaviors associated with the stages of group development and be able to identify the stage of group development in which a group exists.
5. Recognize and identify the therapist's basic tasks and role in the group process.
6. Recognize the dynamics underlying the operation of group interaction, including transference and countertransference.

7. Support the choice of one group therapy approach over another for specified treatment disorders.
8. Select appropriate assessment techniques and conduct a pre-group interview with prospective members to determine group participation and compatibility.
9. Identify challenging group members and articulate the ramifications of their interactions and how they affect the group dynamics.
10. Recognize his/her characteristic interaction patterns as they occur within a group setting, both as a group leader and a group member.
11. Articulate personal thoughts, feelings, dynamics, and evaluations regarding group processes from the perspective of both a group facilitator and a group member.
12. Clearly state the ethical and professional guidelines for group leaders—including competence, training, and confidentiality.

### **TEXTBOOK**

Yalom, Irvin D. The Theory and Practice of Group Psychotherapy. 4<sup>th</sup> ed. New York: Basic Books, 1995.

### **METHODOLOGY**

The Course will consist of didactic lectures, student presentations, discussion of the assigned text and supplemental readings, small group participation, and class demonstrations that may involve role-playing.

### **COURSE REQUIREMENTS**

1. Completion of all assigned reading. Students are expected to have read the assigned readings prior to class discussion.
2. Attendance, punctuality, and meaningful participation in class activities. More than three class absences will reduce one's grade. Three tardies count as one absence.
3. Conduct research on one specific topic pertaining to group psychotherapy. Research must concentrate primarily on professional press/scholarly resources with a minimum of 10 references. Select research topic from the attached list and discuss with professor. Papers should be 10-12 pages, typed, double-spaced, and *carefully* referenced according to APA. Grade will reflect adherence to writing guidelines. Note: The professor may cite papers that would enhance class discussion.

4. Prepare an oral class presentation on a particular type of group (Topic is to be agreed upon with professor). Presentation should be 10 minutes long (**No Longer**). Provide a one-page overview in outline form for each student with at least three references. Concentration should be on the special considerations, which pertain to working with that particular population. (For example: If you are doing a report on facilitating a group for ADHD boys. Address the concerns and recommendations for working with this type of group of people, not a report on ADHD.
5. Take two (2) written examinations covering material in the assigned text and lectures. The exams are likely to include both objective and essay questions.
6. Write a 4-5 page, double-spaced, personal reflection paper. Reflect and discuss personal feelings and opinions regarding group counseling—benefits; drawbacks; limitations; how you personally envision using groups (or not using groups); and any other personal interaction with the course or text.

**\*\* Professor reserves the right to modify the course requirements and/or grading procedure.**

### **GRADING PROCEDURE**

It is expected that all work will be completed as scheduled. Papers are due at the beginning of class: **7:30 AM** on the due date. Except in cases of *extreme* emergency, late work will be downgraded one letter grade per day. Final grades will be assigned as follows:

Midterm Exam 1	25%	Oct. 17, 2001
Research Paper	25%	Nov. 21, 2001
Personal Reflection Paper	15%	Nov. 30, 2001
Final Exam	25%	Dec. 12, 2001
Class Presentation	10%	Date to be arranged

### **BASIC OUTLINE**

**Content Sequence:** The following is an outline of the sequence of topics to be covered during the term. Students are expected to read the chapters before class so all may participate in discussion of that day's assigned readings. This is a tentative schedule and the instructor reserves the option to revise.

<b>WEEK</b>	<b>DATES</b>	<b>ASSIGNMENT</b>
	(Wednesday/ Friday)	
<b>1</b>	<b>Aug. 31<sup>st</sup> (Wed)</b>	<b>Intro to Course, Syllabus</b>
<b>2</b>	<b>Sept. 5, 7</b>	<b>Ch. 1</b>
<b>3</b>	<b>Sept. 12, 14</b>	<b>Ch. 2</b>
<b>4</b>	<b>Sept. 19, 21</b>	<b>Ch. 3</b>
<b>5</b>	<b>Sept. 26, 28</b>	<b>Ch. 8</b>
<b>6</b>	<b>Oct. 3, 5</b>	<b>Ch. 9</b>

<b>7</b>	<b>Oct. 10, 12</b>	<b>Ch. 10</b>
<b>8</b>	<b>Oct. 17, 19</b>	<b>Midterm; Ch. 4</b>
<b>9</b>	<b>Oct. 24, 26</b>	<b>Ch. 5</b>
<b>10</b>	<b>Oct 31, Nov. 7</b>	<b>Ch. 6</b>
<b>11</b>	<b>Nov. 14, 16</b>	<b>Ch. 7</b>
<b>12</b>	<b>Nov. 21,</b>	<b>Ch. 11</b>
<b>13</b>	<b>Nov. 28, 30</b>	<b>Ch. 12</b>
<b>14</b>	<b>Dec. 5, 7</b>	<b>Ch. 13</b>
<b>15</b>	<b>Dec. 12</b>	<b>Final Exam</b>

### **MINI RESEARCH TOPICS**

1. Instillation of Hope
2. Universality
3. Corrective Recapitulation of Primary Family
4. Development of Socializing Techniques
5. Interpersonal Learning
6. Group Cohesiveness
7. Catharsis
8. Existential Factors
9. Therapeutic Relationship
10. Empathy
11. Consensual Validation & Feedback
12. Adaptive Spiral in Therapy
13. Here-And-Now-Focus
14. Modeling
15. Counselor Interpretations
16. Client Resistance
17. Client Responsibility
18. Scapegoating
19. Self-disclosure
20. Reality Testing
21. Confidentiality
22. Client Popularity & Outcome in Therapy
23. Dreams
24. Transference
25. Transparency
26. Norms
27. Process Illumination
28. Theoretical Approach of W. Bion
29. Theoretical Approach of Whitaker & Lieberman
30. Use of Client's Past
31. Selection of Clients for Group Therapy
32. Attendance
33. Concurrent Individual & Group Counseling
34. Getting a Group Started

35. Measuring Progress in Group Therapy
36. Preparation for Group Therapy
37. Conflict in Group Therapy
38. Help-Rejecting Complainers
39. Problem-Clients
40. Termination

It is recommended that student make sure s/he is able to find enough resources to adequately address the topic chosen. SMSU, Drury, Evangel, and Forest Institute of Professional Psychology are suggested optional sites to access information.

**SPECIFIC DATA**

Prepared by: Melody Palm, Psy. D. August, 2001

### **SELECTED BIBLIOGRAPHY**

- Corey, Gerald and Marianne Schneider Corey, Patrick J. Callanan, and Michael J. Russell. Group Techniques. Monterey, CA: Brooks/Cole Publishing Co., 1982.
- Corey, Gerald. Theory and Practice of Group Counseling (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole, 1990.
- Corey, M. S. and G. Corey. Groups: Process and Practice (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co., 1992.
- Dies, R. “Models of Group Psychotherapy: Sifting through Confusion.” International Journal of Group Psychotherapy. 42(1):1-17, 1992.
- Drakeford, John W. People to People Therapy. New York: Harper & Row, 1978.
- Ehly, Stewart W., and Richard Dustin. Individual and Group Counseling in Schools. New York: Guilford Press, 1989.
- Gazda, George M. Group Counseling: A Developmental Approach. Boston, MA: Allyn and Bacon, 1989.
- Glasser, William. Take Effective Control of Your Life. New York: Harper & Row, 1984.
- Glasser, William. Reality Therapy. New York: Harper & Row, 1965.
- Grayson, Ellis S. The Elements of Short-Term Group Counseling, rev. ed. Larvel, MD: American Correctional Assn., 1992.
- Griffin, Emory A. Getting Together: A Guide for Good Groups. Downers Grove, IL: Inter Varsity Press, 1982.
- Kaplan, H. I. And Sadock, B. J. (eds.) Comprehensive Group Psychotherapy (3<sup>rd</sup> Edition). Baltimore, MD: Williams & Wilkins.

## **ORAL PRESENTATION**

In a 10 minute oral presentation, discuss how Group Therapy would work for special population you have chosen; covering issues such as:

- Preliminary considerations in forming the group
- Role of parents/teachers or other family members
- Guidelines for working with this group
- Legal considerations
- Tactics in the group
- Personal & professional qualifications of the facilitator
- Ideal setting, size, frequency of meeting; closed or open;
- Purpose and rationale
- Variations in group developments-stages
- Termination issues
- Effectiveness—ability to measure
- Permission forms
- Suggested format
- Exercises & techniques utilized
- Goals, objectives
- Basic ground rules
- Rewards & frustrations
- Special issues in establishing trust & dealing with resistance
- Pre-group assessments
- Structure of groups
- Developing sense of belonging
- Cautions
- Difficult members & issues

Note: Provide each student and the professor with a one (1) page outline of points you'll be covering. (If submitted the day before your presentation, AGTS will supply the copies).

## **TYPES OF GROUPS FOR ORAL PRESENTATION**

### **For Children:**

Children of Divorce  
Abused Children  
Children of Alcoholics  
Learning & Behavioral Disorders

### **For Adolescents & Teenagers:**

Personal Growth  
Self-Exploration  
Court Referred  
School Referred  
Substance Abusers  
Children of Alcoholics  
Gender Identity Conflicts  
Unwed Teenage Mothers  
Unwed Teenage Fathers  
Crisis-Oriented Groups  
After Care – following Drug Rehab

**For Adults:**

Theme orientated  
College Students  
Weight Control  
Repeat Dieters  
Substance Abusers, Addictions-ex.: Gamblers  
Aids Patients  
Educational  
Women Victims of Incest  
Long-term Therapy Group for Incest Survivors  
Personal Growth  
Residential Group for Adults  
Sexual Offenders  
Divorce Recovery  
Death/Grief  
Overcoming Homosexuality

**For the Elderly:**

Institutionalized  
Emphasis on Physical Fitness  
Occupational Therapy  
Reality Orientation  
Grief Work  
Pre-retirement & Post-Retirement issues  
Organic Brain Syndrome  
Healthy Aging People  
Bereavement  
Combined Group—Elderly & Adolescents