

## 5780 Group Counseling

**CATALOG DESCRIPTION:** An introduction to group dynamics and group processes as presented and viewed from a systems perspective. Uses of groups for growth, prevention, and therapy are explored. Participation in group experiences, both in class and community placement, is an integral part of the course.

**Instructor:**

John F. Kennedy, M.A.  
1000 Cherry Road  
Memphis, TN 38117

**Semester:** Spring 2008 (1/7 – 5/2)

**Format:** Lecture/Experiential (On-campus)

**Day(s) Class Meets:** Mondays

**Time Class Meets:** 8:15 A.M. – 10:55A.M.

**Office Location:** Ijams Administration Building, Room 205

**Office Hours:** Mondays/Fridays - 1 to 4 by appointment

**Office Phone:** (901) 432-7715

**Email:** [jkenned1@harding.edu](mailto:jkenned1@harding.edu) or [jfk@jfkcpa.com](mailto:jfk@jfkcpa.com)

This course syllabus is an important document for knowing course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

**STUDENTS WITH DISABILITIES:** It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

### I. COURSE DESCRIPTION

This course focuses on experiential learning and your development of interpersonal competency through the small, face-to-face group interaction. The course is designed to give you an overview of group psychotherapy, to help you become acquainted with the group psychotherapy literature, and to prepare you to be leaders of counseling and psychotherapy groups in both Christian and secular settings.

### II. COURSE OBJECTIVES

1. Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following by:
  - a. identifying and discussing principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors,

- and therapeutic factors of group work;
- b. exploring group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
  - c. indemnifying, discussing, and comparing theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
  - d. exploring and practicing group counseling methods, including group counseling orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
  - e. identifying approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
  - f. identifying professional preparation standards for group leaders; and
  - g. identifying ethical and legal considerations involved in group counseling.

### **III. METHOD OF EVALUATING STUDENT PERFORMANCE**

#### **A. Course Requirements**

##### **1. Attendance, preparation, and participation**

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

An additional group experience outside of class will be designed to introduce students to various group practices and techniques. The date and time will be determined with student participation the first two weeks of class. Students participation grade will not include an assessment of students' participation in the outside group experience; however, students will receive individual feedback about their participation in the process.

Self ratings will be also used to help determine the participation portion of your grade. Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 7 of this syllabus for your evaluation. A total of 100 points can be earned in this area.*

**Evaluation of attendance and participation will be based on the following criteria:**

<b>Attendance and Participation Grading Rubric</b>
<ul style="list-style-type: none"><li>• Demonstrates good preparation; knows readings well; has thought through implications of readings.</li><li>• Demonstrates evidence of higher order processing skills according to Bloom's taxonomy.</li><li>• Offers interpretations and analysis of materials (not just recalling of facts).</li><li>• Interacts with other students; able to hear other views and respond professionally.</li><li>• Exhibits strong evidence of insight into personal issues; demonstrates ability to assess group processes and participate appropriately</li></ul>

## **2. Student workbook/video**

Students will watch the assigned Corey Evolution of a Group video and complete the accompanying student workbook pages per the course schedule. Students will turn in the workbooks at the beginning of class the day of midterm and final exams. Points will be awarded based on the quality of responses to the assignment. *This assignment is worth 100 points and is due at the beginning of class at midterm and final exams.*

## **3. Midterm exam**

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the Yalom and Corey text readings and class lectures. *The midterm exam is worth 100 points and will be given February 25, 2007.*

## **4. Two Process Papers**

As part of this course, you will prepare 2 process papers that demonstrate your relating to group counseling via our text and group experience. Your paper should be **5-6 pages long**. This paper must follow APA 5<sup>th</sup> edition style and format. *The two papers are worth 100 points total. The first is due on the day of the Mid-term exam and the second is due the day of the Final exam.*

## **5. Final exam**

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 100 points and will be given April 28, 2007.*

## **B. Grading**

### **1. Scale**

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

### **2. Overview Criteria for Grading**

1. Attendance/Participation	20%
2. Student workbook/video (due Feb 25 <sup>th</sup> & April 28 <sup>th</sup> )	20%
3. Midterm Exam (Feb 25 <sup>th</sup> )	20%
4. 2 Process Papers (due Feb 25 <sup>th</sup> & April 28 <sup>th</sup> )	20%
5. Final exam-(April 28 <sup>th</sup> )	20%
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Total for course	100%

## **IV. CONFIDENTIALITY AND ETHICS INFORMATION**

Active participation in group activities and discussions is a course expectation. In group counseling, it is paramount that participants are informed and provide consent, and that proper safeguards are implemented to protect the confidentiality of their identity and information. It is expected that students and instructors observe the confidential nature of sensitive or personally identifiable information shared during the course.

In addition, I am enrolled in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University. I am required to provide video recordings of my teaching for supervision purposes, and/or report on my teaching experience. The recordings will be held in strictest confidence, and any recordings will be used to evaluate my teaching activities, not the activities of students. Please review and sign the informed consent document for Regent University attached to this course syllabus on page 8. I will provide you with copy of the completed form prior to any video taping. The recordings will only be viewed by my supervisors and myself and will be shredded after viewing.

## V. TEXTS/MATERIALS

### Required Texts/Readings:

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books. (Older editions of this book will not work.) ISBN 0-465-09284-5

Corey, M., S., & Corey, G., (2006). *Groups: Process and Practice* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning. ISBN 0-534-60795-0

*The Bible*. Any translation

Selected research articles or materials to be downloaded and/or collected by students.

### Video and Workbook:

*Evolution of a Group- Workbook and Video* Bundle by Corey & Corey. ISBN: 0-534-36324-5  
The bookstore here at HUGSR has these available as a bundle, which saves a little on the cost.

### Bibliography (recommended but not required texts):

Corey, G., Corey, M. S. & Haynes, R. (2006). *Groups in action: Evolution and challenges*. Thomson—Brooks/Cole. ISBN 0-534-61909-6

DeLucia-Waack, J., Kalodner, C., & Riva, M. Eds. *Handbook of Group Counseling and Psychotherapy*. Thousand Oaks, CA: Sage Publications.

Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

White, J. R., & Freeman, A.S. (Eds.). (2000). *Cognitive-behavioral group therapy for specific problems and populations*. Washington, DC: American Psychological Association.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

**\*\*\*Must use 5<sup>th</sup> edition.**

Paperback ISBN: 1-55798-791-2

Hardcover ISBN: 1-55798-790-4

Spiral ISBN: 1-55798-810-2

Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

## VI. COURSE SCHEDULE *(subject to modification)*

Date	Topics/Assignments Due	Readings
Jan 7 (1)	Introduction to Group Work	Corey: Chapter 1 and 2
Jan 14 (2)	Therapeutic Factors in Group Work	Yalom: Chapter 1, 2, 3, 4
Jan 21 (3)	Role of the Group Therapist Group session #1	Yalom: Chapters 5, 6, 7
Jan 28 (4)	Working in the Here-and-Now Group session #2	Yalom: Chapters 8, 9, 10, 11
Feb 4 (5)	The Advanced Group, Problem Clients, Ethical & Legal Issues Group session #3	Yalom: Chapter 12, 13, 14 Corey: Chapter 3
Feb 11 (6)	Forming a Group and the Initial Stage Workbook pages: 1-31 Group session #4	Corey: Chapters 4 & 5
Feb 18 (7)	The Transition Stage of a Group Workbook pages: 39-51 Group session #5 (end for Regent purposes-see pp. 9-10)	Corey: Chapter 6
Feb 25 (8)	<b>Mid-term exam</b> - Process Paper #1 Due (5-6 pages) Turn in Workbooks at start of exam for first grading	None
<b>Mar 3</b>	<b>No classes – Spring Break</b>	None
<b>Mar 10</b>	<b>No classes – Study Week</b>	None
Mar 17 (9)	The Working Stage of a Group Workbook pages: 56-70 Group session #6	Corey: Chapter 7
Mar 24 (10)	The Ending Stage of a Group Workbook pages: 71-88 Group session #7	Corey: Chapter 8
Mar 31 (11)	Specialized Groups Group session #8-Final group session	Corey: Chapter 9, 10 SELECTED ARTICLES ON RESERVE
Apr 7 (12)	Techniques	Corey: Chapter 11, 12 SELECTED ARTICLES ON RESERVE
Apr 14 (13)	“The In-patient Group	Yalom: 14, 15
Apr 21 (14)	“The In-patient Group”/ Spiritual Issues in Group Counseling	Yalom: 14, 15
Apr 28 (15)	<b>Final exam</b> Turn in Workbooks at start of exam for final grading Process Paper #2 Due (5-6 pages)	

Name \_\_\_\_\_ Date \_\_\_\_\_

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Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

**Yalom: *The Theory and Practice of Group Psychotherapy***

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

\*\*Estimated **minutes** spent on this reading assignment: \_\_\_\_\_ Number of **pages** read: \_\_\_\_\_

\*\*\*\*\*

**Corey & Corey-Groups: *Process & Practice***

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

\*\*Estimated **minutes** spent on this reading assignment: \_\_\_\_\_ Number of **pages** read: \_\_\_\_\_

\*\*\*\*\*

**Assigned Article(s): Author(s): \_\_\_\_\_ (on reserve in library)**

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

\*\*Estimated **minutes** spent on this reading assignment: \_\_\_\_\_ Number of **pages** read: \_\_\_\_\_

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***School of Psychology and Counseling***

**AUTHORIZATION FOR AUDIOVISUAL RECORDING**

**Doctoral Program in Counselor Education and Supervision**

I \_\_\_\_\_, a student enrolled at Harding University Graduate School of Religion in the course 5780-Group Counseling agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. The recordings may be mailed to Dr. James Sells or Dr. Elisabeth Suárez at Regent University via Federal Express and will only be viewed by Dr. James Sells or Dr. Elisabeth Suárez, Regent University; Dr. Ed Gray, HUGSR, and John Kennedy. I also understand that the recordings will be shredded after viewing, unless special permission has been obtained from me.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
John F. Kennedy

\_\_\_\_\_  
Date



**Regent University**  
**Doctoral Program in Counselor Education and Supervision (DPCES)**

**INFORMED CONSENT FOR COUNSELING**

This group counseling experience is being led or co-led by a doctoral counseling student as a required part of the doctoral course, CES 755 Advanced Group Counseling in the Doctoral Program in Counselor Education and Supervision at Regent University in Virginia Beach, Virginia. The doctoral counseling student is required to videotape or audiotape group counseling sessions so the student may receive instruction and guidance in group counseling skills. Tapes will be reviewed by the student's site supervisor and the faculty supervisor of the class. All tapes will be destroyed at the conclusion of the course.

Student name John F. Kennedy

Site (name and address) Harding University Graduate School of Religion 1000 Cherry Road  
Memphis, TN 38117

Inclusive dates of services 01/21/2008 to 02/21/2008

Licensed supervisor name Dr. Ed Gray – Harding University Graduate School of Religion  
(Regent University faculty supervisors - Dr. Jim Sells and Dr. Mark Rehffuss)

**CONFIDENTIALITY**

Information about group members, including case records, is confidential and will be released only under the following conditions, based on the laws that govern the counseling profession in the state of Tennessee:

- a) The doctoral counseling student is using case records (including without limitation audiotapes and videotapes of group counseling sessions) for purposes of supervision, professional development, and research. In such cases, to preserve confidentiality, group members will be identified by first names only;
- b) The group leader and/or co-leaders determine that the group member is a danger to self or someone else;
- c) If I have reason to believe a child or elderly person is being abused or neglected, or that domestic violence has occurred, I have an obligation to file a report with the appropriate office of the State of Tennessee.
- d) If I have reason to believe that harm to self or others is threatened, I have an obligation to warn potential victims and to notify the Police.
- e) If I am compelled by a court of law to provide information, I cannot provide any information without your written authorization or a court order.
- f) If a client or supervisee files a complaint or lawsuit against me, I may disclose relevant information regarding that client or supervisee in order to defend myself.

Confidentiality will be kept by the group leader/coleaders, supervisor, and faculty supervisor. All group members will be informed of their responsibility to maintain confidentiality regarding group members and all discussions and activities that occur during the group sessions, and it will be each group member's responsibility to maintain confidentiality.

In some cases, tapes of group sessions will need to be mailed to the faculty supervisor. Making every reasonable effort to maintain confidentiality, students will send tapes via a secure mail service through which the progressive location of in-transit tapes can be tracked, such as Federal Express, DHL, or a US Postal Service tracked mail system such as Express or Priority Mail. The tapes will also include a confidentiality statement.

Students will also participate in group supervision with the Regent University faculty supervisor using a password-protected site in the online teaching platform, Blackboard. Because this supervision will occur over the internet, every caution is taken to protect confidentiality by security encryption, use of passwords to gain access to the site, and prohibition against using names of group members in discussions. In addition, John will participate in group supervision at Harding University Graduate School of Religion under the direction of Dr. Ed Gray. If you prefer not to grant permission for tapes of the sessions to be viewed by his supervision group, please initial here \_\_\_\_\_.

**RELEASE**

With an understanding of the above requirements and limitations, and acknowledging that the primary purpose of the group counseling sessions is for training of the doctoral student, I agree to participate in group counseling and release the doctoral counseling student and Regent University and its faculty, staff and employees from all claims, causes of action, liability, costs or expenses directly or indirectly arising out of the group counseling.

\_\_\_\_\_  
Group Member Signature

\_\_\_\_\_  
Date

**RELEASE AND INDEMNITY FOR MINORS**

If the group member is a minor, the legal guardian must sign the statement below:

I affirm that I am the legal guardian of \_\_\_\_\_ (group member's name). With an understanding of the above requirements, I do grant permission for my child to participate in group counseling and release the doctoral counseling student and Regent University from liability. I will indemnify and hold the doctoral counseling student, Regent University, its faculty, staff, and employees harmless from any claims, causes of action, liability, costs or expenses asserted by my child.

\_\_\_\_\_  
Guardian's Signature

\_\_\_\_\_  
Date