

NIAGARA UNIVERSITY Fall 2000
Department of Education

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Office Hours: Mon. noon-2:00 p.m.
Tues. noon-2:00 p.m.
Weds. noon-2:00 p.m.

A. Course Number and Title

EDU 669: Group Theory and Applications

B. Catalogue Description

This course examines the various counseling theories applicable to group counseling. Through an experimental mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies.

B. Course Objectives

The student will evidence ability to:

1. shift the counseling focus from an individually-based approach to a systems-based approach.
2. demonstrate counseling sessions using the following major theoretical perspectives:
 - Rationale Emotive
 - Adlerian
 - Existential
 - Person-Centered
 - Gestalt
 - Behavioral
3. articulate how the history of group work evolved into present day group therapy practices.
4. apply the body of research related to group therapy to actual group process in counseling sessions.
5. use different techniques from the various theoretical perspectives in group counseling appropriately for specific client populations.
6. understand how the impact of addictions, domestic violence, rape, post-traumatic stress disorders, juvenile delinquency, divorce, remarriage and other present day challenges will necessitate different group interventions such as therapeutic groups, support groups, peer-centered groups, etc.

C. Methods of Instruction

Textbook assignments will be read by students on a weekly basis. Class time will be designed to integrate and apply the theoretical concepts described in the text. Part of each class meeting will include lecture/discussion of the text topic. The other part of the class meeting will include experientially based exercises and group experiences.

D. Outline of Course Content

WEEK	TOPIC	READING ASSIGNMENT
Aug. 30	Introduction Select Demonstration group	Chap.1
Sept. 6	Ethics Group Leadership Submit Reflections	Chap. 3 Chap. 2
Sept 13	Early Stages in Group Process Submit Reflections	Chap. 4
Sept. 20	Self-evaluation paper due Later Stages in Group Process Submit Reflections	Chap. 5
Sept 27	Video of group session Submit Reflections	
Oct. 4	Adlerian Group Counseling Submit Reflections	Chap. 7
Oct.11	Existential Approach Submit Reflections	Chap. 9
Oct. 18	Person-Centered Approach Submit Reflections	Chap.10
Oct. 25	Gestalt Therapy Submit Reflections	Chap.11
Nov. 1	Behavioral Therapy Submit Reflections	Chap. 13
Nov. 8	Rational-Emotive Behavior Therapy Submit Reflections	Chap. 14

Nov. 15	Reality Therapy Submit Reflections	Chap 15
Nov. 22	Thanksgiving Recess	
Nov. 29	Group Proposals Due Group review and discussion of proposals Submit Reflections	
Dec. 6	Integration of group approaches and issues Group review and discussion of proposals Submit Reflections	Chap. 16 & 17
Dec. 13	Feedback	

E. Course Requirements

Text: Corey, Gerald (2000). Theory and Practice of Group Counseling (5th Ed.) Pacific Grove, CA Brooks/Cole Publishing Company.

F. Evaluation Procedure

Reflections (approximately 15% of final grade)

Reflections will be assessed through portfolio entries and graded and on a four point scale as follows: 4 = excellent, 3 = above average, 2 = average, and 1 = needs improvement. No grade means not acceptable, try again. (Please remember that an average grade for graduate work is very good work and is by no means a negative grade). Criteria for grading is based on relevance of subject and depth of consideration given to the selected concept. Portfolio entries should include reflection on the weekly classes, but may also include other material of interest to students.

Self-Evaluation as Group Leader (approximately 10% of final grade)

Students will write a self-evaluation as a group leader and learner. Discuss in detail significant aspects of yourself as a leader and as a learner. Write an evaluation based on the “Checklist and Self-Evaluation of Group Leader Skills” form focusing particularly on the skills you want to work on during the course.

Demonstration of Group Leadership Skills (approximately 25% of final grade)

Students will demonstrate competency in group leadership skills using a specific theoretical orientation. Students will select one of the following theoretical approaches: Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Rationale Emotive, or Reality Therapy. This exercise will help to familiarize students with various precepts of group work, provide a forum for skill application, and allow opportunity for peer feedback. The instructor will provide individual feedback following the exercise.

Proposal (approximately 50%) of final grade

Each student will write a proposal for a group focusing on a topic of interest to the student. The proposal should include a complete overview of the group focus, theoretical underpinnings, empirical support, target membership, screening and selection, process, activities, goals and objectives, etc. The finished product should be appropriately designed for presentation to colleagues and managers in a human service organization. This assignment will allow students to demonstrate familiarity with research and practice issues related to a specialty area in group work. Proposals will be presented in class to allow for group feedback.