

Niagara University Fall 2005
Department of Education

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Office Hours: By Appointment

I. Course Number and Title

EDU 669: Group Theory and Applications

Required Textbook:

Corey, M. & Corey, G. (2005) *Groups: Process and Practice* (7th Edition) Belmont, CA Brooks/Cole Publishing.
ISBN#: 0-534-60795-0

II. Conceptual Framework:

Niagara University's graduate counseling program adhere to the Eight Core Areas established by the **Council on the Accreditation of Counseling and Related Educational Programs (CACREP)**. **The Eight CACREP Core Areas are listed below along with how EDU 669 addresses these Core Areas. Note: CACREP does not require that all courses meet all Eight Core areas, but requires that areas not addressed below be addressed in other courses.**

1. Professional Identity: Addressed in this course.
2. Social and Cultural Diversity: Addressed in this course.
3. Human Growth & Development: Not addressed in this course.
4. Career Development: Not addressed in this course.
5. Helping Relationships: Addressed in this course.
6. Group Work: Addressed in this course.
7. Assessment: Not addressed in this course.
8. Research and Program Evaluation: Not addressed in this course.

III. Catalogue Description

This course examines the various counseling theories and skills applicable to group counseling. Through an experiential mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies. Emphasis is upon developing skills, under supervised conditions, and applying theories and techniques to actual group situations.

IV. Course Objectives

This course is primarily intended to increase knowledge and skill in the various models of group counseling. 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 major theoretical perspectives and understand the various types of groups (e.g., task groups, psychoeducational, counseling).
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.

V. 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. EDU 669 will be a combination of didactic and experiential elements,

which will include lectures, discussions, demonstrations, videos, experiential opportunities in groups, and supervised practice in leading/co-leading groups in the classroom situation. The **first half** of each class will be set aside for lecture, discussion, and critique of key concepts and practical applications. The **second half** of the class will be for experiential group involvement. The purpose of the group experience is to give you a chance to learn about ways of applying the basic ideas and techniques to group work from the perspective of a member and a leader. The experiential practice is primarily for learning about group process, and thus, it is **not a therapy group**. Do keep a good record of your reactions to this experience and process notes about the group in your reflections, as you will be expected to write about your experience in this group.

VI. Schedule of Topics, Readings, and Papers

Week Number: (1) to (16)

Thursdays 4:20-7:05 pm

<u>Week</u>	<u>Topic</u>	<u>Reading Assignment</u>
1. September 1	Introduction Review Course Syllabus	Chapter 1
2. September 8	Theoretical Orientation in Group Counseling Various Types of Groups Overview of Group Theories	Chapter 1 & 2 Handouts
3. September 15	Video of a Group Session Establishing personal goals	
4. September 22	Ethical Issues Submit Reflections	Chapter 3
5. September 29	Forming a Group Group Proposal Ideas Due Submit Reflections	Chapter 4
6. October 6	Early Stages of Group Development Examining Goals Opening and Closing Group Sessions Theoretical Orientation Paper Due Submit Reflections	Chapter 5
7. October 13	Transition Stage of a Group Self-Assessment Scale Group Presentations Begin Submit Reflections	Chapter 6
8. October 20	Transition Stage of a Group- Cont. Importance of Communication Presentations Submit Reflections	Chapter 6 (cont.)
9. October 27	Child and Adolescent Groups Guest Speaker (?)	Chapter 9 & 10

	Presentations Submit Reflections	
10. November 3	Adult & Elderly Groups Guest Speaker (?) Presentations Submit Reflections	Chapter 11 & 12
11. November 10	Group Structure, Performance, & Intergroup Relations Presentations Submit Reflections	Readings to be assigned
12. November 17	Working Stage of a Group Presentations Submit Reflections	Chapter 7
13. November 24	HAPPY THANKSGIVING- NO CLASS	
14. December 1	Final Stages of a Group Presentations Submit Reflections	Chapter 8
15. December 8	Application and Integration of Approaches Review Group Theories- Pros & Cons Presentations Submit Reflections Terminate Experiential Groups	Corey, G. (2004)
16. December 15	Presentations & Discussion of Proposals Feedback	

Weekly Reflection Papers

There are 11 weekly reflections papers due, each of which should be at least two pages. Each of these papers is worth 4 points maximum. 4=Excellent, 3=Very Good, 2=Average, 1=Needs Improvement. No grade means not acceptable, try again. Reflection papers should be written with the following questions in mind:

1. What stood out for you from today's session?
2. What is the most significant thing you learned today?
3. What still confuses you?
4. How could the facilitator have used the approach in a different way this session?
5. What would you like to see happen in the next session?
6. What aspects of this theoretical approach/group technique do you like/dislike?
7. Additional comments?

Theoretical Orientation Paper and Self-Evaluation as a Group Leader

This paper should be approximately 5-10 pages in length and should include a clear description of your chosen theoretical approach and assessment of self as a group leader and learner. This paper provides the student with the opportunity to look at all of the contemporary theories to determine what concepts and techniques you may incorporate in your own leadership style. Students may choose a single theory and develop their paper on those particular ideas, or students may develop their own unique integrative approach. Students will also include a self-evaluation as a group leader and learner (found on page 56 of Corey & Corey book), in which they should discuss significant aspects of him or herself as a leader and as a learner. This paper should focus particularly on the skills you want to work on during the course and how it relates to your theoretical approach. The theoretical approach portion of the paper will be shared with the class on the evening the student presents their group proposal.

Demonstration of Group Leadership Skills

Students will demonstrate competency in group leadership skills using a specific theoretical orientation. Students will select, or be assigned, a date to demonstrate their chosen theoretical approach and group exercise. The theoretical approaches include: Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Rational-Emotive, Reality, Psychoanalytic (Object Relations) or Integrative. 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.

Group Proposal

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. 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.

Attendance/Class Participation

You are expected to be an active learner, which includes verbally participating in both the class and group discussion. Attendance at full duration of class is expected at each class meeting, unless you have an emergency situation or are seriously ill. For me to credit you with an excused absence, you need to know that it is YOUR RESPONSIBILITY to inform me of such cases immediately. I do expect you to function as a professional in any agency, which means showing up and participating.

Additional Readings:

Barlow, C., Blythe, J., Edmonds, M. (1999). *A Handbook of interactive exercises for groups*. Allyn & Bacon: Needham Heights, MA.

Dansby, V.S. (1996). Group work within the school system: Survey of implementation and leadership role issues. *Journal for Specialists in Group work*, 21, 232-242.

Forsyth, D. (1999). *Group Dynamics*. Belmont, CA: Brooks/Cole Publishing.

Gladding, S.T. (1999). *Group Work: A counseling specialty*. Upper Saddle River, NJ: Merrill.

Kline, W.B., Falbaum, D.F., Pop, V.T., Hargraves, G.A., & Hundley, S.F., (1997). The significance of the group experience for students in counselor education: A preliminary naturalistic inquiry. *Journal for Specialists in Group Work*, 22(3), 157-166.

Malekoff, A. (1997). *Group work with adolescents: Principles and practice*. Guilford Press, NY.

Prout, S.M., & Prout, H.T., (1998) A meta-analysis of school-based studies of counseling and psychotherapy: An update. *Journal of School Psychology*, 36, 121-136

Ritchie, M., & Huss, S.N., (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group work*, 25, 146-156.

Schmidt, J.J. (1999). *Counseling in Schools*. Boston: Allyn & Bacon.