

**NIAGARA UNIVERSITY**  
**Department of Education**  
**Summer 2008**  
**Tuesday and Thursday, 4:00 to 9:00 p.m.**  
**Academic Complex 128**

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**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
  - Psychoanalytic
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. Experiential components of instruction are integral aspects of group process coursework. Consequently, class participation is a key component of any successful group course and will be weighted as such.

**D. Outline of Course Content**

<b>WEEK</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
May 20	Introduction Program Evaluation	
May 22	Ethics Group Leadership	Ch. 1, 2, 3
May 27	Early Stages in Group Process, Later Stages <b>Group Demonstrations Begin</b>	Ch. 4 Ch. 5
May 29	Adlerian, Existential, Person Centered <b>Group Proposals Due</b>	Ch. 7, 10
June 3	Gestalt, Psychodrama, Solution Focused Brief	Ch. 8, 11, 16
June 5	Behavior Therapy, REBT, DBT	Ch. 13, 14
June 10	Reality Therapy, Psycho- Analytic, TA <b>Needs Assessment/ Prog. Evaluation Due</b>	Ch. 15, 6, 12
June 12	Integration of group approaches Group Evolution	Ch. 17, 18

**\*Additional course readings will be assigned during the context of the course.\***

## **E. Text Requirement**

Corey, Gerald (2007). Theory and Practice of Group Counseling, seventh edition.

Pacific Grove, CA: Thompson, Brooks/Cole Publishing Company.

## **F. Evaluation Procedure**

### Participation in Experiential Activities/Group Sessions (40 points)

All students are required to actively participate in experiential activities and group sessions during class time. Each week students will engage in group meetings during which they will either serve as the leader or a participant; students will be part of the same group each week. **Self-disclosure of sensitive information is discouraged and is not advised.** Lack of participation in such activities will result in a reduction in grade or failure of the course.

### Demonstration of Group Leadership Skills (50 points)

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, Reality Therapy, or Psychoanalytic. 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.

### Self-Evaluation as Group Leader (10 points)

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.

### Needs Assessment/Program Evaluation Project (100 points)

Students will be required to identify one area of systemic need within a school district or human services environment and delineate a plan for addressing the organizations need in that area. Plans to determine the success of any implemented programs (program evaluation) must be included within the context of this assignment. Detailed project instructions are forthcoming.

### Proposal (100 points)

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.

**G. Attendance Policy**

Given the short duration of summer courses as well as the experiential nature of this course, attendance is mandatory. **Absences in excess of 2 will result in failure of the course. Students missing more than one class will be required to complete a compensatory assignment.**

**H. Assignment Due Dates**

All assignments are due on the stated dates, with all group activities (e.g., group leadership demonstrations) to be conducted at the mutually agreed upon date and time. No time extensions will be provided and late assignments will not be accepted due to the time constraints of summer sessions.