

**COUN 540: Group
Process Spring
2022**

Professor: Allison Buller, Ph.D., LPC, NCC

Days/times: Wednesday 4-6:30pm

Room: TBD

Contact Information: abuller@bridgeport.edu

Office: Bates Hall, 204 **Office Hours:** Thursday 11-2:00 pm or by apt.

Course Description:

A study of the principles of group counseling dynamics, theory and techniques. Students participate in experiential groups. Emphasis is on developing competencies in self-intervention and growth as well as competence in processes of small group phenomena.

Required Text (s):

Linehan, M., M., (2014). *DBT Training Manual*. New York, NY: The Guilford Press.

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. Cambridge, MA:Perseus Books Group.

Selected Readings:

- Corey & Corey, (2016). *Theory and Practice of Group Counseling*
- Sue & Sue, (2008) *Multicultural Counseling Standards*

2016 CACREP Course Objectives:

CACREP II. F.6.a Theoretical foundations of group counseling and group work.

CACREP II. F.6.b. Dynamics associated with group process and development.

CACREP II. F.6.c. Therapeutic factors and how they contribute to group effectiveness.

CACREP II. F.6.d Characteristics and functions of effective group leaders.

CACREP II. F.6.e Approaches to group formation, including recruiting, screening, and selecting members.

CACREP II. F.6.f Types of groups and other considerations that affect conducting groups in varied settings.

CACREP II. F.6.g Ethical and culturally relevant strategies for designing and facilitating groups.

CACREP II. F.6.h. Direct experiences in which students participate as group members in a small group activity

Class Format:

Group work is an interesting, challenging, dynamic, and rewarding part of the counseling and psychology fields. This class will use an interactive approach to learning and will include lecture and discussion, role playing, and group practice exercises. There will be regular assignments with specific due dates.

Therefore, active class participation is expected. Students are expected to contribute to class discussions, participate in class activities, ask questions, and contribute their ideas about assignments and the material presented in class. They are also expected to complete all reading assignments prior to the class date for which they are assigned.

In the first part of the class we will discuss the components of creating and conducting a therapeutic group. As we get to the second part of class, we will begin a 13-week DBT skill group of our own. Each week we will spend the first few hours of class in lecture/group discussion format. In this setting we will continue our discussion of the theories and concepts associated with group process. Then we will spend the remaining few hours participating in our own group process followed by a group process de-briefing.

Assignments

1. Weekly Journal (5pts each): Submit on Canvas

You will be asked to submit to the instructor a journal entry at the beginning of class. In this journal entry, you will identify one issue from the text or group session that you would like to have discussed further in class. Please elaborate your level of understanding and any context relating to you. Additionally, you will write your personal reflections on your experience. Use these three questions to frame this part of the journal entry, “What I am learning about myself?” “What I am learning about others?” and “What I am learning about groups?” Failure to submit these journal entries as described above and on time will result in deductions in the weekly Journal grade.

2. 10 Weekly Online Quizzes- 10 pts a piece

Ten weekly quizzes will be given throughout the semester. The quizzes will be online via Canvas. You will have one week to complete the timed quiz. Once you start the quiz you will have 20 minutes to answer 5 multiple choice questions. The quizzes are NOT group work; however you can use your book and notes to find the answers. I encourage you not to look-up each answer or else you’ll run out of time.

3. DBT Co-Leader Presentation (25pts): Students will be required to lead the DBT skills group. Adherence to the DBT group skills will be measured using the DBT Group Adherence Scale.

4. 25 Question Final Exam -50 pts

Multiple Choice Exam. Comprehensive.

TENTATIVE CLASS SCHEDULE		2016 CACREP Standards	
01/11	Chapter 1: The Therapeutic Factors		
01/18	Chapter 2: Interpersonal Learning Quiz 1 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.7.D	II.F.6.A II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
01/25	Chapter 3: Group Cohesiveness Quiz 2 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
02/01	Chapter 5: The Therapist: Basic Tasks Quiz 3 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
02/08	Chapter 6: The Therapist Working in the Here-and-Now Quiz 4 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
02/15	Chapter 7: Transference and Transparency Quiz 5 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
02/22	Chapter 8: The selection of clients Quiz 6 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
03/01	SPRING BREAK		
03/08	Chapter 9: The Composition of Therapy Groups Quiz 7 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
03/15	Chapter 10: Creation of the group Quiz 8 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
03/22	Chapter 11: In the Beginning Quiz 9 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.

03/29	Chapter 12: The advanced group Quiz 10 Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.7.D	II.F.6.A II.F.6.E II.F.6.F II.F.6.D II.F.6.H.
04/05	Chapter 13: Problem group members Journal Due	II.F.6.B II.F.6.C II.F.6.G II.F.6.E II.F.7.D	II.F.6.A II.F.6.F II.F.6.D II.F.6.H.
04/12	LAST DAY OF CLASSES		
04/19	Final Exam	II.F.6.B II.F.6.C II.F.6.G II.F.6.A II.F.7.D	II.F.6.F II.F.6.E II.F.6.D II.F.6.H.
This schedule is amendable at the professor's discretion			

CAEP Standards Matrix

UB Learning Outcomes	CAEP 2016 Standards	Curriculum Experience	Outcome Assessment
Define Group Counseling	II.F.6.B II.F.6.C II.F.6.G	<ul style="list-style-type: none"> • Students will explore the dynamics associated with group process and development. • Students will identify therapeutic factors and how they contribute to group effectiveness • Students will apply ethical and culturally relevant strategies for designing and facilitating groups 	<ul style="list-style-type: none"> • Weekly Online Quizzes • In-Class Group Participation • Weekly Reflection Paper • Final Exam •
Explore and experience the manner in which social support may help individuals achieve lifestyle change	II.F.6.A II.F.6.F	<ul style="list-style-type: none"> • Students will identify theoretical foundations of group counseling to group work • Students will identify types of groups and other considerations that affect conducting groups in varied settings 	<ul style="list-style-type: none"> • Weekly Online Quizzes • In-Class Group Participation • Weekly Reflection Paper • Final Exam
Know the advantages of psychoeducational groups for the promotion of wellness	II.F.6.A II.F.6.E II.F.6.F	<ul style="list-style-type: none"> • Students will identify theoretical foundations of group counseling in group work • Students will identify approaches to group formation, including recruiting, screening, and selecting members • Students will explore types of groups and other considerations that affect 	<ul style="list-style-type: none"> • Weekly Online Quiz • Final Exam •

		conducting groups in varied settings	
Explain the nature and function of various types of groups	II.F.6.B II.F.6.C II.F.6.D II.F.6.E.	<ul style="list-style-type: none"> • Students will explore the dynamics associated with group process and development. • Students will identify therapeutic factors and demonstrate how they contribute to group effectiveness • Students will identify characteristics and functions of effective group leaders. • Students will identify approaches to group formation, including recruiting, screening, and selecting members 	<ul style="list-style-type: none"> • Weekly Online Quizzes • Final Exam • In-Class Group Participation
Describe the components involved in the developmental stages of a group's progress	II.F.6.B II.F.6.C II.F.6.D II.F.6.E	<ul style="list-style-type: none"> • Students will explore the dynamics associated with group process and development. • Students will identify the therapeutic factors and how they contribute to group effectiveness • Students will identify the functions of effective group leaders. • Students will identify approaches to group formation, including recruiting, screening, and selecting members 	<ul style="list-style-type: none"> • Weekly Online Quizzes • In-Class Group Participation • Final Exam • Weekly journals
Distinguish between advantages and disadvantages of group counseling vs. individual counseling	II.F.6.B II.F.6.C II.F.6.E II.F.6.F	<ul style="list-style-type: none"> • Students will explore the dynamics associated with group process and development. • Students will identify the therapeutic factors and how they contribute to group effectiveness • Students will identify approaches to group formation, including recruiting, screening, and selecting members • Students will explore the types of groups and other considerations that affect 	<ul style="list-style-type: none"> • Weekly Quizzes • Final Exam • Weekly journals

		conducting groups in varied settings	
Describe specific skills used by the group counselor	II.F.6.D II.F.6.E II.F.6.F II.F.7.D	<ul style="list-style-type: none"> • Students will identify the characteristics and functions of effective group leaders. • Students will identify approaches to group formation, including recruiting, screening, and selecting members • Students will explore types of groups and other considerations that affect conducting groups in varied settings • Students will demonstrate knowledge of procedures for identifying trauma and abuse and for reporting abuse 	<ul style="list-style-type: none"> • In Class Group Participation • Weekly Quizzes • Final Exam • Weekly Journals
Communicate effectively on a verbal and nonverbal level	II.F.6.F II.F.6.D II.F.6.H.	<ul style="list-style-type: none"> • Students will explore types of groups and other considerations that affect conducting groups in varied settings • Students will identify characteristics and functions of effective group leaders. • Students will participate in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term 	<ul style="list-style-type: none"> • In Class Group Participation • Weekly Journals
Identify the basic principles of group dynamics and the therapeutic ingredients of groups	II.F.6.B II.F.6.C	<ul style="list-style-type: none"> • Students will explore the dynamics associated with group process and development. • Students will identify the therapeutic factors and how they contribute to group effectiveness 	<ul style="list-style-type: none"> • Weekly Quizzes • Final Exam • Small Group Proposal paper (see rubric)

<p>Demonstrate effectiveness in the role of group leader, member and process observer</p>	<p>II.F.6.C II.F.6.E II.F.6.F II.F.6.H II.F.6.D</p>	<ul style="list-style-type: none"> • Students will identify the therapeutic factors and how they contribute to group effectiveness • Students will identify approaches to group formation, including recruiting, screening, and selecting members • Students will explore types of groups and other considerations that affect conducting groups in varied settings • Students will participate in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term • Students will identify characteristics and functions of effective group leaders. 	<ul style="list-style-type: none"> • In Class Group Participation • Weekly Quizzes • Final Exam • Weekly journals
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