

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

This course provides an overview of theoretical concepts and practical issues related to group counseling. The course covers counselor issues, client selection criteria, client and group preparation, group structuring, group processes, evidence-based group practice, multicultural competence, and basic therapeutic techniques. Students will acquire basic skills in leading group counseling sessions and dealing with difficult situations through experiential exercises. The purpose is to introduce students to concepts of group dynamics and development as well as the practical aspects of leading a group. Discussion of structured and unstructured groups as well as group settings and purposes will be included.

Please note that the schedule, readings, and policies are subject to change at the instructor's discretion.

### Prerequisites

MULTICULTURAL/DIVERSITY GUIDELINES AND COMPETENCIES:


You are expected to be familiar with the **APA and APA Division 17 Multicultural Guidelines and Competencies**.

Please read and become familiar with the information in the following links: <http://www.apa.org/pi/multiculturalguidelines.pdf> (<http://www.apa.org/pi/multiculturalguidelines.pdf>), and <http://www.div17.org/mccomp.html> (<http://www.div17.org/mccomp.html>).

Practice Guidelines for Group Psychotherapy (AGPA):

<http://www.agpa.org/guidelines/AGPA%20Practice%20Guidelines%202007-PDF.pdf> (<http://www.agpa.org/guidelines/AGPA%2520Practice%2520Guidelines%25202007-PDF.pdf>)

### Materials

Item	Price (new)	Price (used)
 Groups 10E - Required by Corey, M	199.95	150.00

### Learning Outcomes

#### Theory and practice of group counseling

To learn major concepts in contemporary theory and practice of group counseling.

#### Group structures and processes

To develop a rationale for different group structures and processes.

#### Practical group skills

To experience practical group skills by forming, conducting, and ending a mock counseling group.

### Grading Scale

A	95%
A-	90%
B+	85%
B	80%
B-	75%
C+	70%
C	65%
C-	60%
D+	55%
D	50%
D-	45%
E	0%

### Grading Policy

A variety of methods will be used to approach the course objectives. These include lectures, discussions, video presentations, in-class role-plays, project presentations, participation in a weekly mock group during class, readings, and handouts.

### Participation Policy

Students may receive up to 50 points for perfect attendance and regular participation. *Much of the interactional and experiential learning for this course will take place during class activities*; therefore, **ten (10) points** will be deducted from the attendance/participation portion of the grade **for each absence**, regardless of the reason. Lack of participation in class discussions may also result in a deduction of five (5) points for each class discussion or activity not engaged in. **One (1) point** will also be deducted **for each time a student is late**. Students are responsible for any announcements made during missed classes.

### Attendance Policy

See Participation Policy.

## Assignments

### Assignment Descriptions

#### Reading Log 1

May  
17

Due: Friday, May 17 at 11:59 pm

Highlights of your readings, bullet points acceptable. You are encouraged to structure your log around your learning goals.

#### Reading

Students will read all chapters from the textbook and other supplemental readings as assigned. Access to supplemental readings will be provided by the course instructor.

***Students are responsible to read the material before coming to class. Reading logs will be due every two weeks. The readings are worth up to 20 points.***

#### Reading Log 2

May

## Reading

Students will read all chapters from the textbook and other supplemental readings as assigned. Access to supplemental readings will be provided by the course instructor.

**Students are responsible to read the material before coming to class. Reading logs will be due every two weeks. The readings are worth up to 20 points.**

## Group Proposal

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May  
30

Due: Thursday, May 30 at 11:59 pm

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### **Proposal for Diversity, or Age-Related, or Specialized Groups**

Assigned groups of students will generate a group proposal for a diverse/age-related (e.g., multicultural, children, adolescents, adults, and elderly, etc.) or specialized (e.g., trauma stress, disabled persons, anger management, military personnel, divorce support, etc.) population.

- To complete the assignment, students should follow the guidelines found in the Corey test—specifically the bulleted points on pages 148-149. Students can also refer to the group proposals on pages 335-351, and those contained in Chapter 11 for inspiration.
- Group proposals can be for a variety of target populations and can be a combination of the types of groups listed above. Students can work in groups of two or individually.  
**The purpose of this assignment is to give you the opportunity to practice creating a proposal for a group you think you might be likely to lead in the future.** Proposals will be turned in to be graded but will also be shared among class members. The proposal is worth up to **30 points**.

## Discussion of Yalom Chapter

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Jun  
07

Due: Friday, Jun 07 at 11:59 pm

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Please respond to the following prompts, then respond to at least two of your classmate's posts:

"What caught my attention most in Yalom's chapter on working in the here and now was \_\_\_\_\_ because \_\_\_\_\_."

"The strengths and limitations I see in this approach are \_\_\_\_\_"

## Attendance and Participation

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Jun  
13

Due: Thursday, Jun 13 at 12:30 pm

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See Participation Policy

### **Attendance and Participation**

Students may receive up to **50 points** for perfect attendance and regular participation.

Because much of the interactional and experiential learning for this course will take place

class discussions may also result in a deduction of 5 points for each class discussion or activity not engaged in. **1 point will also be deducted for each time a student is late.** Students are responsible for any announcements made during missed classes.

### Theoretical Orientation Presentation

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Jun  
13

Due: Thursday, Jun 13 at 11:59 pm

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#### 1. **Theoretical Orientation Presentation**

Students in pairs will study a theoretical approach to group therapy and give a short (10-15 minute) presentation to the rest of the class. Presentations should cover the premises, practices, role of the group leader, desired outcomes, and evaluation of the theoretical approaches they are assigned to study. Introductory material about specific theories will be provided, though students are encouraged to include outside sources as necessary. Students will also put together a handout summarizing the orientations for the rest of the class. The presentation is worth up to **20 points**.

### Reading Log 3

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Jun  
13

Due: Thursday, Jun 13 at 11:59 pm

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Highlights of your readings, bullet points acceptable. You are encouraged to structure your log around your learning goals.

#### **Reading**

Students will read all chapters from the textbook and other supplemental readings as assigned. Access to supplemental readings will be provided by the course instructor.

**Students are responsible to read the material before coming to class. Reading logs will be due every two weeks. The readings are worth up to 20 points.**

### Learning Goals Presentation

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Jun  
17

Due: Monday, Jun 17 at 11:59 pm

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#### **Learning Goals Project**

Students will be asked to set one to three learning goals at the beginning of the semester. Minimal guidelines will be provided, and learning goals will be approved by the instructor. Examples of learning goals might be: learn more about client's perspective of group, gain better understanding of the power of group, increase multicultural competence in group therapy, learn more about the research in group therapy, gain better understanding of the role of a therapist in group, etc. Creative ideas are encouraged.

Students will give a 15-20 minutes presentation to the class at the end of the semester about their experience focusing on their learning goal(s) this semester and what they learned (worth up to **30 points**)

Jun  
17

Due: Monday, Jun 17 at 11:59 pm

Includes participation, notes, and activity.

### **Mock Group Learning Experience**

Each student will participate in a series of role-plays or mock groups led by class members (on a rotating basis) or by the instructor.

- By the second class period, each student will write a one to two page description of their character (including background/history, presenting problem, issues that may unfold later in the group, typical interaction style, etc.) and create a genogram detailing family relationships for their character.
- Students are encouraged to “step into” their roles through a variety of out-of-session activities (e.g., keep a journal detailing a day from the point-of-view of the chosen character, read about struggles faced by character, etc.)
- Students will sign up to act as a group leader at least once during the semester. Students from the CPSE doctoral program will lead twice during the semester. When not acting as a group leader, students will be group participant (with assigned role) each class period during these experiential mock groups. These groups will be conducted during class time during nearly every class period.

**Experiential simulations are intended to illustrate group phenomena and will not function as group therapy.** Participation will be voluntary and by informed consent. We will do our best to maintain a safe environment, free from pressure for self-disclosure. The purpose is not to provoke anxiety or intrude upon the personal lives of the students, but rather to stimulate curiosity and awareness of how groups work.

Participation in the mock group learning experience will include:

- **Experiential interventions:** students will be asked to find and utilize, jointly as co-leaders, an experiential activity/intervention (e.g., ice breaker, process development activity, psychodrama) designed for group therapy during at least one of the sessions they lead the mock group.
- **Group notes:** Class members will be asked to write a group note for each experiential group session. The note should be reflective of major group themes, conflicts, or process interactions that occurred during the session, and it may also provide a conceptualization of group needs and progress. The notes may be written according to

lines) about one group member's work during the session as well as a brief conceptualization on this member. Students are encouraged to write the adjunctive note about a different group member each week. Example notes will be provided by the instructors.

Group notes will be due every two weeks. These notes in conjunction with participation in the mock group experience and the experiential intervention, are worth up to **50 points**.

- If a student elects not to participate in the above mock group experience, s/he may choose to participate in one of the two alternatives below, without penalty:
  - **Alternative 1:** Class members can choose to be in a group at the Counseling and Psychological Services (CAPS) or BYU Comprehensive Clinic (CPSE doctoral students may not participate in a CAPS group). In order to avoid disruption of these ongoing groups, if a class member chooses this option, s/he will be required to attend the group for the entire semester or term. Those wishing to engage in such groups need to do so as a participant, not an observer. Your instructors will help make this arrangement if a student so desires. Everyone choosing this alternative will be encouraged to write a reflection of their own group experience at the end of the term (note: it is critical to protect the privacy of other group members in this paper). These reflections will be confidential and note graded. This is worth up to 50 points, based on qualitative evaluation of content. 5 points will be deducted for each session missed.

**Alternative 2:** class members can choose to write a 25-page academic paper on group counseling or therapy. This option will be available for any student who does not want to participate in either of the two group options above. The topic is to be mutually agreed upon by the student and instructor. This is worth up to 50 points, based on a qualitative evaluation of content and technical presentation such as format, spelling grammar, etc.

### Diversity Research Paper - Final Paper

Jun  
18

Due: Tuesday, Jun 18 at 11:59 pm

#### ***Diversity and Multicultural Factors in Group Work***

Students will write a 4-5 pages (not including references) research and reflection-based paper outlining their current understanding of working with issues of diversity, prejudice, and discrimination in groups. Students will reflect on the importance of understanding their own social and cultural context as well as the contexts of group members to create an effective group environment. (Worth up to **30 points**)

#### **Point Breakdown**

Attendance	21.74%
Reading Logs	8.7%
Group Proposal	13.04%
Theory Presentation	8.7%
Mock Group	21.74%
Learning Goals	13.04%
Diversity Research Paper	13.04%

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### Academic Honesty

character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the



have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Schedule

Date	Column 1	Column 2
Week 1		
T Apr 30 Tuesday	Introduction to the Course and Class Members Explanation of Syllabus Group Activity	Assign Theoretical Approaches Pick Mock Group Roles & Leadership Times Sign Consent Forms
Th May 02 Thursday	Group Video Mock Group Guest leaders: Alicia Doman and Adam Scalese - Learning to become a group therapist	<b>1-2 Page Description of Mock Group Role and Genogram Due</b>
Week 2		
T May 07 Tuesday	Introduction to Group Work; The Group Counselor; Multicultural Considerations Mock Group - Maddy and Rachel / Lindsay and Christian	Corey: Chapters 1 & 2

Th May 09 Thursday	<p>Forming a Group</p> <p>Mock Group</p> <p>Guest Lecture/Leader Dr. RD Boardman - Native Talking Circles and General Process</p> <p>Guest Lecture by Dr. Sara Owen on leading a group for military veterans- Director of Psychology Practicum Program, PTSD Clinical Team, VA Salt Lake City Health Care System</p>	Corey: Chapter 5
Week 3		
T May 14 Tuesday	<p>Initial Stage of Group</p> <p>Group Video</p> <p>Mock Group</p> <p>Guest Lecture/Leader: Dr. Kristina Hansen; Group in a school setting, General process, Reconciling Faith and Sexuality</p>	Corey: Chapter 6
Th May 16 Thursday	<p>Theories and Techniques; Evidence-Based Practice in Groups</p> <p>Mock Group - Dane and Haeun / Jeremy and Lindsay</p> <p>Guest Presenter: Dr. Kara Cattani, Associate Director of Clinical Services in CAPS; Compassion-focused therapy</p>	<p>Corey: Chapter 4</p> <p><b>Reading log (Ch: 1-2, 4-6) &amp; Group Notes Due</b></p>
Week 4		
T May 21 Tuesday	<p>Transition Stage of Group</p> <p>Group Video</p> <p>Mock Group</p> <p>Guest Lecture/Leaders: Dr. Mark Beecher and Dr. Derek Griner; Reconciling faith and sexuality, Compassion-focused therapy, Eating concerns and body image, Sexual concerns, General Process</p>	Corey: Chapter 7
Th May 23 Thursday	<p>Working Stage of Group: Performing</p> <p>Group Video</p> <p>Mock Group Jacob and Delbert - full group twice</p> <p>Guest Lecture: Dr. Russ Bailey; Anxiety groups</p>	Corey: Chapter 8

M May 27 Monday	<b>Memorial Day</b>	
T May 28 Tuesday	Ethical and Legal Issues in Group Work Groups in Community Settings Mock Group Guest Leader: Dr. Mike Buxton	Corey: Chapters 3 & 11
Th May 30 Thursday	The Here-and-Now Mock Group Guest Lecture/Leader: Dr. Louise Wheeler; Multicultural forum and Sexual trauma recovery and empowerment	Yalom: Chapter 6 (online from Library) <b>Group Proposals Due</b> <b>Reading log (Ch 3, 7-8, 11) &amp; Group Notes Due</b>
F May 31 Friday	<b>Spring Instructor Ratings Open</b>	
Week 6		
T Jun 04 Tuesday	Final Stage of Group Video Mock Group Guest lecture/leader: Dr. Ben Salazar; DBT groups, general process, pre-group screenings and live post-process	Corey: Chapter 9
Th Jun 06 Thursday	Mock Group - Dane and Seth / Maddy and Rachel Guest lecture: Dr. Dianne Nielsen; OCD groups	Corey: Chapter 10
F Jun 07 Friday		
Week 7		
T Jun 11 Tuesday	Theoretical Approaches/Projects Group Video	<b>Theoretical Approach/Project Presentations</b>
Th Jun 13 Thursday	Theoretical Approaches/Projects Group Video	<b>Theoretical Approach/Project Presentations</b> <b>Reading Log (Ch 9, 10; Yalom Ch 6) and Group Notes due</b>
Week 8		
T Jun 18 Tuesday	<b>Spring Exam Preparation (06/18/2019 - 06/18/2019)</b>	<b>Diversity Research Paper Due</b>
W Jun 19 Wednesday	<b>First Day of Spring Final Exams (06/19/2019 - 06/20/2019)</b>	

Th Jun 20 Thursday

**Final**

Final Exam:

341 MCKB

7:00am - 8:50am