Instructor: Nicole Lozano, Ph.D.
Office Hours (A104G): Wed. 930AM-330PM or by appointment

Class Time & Location: W 5-7:50 | Academic 219
E-mail address: nicole.lozano@angelo.edu

**Course Overview and Goals:**
The purpose of this course is to introduce you to the major theories and common techniques used in group counseling, utilizing lectures, discussions, and experiential activities. By the end of this course, you will be able to:

1. Discuss personal values, ethical concerns, and societal laws as these relate to the group counselor and counseling group theory.
2. Demonstrate a knowledge of common group theories, therapeutic factors, and mechanisms of change in group therapy.
3. Identify appropriate goals for group therapy in a variety of settings and client populations.
4. Better understand group dynamics and describe models of group development.
5. Engage in and learn from a training group experience, including viewing clients from a cultural context.
6. Reflect as a member or a therapist during and after group experiences on what is happening, behaviors, and interventions that would effectively move yourself or the group toward unified goals.

**Required Texts:**

**Additional Readings as Assigned**

**Course Evaluation:**
**Group Experience (15 pts)**
This class is a highly experiential course, meaning that we will often be practicing group counseling techniques through role plays or training groups within class. This will often be demonstrated in the presence of your peers and you are expected to actively participate. A training group is not the same as a psychotherapy group. Participants are encouraged to work on personal goals but carefully select issues they do not mind sharing with classmates and a professor. For example, a training group might be a good place to work on interpersonal behaviors like being more outgoing or intrapersonal goals like being less of a perfectionist. It is not a good place to work on highly personal issues like addictions or recovery from childhood abuse. Each class students will take turns as facilitators and participants. The professor will act as a consultant and will be available for coaching if the facilitators are unsure of what to do next. At the end of each group experience, students will have a few minutes to write notes about their own experience and to share process observations.

This training group format has some advantages and some risks. The principle advantage is that each student has the opportunity to experience a group as both a facilitator and a participant with others who are learning about group dynamics. The risks of this training format include emotional discomfort and loss of confidentiality. Some of the risks of this training format are associated with the dual relationships that will occur as a result of the group process. You will move back and forth between being a participant and facilitator. Your fellow participants will be classmates. Your professor will observe the group and coach the facilitators. You have probably dealt with these risks in other psychology classes when deciding how much to self-disclose in a class discussion or deciding whether to describe a
personal problem in a role play. There are things we can do together to lower these risks. We can all be careful about protecting one another’s confidentiality. We can be careful not to choose activities that feel too risky. You can monitor your own comfort and let the group know if there is a question you don’t want to answer or an area you don’t want to explore. Participation in the training group is not graded so that students don’t feel pressured to disclose in a way that is uncomfortable.

**Professionalism (5 pts)**

An important part of being a group counselor is being a professional. Indicators of professionalism for this class will include: class attendance, class participation, group participation, effort, desire and willingness to learn from others, self-reflection, openness to feedback, treating others with respect, good interpersonal skills, and maintenance of proper boundaries. Good participation is demonstrated by the following activities:

1) Ask questions, offer perspective, share ideas & reactions
2) Participate in all activities to the best of your ability
3) An expectation that your participation will move along a continuum that follows normal group development (you will build on your own process throughout the course)

**Group Theory Presentation (50 pts)**

The Yalom text and discussion will focus on an interpersonal approach to group therapy in depth. However, there are other theoretical approaches and you will have an opportunity to explore these alternative approaches in your group presentations. Your presentation should cover three main topics:

1. Theoretical approach to group therapy,
2. Key strategies used in this approach, and
3. Research support.

Presentations will focus on one of the following theories: psychoanalytic, gestalt, cognitive-behavioral, solution-focused, existential, or motivational-interviewing. Your presentation should draw upon at various sources (e.g., a chapter from Corey; two other theoretical sources; at least one research study). Additionally, you will need to send out to your students an article or something for them to read about the theory you are discussing. Following your presentation, you will have a chance to facilitate our training group using skills and activities drawn from the approach you presented.

**Theory Paper (5 pts):**

The theory paper is to be turned in individually at the time you present, and should summarize what you discussed in class. Ideally, this is a way that you believe groups work to facilitate change. This is meant to be a critique of theory you presented on, with an explanation of why this theory would work, as well as times when it would not work. The theory paper must be 2-3 pages in length (not including references), and include references. This paper may be written in first person.

**Function Paper (10 pts)**

Address four separate principles related to group function (i.e. roles, norms, communication, competition, leadership, group energy, safety, etc.). You may use specific examples from the in-class support group to support your work. The function paper must be 5-6 pages in length (not including references), and include at least five references. This paper is to be written in the third person.

**Group Proposal (15 pts)**

Create a fictional group that you might facilitate as a professional counselor. Take each of the concepts we discussed in class (theory, group formation, initial stage of group development, group facilitation, middle stage of group, ending a group, problem situations, potential role of online counseling or support for your group, problem situations, and ethical practice) and describe how these concepts would pertain to your fictional group. The final paper should be 15-20 pages in length (not including references), and must include at least ten references. This paper is to be written in third person.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Syllabus, Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 23</td>
<td>Interpersonal Learning &amp; Training Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 30</td>
<td>Therapeutic Factors &amp; Group Cohesiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 6</td>
<td>The Group Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 13</td>
<td>Transference &amp; Client Selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td>Group Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 27</td>
<td>Stages of Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 6</td>
<td>Problems, Ethics, and Specialized Groups</td>
<td></td>
<td>Function Paper</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 20</td>
<td>Psychoanalytic Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 27</td>
<td>Gestalt Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>Existential Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 10</td>
<td>Solution Focused Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 17</td>
<td>Motivational Interviewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 24</td>
<td>Cognitive Behavioral Groups</td>
<td></td>
<td>Group Proposal</td>
</tr>
<tr>
<td>May 1</td>
<td>Final Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SYLLABUS DISCLAIMER**

This syllabus constitutes an agreement between the student and the instructor. Your continued enrollment in this course constitutes your agreement to abide by the terms of this syllabus. If changes must be made to the schedule or to any other aspect of the syllabus, all students will be notified in class and in writing as soon as possible. Any changes made to the course policies or the schedule/calendar will apply to all students.

**Grades in this class will be based on the following scale:**

- **A**: 89-100 pts
- **B**: 79-88 pts
- **C**: 69-78
- **F**: 69 or below
Competency:
When you successfully pass this class, I am indicating that I have full faith in your ability to practice the APA & ACA Principles of beneficence and nonmalfeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. Thus, earning a passing grade in this course does automatically move you forward if I am concerned about your competency as a therapist. If this is the case, I will give you a grade of “I” for the course, and will work with you on a remediation plan to bring you to level. I will be utilizing APA’s Benchmarks of Competency, distributed at the start of class, as a gauge for your ability to be deemed competent in the course. If there are any concerns, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If you have any concerns about yourself or another student, I ask that you share those with me as well.

Attendance and Participation:
Attendance and participation are required (unless approved or excused by the instructor). The nature of the learning activities for this course makes attendance and active participation critical. Students who do not attend class meetings regularly, arrive late consistently, or who fail to participate in meaningful ways will receive 5-10 points deducted from their final grade, at the discretion of the professor.

With that said, I do ask my graduate students to pick one day where they will not attend class and spend the time practicing self-care. This is a challenging profession, and we must learn how to set boundaries and care for ourselves. You will need to submit a 500 word summary of what we would have covered in class by the start of the class you would miss, to indicate that you are staying up-to-date on the information. You cannot take a self-care day on the last day of class.
Other things of note:

**Policy on Children in Class:**
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Additional Support:**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**Laptops & Technology:**
All assignments must be submitted through Google Drive. When you are ready for me to grade the assignment, you will add me as a collaborator. This will allow me to real-time edit documents and for you to make any adjustments needed for future assignments. Additionally, Google Docs/Drive allows me to see comments/changes that you make. It’s a powerful tool and I will help you with the learning curve that inevitably exists when one requests changes.

**ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS**

**Disability Services**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford (dallas.swafford@angelo.edu)
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Title IX
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator: Michelle Nicole Boone (michelle.boone@angelo.edu). You may also speak with her if you need help with pregnancy accommodations.

I also want you to know that I will seek to keep any information you share with me private to the greatest extent possible, but as a professor, I have a mandatory reporting responsibilities to share information regarding sexual misconduct and crimes I learn about to make our campus safer for all. This includes in written assignments or conversation. This is called being a “Responsible Employee” is a legal responsibility that I have to uphold. It is meant to connect you with resources and to inform you of your options in addressing the report.

Conduct Policies

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.