Group Counseling
(PSY 6324.)
Summer 2020

Instructor: Dr. Drew Curtis
Office: A204D
Email: drew.curtis@angelo.edu
Office Hours: Virtual: Tue. 8:00-12p.m. or by appointment
Phone: 325-486-6932

Required Text:

Recommended Text:

Course Description:
Review of the major theories and techniques of group counseling. Pre-practicum application of selected group counseling methods.

Course Objectives:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learn to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in counseling

Student Learning Outcomes:
By the end of this course, you should:
1. Articulate a knowledge of historical and contemporary theories of group psychotherapy
2. Demonstrate a knowledge of therapeutic factors and mechanisms of change in group therapy
3. Identify appropriate goals for group therapy in a variety of settings with different client populations
4. Better understand group dynamics and describe models of group development
5. Engage in and learn from a training group experience
6. Reflect as a member or a therapist during and after a group experience on what is happening and on behavior and interventions that would effectively move yourself or the group toward identified goals

Course Expectations
Readings
It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.
***If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!

Policies/Expectations
1. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
2. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
3. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project. Please do not ask your instructor for a grade change, bump, or any alteration of your grade at the end of the semester. By asking your instructor to do this, you are fostering
a dynamic of opposition for your instructor.

4. Students will be expected to access the Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.

5. The instructor reserves the right to use plagiarism prevention software.

Class Sessions

- The majority of the class will involve reading, discussion, and an experiential training group.
- Experiential means 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. You are expected to participate in experiential class role-plays or training groups. We will do this virtually (via Collaborate, Zoom, Webex, or Microsoft Teams).
- **A training group is not the same as a psychotherapy group.** Participants are encouraged to work on personal goals that will assist in their professional development as student-therapists and 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 tendencies for perfectionism. It is not a good place to work on highly personal issues like addictions or recovery from childhood abuse. The ASU counseling center is a good place for these issues.
- Each class student 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 what to do next. The first session will be used to establish ground rules and introduce the theme of personal awareness.
- At the end of each group experience, students will have a few minutes to write notes about their own experience and 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.
- Class attendance is **mandatory**
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

*DISCLAIMER: This class may examine a variety of cultural and personal issues and subjects students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.*

Communication

- Email is the **best** way to contact your instructor.
- All emails should include this course name in the subject line.
- All emails should include your first and last name.
Grades

Reading Reactions/Discussions: It is very important that you read, participate in discussion, and maintain a high level of professionalism when responding to your instructor and peers. Students will prepare, prior to each class, a response of discussion questions/reactions based on their readings or peer presentations. These questions/responses are meant to help you prepare for class discussions and as such you should read assigned readings prior to class or relevant readings of your peer presentations. Discussions will be based upon reading. Thus, failure to do these assignments will negatively impact your participation grade. There will be weekly discussions, totaling 8 discussions. Each week you will be expected to complete the reading reaction form based on that week’s assigned readings and post it on BB (please do this early, so that your peers can respond). You will also need to respond to at least one reading reaction from each of your peers. Students participating fully, with thoughtful relevant comments in their own reading reactions and in their replies to their peers will be given full credit (questions/comments that go beyond the text). Minimal and/or redundant comments will earn partial credit. Posts should elaborate on course material, include references to the textbook and can include scholarly articles, and also provide at least one thoughtful question. As a general reference, reading reactions should need to be at least 500 words and fewer than 2000 words. Replies need to be between 50 to 150 words. Each discussion will require students to create at least 1 reading reaction and 1 reply to all other students’ posts. Extra posts/replies will not be granted extra credit.

Post = 15 pts  Replies = 5 pts.

Quizzes
There will be 8 quizzes given throughout the semester. You are unable to work with anyone else or use information from anyone else on your quizzes; you must work alone. Quizzes are implemented to promote and assess students’ knowledge of terminology and fundamental principles and theories. Quizzes are accessible through Blackboard. Each quiz will be worth 10 points and you will have no more than 10 minutes to complete the quiz. The quiz will ask questions from the previous class and will be due on the dates in the schedule (before 11:59pm). You are responsible for taking each quiz by the required deadline. Do not wait until the last minute to take your quizzes. Quizzes may be taken only once, so please be sure to take the quiz only after you have read through the materials and are ready to complete the quiz in one sitting. Please complete the quiz on a computer, as phones may not work or may shut you out of a quiz. Being locked out of a quiz results in a zero for the quiz. There will be no make-up quizzes.

Group Theory Presentation and Paper
The Yalom text and the professor’s lectures will focus on an Interpersonal approach to group therapy in depth. However, there are other theoretical approaches (e.g., Corey, 2012) and you will have an opportunity to explore these alternative approaches and write a research paper and create a presentation for your peers.

You will be expected to write a research paper and critical analysis of the group theory assigned to you in a cogent 8-10 page paper (text; not including title page and references). Discuss the history, development, key players, its use, how effective it is, research to support its effectiveness and efficacy, and any other research that produces a thorough review.

- Within your paper you must include at least 12 references other than your textbooks (from scholarly journals or books).
Papers will be due before the date listed on the syllabus schedule and submitted before class time through BlackBoard. Check the syllabus schedule for paper due date.

Be sure to submit all documents as a word document file, any other files that cannot be opened will not be read and will be assigned a grade of ZERO points.

APA style: Title page with running head; You do not need an abstract; Page numbers in upper right hand corner; References (if used) must be cited in APA format

No late assignments will be accepted and no make-up assignments will be given. Any form of Plagiarism (see Academic Dishonesty Policies) will receive a zero.

APA format (grammar, cover page, reference page, structure, formatting) = 10 pts.
12 references = 10 pts.
Content (fully addressing the theory and applications in a clear and cogent manner) = 50 pts.
Integration and synthesis of articles = 30 pts.
Total = 100 pts.

Your presentation should cover three main topics: (A) Theoretical approach to group therapy, (B) Key strategies used in this approach, and (C) Research support. Presentations will focus a specific psychotherapy theory. Your presentation should draw upon at various sources (e.g., a chapter from Corey; two other theoretical sources; at least one research study). You will then record and post your presentation for the class. Your presentation should be around 1 hour to 1 hour and 30 minutes. You will upload a video of your presentation into BlackBoard. Your presentation will be worth 80 points.

Course Point Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reaction/Participation (8):</td>
<td>160 pts. (20 pts. each)</td>
<td>A = 378-420</td>
</tr>
<tr>
<td>Quizzes (8):</td>
<td>80 pts. (10 pts. each)</td>
<td>B = 336-377</td>
</tr>
<tr>
<td>Group Theory Presentation &amp; Paper</td>
<td>180 pts.</td>
<td>C = 294-335</td>
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</tbody>
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Total Points Possible = 420 pts.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings</th>
<th>Chps.</th>
<th>Coursework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; American Group Psychotherapy Association Practice Guidelines for Group Psychotherapy Therapeutic Factors, Interpersonal Learning, &amp; Training Groups</td>
<td>1, 2, &amp; 17</td>
<td>RR1 Quiz1</td>
</tr>
<tr>
<td>2</td>
<td>Therapeutic Factors &amp; Group Cohesiveness</td>
<td>3 &amp; 4</td>
<td>RR2 Quiz2</td>
</tr>
<tr>
<td>3</td>
<td>The Group Therapist</td>
<td>5 &amp; 6</td>
<td>RR3 Quiz3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Transference &amp; Client Selection</td>
<td>7 &amp; 8</td>
<td>RR4 Quiz4</td>
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<tr>
<td>Week 5</td>
<td>Group Composition</td>
<td>9 &amp; 10</td>
<td>RR5 Quiz5</td>
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<tr>
<td>Week 6</td>
<td>Stages of Groups</td>
<td>11 &amp; 12</td>
<td>RR6 Quiz6</td>
</tr>
<tr>
<td>Week 7</td>
<td>Problem Group Members &amp; The Therapist Other Group Theories</td>
<td>13 &amp; 14</td>
<td>Theory Presentations and Papers Due RR7 Quiz7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Specialized Groups</td>
<td>15 &amp; 16</td>
<td>Due Friday July 24th RR8 Quiz8</td>
</tr>
</tbody>
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**Syllabus is subject to change at the discretion of the instructor**

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**General Policies**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

**Student Responsibility and Attendance**

**Online:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

This course allows considerable flexibility for students but there is a structure that must be maintained. Instruction will be paced on a schedule shown below. Course work will always be completed during the noted time frame. Assignments will be available to students to allow for plenty of time to achieve course objectives. All assignments are due before midnight (by 11:55 p.m. of the assigned day) on the day noted below in the schedule, with the exception of the final exam. **No late work will be accepted.**

Please note, students must access the course within the first week. Failure to do so will result in being blocked from the course and receive a failing grade, unless the student drops the course by the last day to receive a “W”

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at drew.curtis@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911
or go to your Technology Support tab to report the issue. This lets your faculty know you completed the
assignment on time and are just having problems with the online submission feature in Blackboard. Once
the problem is resolved, submit your assignment through the appropriate link. This process will document
the problem and establish a timeline. Be sure to keep a backup of all work.

**Student expectations**
1. Students are expected to take responsibility for their success in class. You are encouraged to be
   *active participants* in the education process by asking questions and keeping up with the course
   materials and deadlines.
2. If you have any concerns related to this class, you are encouraged to speak with your instructor
   *in a timely manner*. **As a general rule, you should raise any issues within less than one week
   of receiving a grade or completing a given project.**
3. Students will be expected to access the Blackboard online classroom on a regular
   basis for announcements, course materials, assignments, and grades.
4. The instructor reserves the right to use plagiarism prevention software.

**Modules**
The online course format is separated into weekly modules. You can find modules on the left-
hand side of the screen under the **Modules and Discussion** tab. Each module corresponds to
the activities and assignments due for that week. Feel free to also view the course schedule
(below) for the due dates of the assignments and readings.

**Readings**
It is expected that each student will have the required reading during assigned times (see
course schedule). Reading your text will be crucial for your success within an online course
format. Some material in the text may be challenging upon first read, but lectures will be
easier to follow if you have read the chapter.

**Class Sessions**
- Class will consist of Learning Modules, Lecture Materials (video and/or PowerPoint presentations,
  Readings, quizzes, exams, and/or other activities.
- While some lecture materials will overlap with book material, I will be expanding and
  clarifying book information.
- Media presentations and demonstrations may be used or hyperlinks provided to help illustrate the
  concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

***DISCLAIMER***: This class examines a variety of cultural and personal issues and subjects students to ideas and
material that they may find disagreeable. The class will also subject students to aspects of human sexuality and sexual
content in specific lectures. If students are unable or unwilling to tolerate other perspectives or their own value systems
in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may
wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time
during the semester, please feel free to contact me.

**Communication**
- Email is the best way to contact your instructor.
- All emails should include the course in the subject line and your first and last name.

**Late Work or Missed Assignments Policy**
Due dates and times for assignments are posted. Failure to complete quizzes or assignments will result in a zero for those assignments.

**Make up policy for exams**: Make up exams will **ONLY** be allowed for emergency situations (in other words, a
doctor’s appointment is not an emergency). It is the student’s responsibility (BY EMAIL WHEN POSSIBLE) to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible. Make-up exams will cover the same material, but are in a format of the instructor’s choice, such as ORAL or comprehensive fill in the blank/essay exams.

**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 College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](https://www.angelo.edu/resources/services/academic-integrity).

**Accommodations for Students with Disabilities**

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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](https://www.angelo.edu/services/disability-services). The employee charged with the responsibility of reviewing and authorizing accommodation requests is: Dallas Swafford: Director of Student Disability Services, Office of Student Affairs, 325-942-2047, dallas.swafford@angelo.edu, Houston Harte University Center, Room 112

**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](https://www.angelo.edu/resources/policies/gp10.11) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](https://www.angelo.edu/resources/services/academic-integrity) 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. Resources to help you understand this policy better are available at the [ASU Writing Center](https://www.angelo.edu/services/writing-center).

**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](https://www.angelo.edu/resources/policies/gp10.19) for more information.

**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.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If
changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner: Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form), Face to face: Mayer Administration Building, Room 210, Phone: 325-942-2022, Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

End of Syllabus

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1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
8. [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)