

PSY5220 GROUP THEORIES AND PRACTICE
Reformed Theological Seminary - Orlando

Summer 2022
3 Credit Hours

Instructor

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Contact Information

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Class meeting times

Tuesdays & Thursdays, 9:00am-1:00pm

July 12-Aug 18, 2022

(Note: Class will not meet week of July 25-29)

Office Hours

By appointment

Course Description

This course will provide an understanding of group development, group dynamics, and group counseling theories.

Group counseling involves being able to assemble individuals into a working group with common goals and then facilitate, guide, educate, and challenge members (and assisting other members to learn to do the same kinds of things) to achieve both individual and group goals.

The course consists of two major components: (1) didactic instruction on theory and practice and (2) group experiences including participating in and leading groups.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the follow (applicable CACREP standard in parenthesis):

- CO1. **Foundations of Group** - Theoretical foundations of group counseling and group work (2.F.6.a)
- CO2. **Dynamics of Process & Development** - Dynamics associated with group process and development (2.F.6.b)
- CO3. **Therapeutic factors** and how they contribute to group effectiveness (2.F.6.c)
- CO4. **Effect of Leaders** - Characteristics and functions of effective group leaders (2.F.6.d)
- CO5. **Group Formation** - Approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e)
- CO6. **Group Considerations** - Types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f)
- CO7. **Group Ethics** - Ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g)
- CO8. **Group Experience** - 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 (2.F.6.h)

Methods of Instruction

Information will be conveyed to the students via lecture, group discussion, in-class skills practice, experiential group activities, and readings.

Assignments (Student Performance Evaluation Criteria)

A1. ***Class Participation (10% of grade):***

Adequate preparation and active participation in class discussions and activities are central to the purpose of this class and are therefore expected. Group teaching, learning, and mentoring are major elements of the course. Students are expected to be on time for class and to remain present for the entire duration of the class.

Students are expected to use technology (computers, phones, tablets, etc.) only when necessary for learning. Use of the internet for non-class related activities will result in a lower class participation grade. Unexcused absences, excessive tardiness, or leaving early will result in a lower grade. Anticipated absences should be discussed with the instructor prior to that class period.

A2. ***Course Reading Completion: Reading Reflections (10% of grade):***

Prior to each class meeting, students must briefly answer the reading reflection questions on Canvas. These reflections are designed to help you engage effectively with the course readings. Grades will be assigned based on demonstrated effort to understand and reflect on the required readings. *5 points will be deducted for each day the reading reflection is late.*

A3. ***Group Development Project (20% of grade)***

Assignment: You will be given in-class preparation time for this assignment. In groups of 4 students, you will do the following:

1. **Develop a group proposal/curriculum:** Each group will brainstorm counseling/therapy group topics and decide on one type of therapeutic group to develop. Consider the topic, the purpose, and the target population. Following instructions given in class, each group will develop a proposal for a counseling group and a basic curriculum/plan for running the group.
2. **Choose a group activity to role-play:** Think about activities or intervention that would either be useful during the “forming” stage of group or that would be relevant to the purpose of the group. Using your imagination and any resources from the assigned readings and/or resource list (below), your goal is to anticipate what your chosen type of group might be like, what roadblocks you are likely to encounter, what interventions/ approaches could work, and what types of group resistance you might experience.
3. **Presentations:** Presentations should include an overview of the group proposal, curriculum/plan, and chosen activity (20-25 min total). The group will demonstrate their activity through a role play of a group session. Two group members will co-facilitate the group and the remaining group members will be assigned group member roles to play during the group facilitation. It is the group’s responsibility to recruit other volunteers from the class can play the remaining group member roles.

You will be given in-class preparation time for this assignment. Here are a few different group type options:

- i. Senior Adults group
- ii. Divorce Recovery group
- iii. Parenting Teens group
- iv. Adjustment to College group
- v. Depression & Anxiety management group
- vi. Mindfulness group
- vii. Body Image group
- viii. Another proposed option... *(must be approved by the instructor)*

Dates for each group to present will be assigned in class.

A4. Participation in and Reflection on Group Experience: (25%)

4a. T-Group Experience

Each student will be assigned to a “T-Group” (training group) that will meet for 10 hours during course class time. The purpose of these groups is for students to gain experience as group participants, as well as to observe group dynamics, roles, and leadership.

4b. To Be Told Narrative

Students are to write a 600-1000 word personal narrative regarding a significant life event. The assigned Allender text (*To Be Told*) will give insight about this process, while guidelines and instructions for this essay will be distributed in class. Students can choose to write and share about personal experiences at a level that is comfortable to them. These essays will be shared and discussed in the context of T-Groups.

4c. Overall Reflection Paper on T-Group Experience:

Reflect on your T-Group experience. Write a 5-6 page paper based on both your personal learning and on the group process aspects garnered from participation in your T-Group. Although this is a reflective essay, write in an academic voice and to use APA style formatting, including APA-style citations when referring to course readings. See rubric (p. 8 of syllabus) for details on the structure and format of the paper. **Due August 22, 2022 by 11:59pm. 5 points will be deducted for each day the assignment is late.** Scoring rubric included at end of syllabus.

A5. T-Group Journals / Summaries: (20%)

Each student will write reflective summaries for each **T-Group session**. The format for these journals/summaries, as well as a scoring rubric, can be found later in this syllabus. This exercise is intended to assist new counselors in defining group process and content as well as looking to the leader as a model for group therapeutic skills. Ten of these summaries will be required (one for each group session). The summaries are to be written and submitted on Canvas by 11:59pm on the day after each group session. The expected length is 2 pages long (double-spaced, 12 pt font, include an APA-style cover page). **These summaries are to be treated as confidential and should not be shared with anyone outside of the group. 5 points will be deducted for each day the group summary is late.**

A6. Group Counseling Annotated Bibliography (15%)

This assignment is designed to give students an opportunity to build their research skills, to practice submitting work that follows APA Style (7th ed) formatting, and to explore an aspect of group counseling in more depth. An annotated bibliography is an organized list of resources (e.g., articles, books) on a particular topic, followed by a description (i.e., annotation). The annotation summarizes the main arguments or data described in the resource and describes why it is useful for understanding a particular topic.

For this assignment, students are expected to research an aspect of group counseling that they find interesting and explore research in the counseling field as it relates to that topic. There is a flexibility in the relationship of the topic to group, however if you are concerned with the appropriateness of an article then send it to the instructor with your thoughts on how it relates to your topic of focus.

The annotated bibliography must include at least 4 articles published within the past 10 years. Examples will be provided in class. **Due July 30, 2022 by 11:59pm.** *5 points will be deducted for each day the assignment is late.* Scoring rubric included at end of syllabus.

For insight on how to write an annotated bibliography in APA style (7th ed.) please see:

- https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

A7. Course Evaluation (completion). Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

Required Materials (Texts, Readings, and Videos)

- M1. Corey, G. (2016). *Theory and practice of group counseling (10th ed.)*. Brooks/Cole. ISBN-13: 978-1305263727.
[Summer 2022: 10th edition of the Corey text is required. There were major updates between the 9th and 10th editions that significantly changed the text.]
- M2. Yalom, I. (2005). *The theory and practice of group psychotherapy (5th ed.)*. Basic Books. ISBN-13: 978-0465092840
- M3. Allender, D. B. (2005). *To be told*. WaterBrook. ISBN-13: 978-1578569519
- M4. American Counseling Association. (2014) *Code of Ethics*. Alexandria, VA: Author
(<https://www.counseling.org/resources/aca-code-of-ethics.pdf>)
- M5. American Mental Health Counseling Association. *Code of Ethics*
(<https://amhca.site-ym.com/page/codeofethics>)
- M6. Peer-reviewed journal articles on group practice (to be assigned in class)

Other Recommended Texts (optional):

- M6. Jacobs, E., Masson, R., & Harvill R. (2006). *Group counseling strategies and skills (5th ed.)*. Belmont, CA: Thomson Brooks/Cole.
- M7. Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best practice guidelines 2007 revisions. *Journal for Specialists in Group Work*, 33(2), 111-117. doi: 10.1080/01933920801971184
- M8. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

Course Process and Schedule (TBD)

Policies and Important Information

APA Style. All written work must conform to American Psychological Association (APA) style, 7th edition. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Accommodation Policy. If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

Access to Research Database. RTS provides MAC students with access to two databases (EBSCOhost Psychology & Behavioral Science Collection and APA PsychArticles) that include full text journal articles. You can access this collection from computers in the library, from your personal computer on campus, or from your home computer by following the link below and logging in with a username and password to be provided during library orientation. <http://search.ebscohost.com/>

Submission of work. All assignments will be submitted, graded, and returned via Canvas unless otherwise specified by the instructor.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Points will be deducted for late assignments (see assignment details).

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

T-Group Journal / Summaries Format

After every group meeting, each student is to reflect on their experience. This is not a chance for students to express themselves. It is primarily to help them analyze group factors and dynamics. Journal entries should be 1.5-2 pages, typed, double-spaced (12 pt font, double-spaced, include APA style title page). In each summary, focus on 3-4 of the areas listed below that seem most relevant to that day's group. Journal entries are due by 11:59pm on the day after each group meeting.

Personal Reactions and Feelings - What did you put into group today? What did you get out? What do you wish you had done or said? To what degree did you work on your personal growth today?

Participation - Who are the high and low participators? Is there any shift in participation? If so, why? Are there silent members and how are they treated? How do you and/or the group interpret their silence? Who influenced the group today?

Feelings - What are the primary feelings expressed today? Did any person express strong emotions in the group? How did this affect you? What feelings did you sense but were not expressed?

Cohesiveness - How cohesive is the group at this point in time? Describe any subgroups that may be developing. Why have they developed? What do you think their goals are?

Norms - What norms are becoming accepted in the group? What norm changes have occurred?

Leadership - What leader or member interventions did you think were helpful today? Which were least helpful? If you were the leader, what would you have done or said differently than what occurred?

Course readings – In addition to the above, how do the course readings for this week relate to what is happening in your group experience?

Scoring Rubric: Group Summaries / T-Group Journals

Updated Group Summaries / T-Group Journals					
Criteria	Ratings				Pts
On time Summary is submitted by 11:59pm the day following each group meeting.	20 to >0.0 pts On time 5 points deducted per day late	0 pts Not submitted 5 points deducted per day late			20 pts
Address reflection questions Summary thoughtfully addresses 3-4 of the reflection questions from the Summaries Format description in the syllabus.	20 to >0.0 pts Adequate Student response lacks thoughtfulness / thoroughness in some areas, or student does not addresses 3-4 questions from Summaries Format sheet.			0 pts Not completed	20 pts
Length & Writing Style Summary is 1.5-2 pages, typed, 12pt font, double-spaced. APA-style title page includes student name. Student writes in manner appropriate to graduate level work.	20 to >10.0 pts Full Marks	10 to >0.0 pts Half marks Length is too long/too short; does not follow format; or doesn't meet writing expectations (multiple errors in grammar, overly colloquial language, etc.).		0 pts No Marks Errors in multiple areas (length, format, writing style)	20 pts
Insight & Reflection Student demonstrates insight into group process and understanding of concepts discussed in course lectures and readings.	40 to >30.0 pts Meets Expectations	30 to >20.0 pts Nears Expectations	20 to >10.0 pts Below Expectations	10 to >0 pts Inadequate	40 pts
Total Points: 100					

Scoring Rubric: T-Group Experience & Reflection Paper

Component	Expectation	Points Awarded
Introduction	A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.	___ / 5 max pts
Group Membership Experience	Reflect on the experience of being a group member. What was it like to share your personal narrative with the group? What was it like to offer feedback to other group members? etc. How have your experiences in this group given you insight into what it will be like for clients in group counseling?	___ / 20 max pts
Group Process	Reflect on group process, including the impact of group leaders, how groups function or malfunction, the stages of a group, ways of building a trusting community, etc. Refer to Corey, Chps 1-5 as you compare your group experience to that describe in the text.	___ / 20 max pts
Recognition of Process	Review Yalom's "Recognition of Process" and apply some of the observations of process in your group. Compare your leader's remarks about process with Yalom's observations concerning process. When group process was addressed, what was the impact on the group?	___ / 20 max pts
Developing as a Group Leader	Reflect on what it will be like to facilitate groups as a counselor. What personal qualities or experiences might enhance or detract from your effectiveness as a group leader? What skills will you need to gain in order be more effective at leading counseling groups? etc.	___ / 20 max pts
Conclusion	A 1-2 paragraph conclusion that 1) summarizes the overall paper and 2) shares final insights/comments about your experience.	___ / 5 max pts
Paper Format & Writing Quality	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, etc.). Appropriate APA style headings used throughout in order to guide reader. Reference page is completed using APA format (please refer to APA manual, 7 th edition). References used are from scholarly sources (course textbooks and/or peer-reviewed journal articles). Paper meets the 5-6 page limit (not including title / reference pages). <i>*No abstract is needed for this paper.*</i>	___ / 5 max pts
T-Group Personal Narrative	Student completes and uploads personal narrative assignment to Canvas by due date. Personal narratives should be approximately 600-1000 words. Narrative follows format presented in class.	___ / 5 max pts
TOTAL POINTS	Total Points:	___ / 100 pts

Scoring Rubric: Group Counseling Annotated Bibliography

Component	Expectation	Points Awarded
Title Page & Headings	Title page & headings formatted according to APA style (7 th ed).	___ / 10 max pts
References	References formatted according to APA style (7 th ed). 4 academic references (from last 10 years) related to an aspect of group work or to group counseling for a specific need or population References are relevant to the chosen topic (and inform your understanding of group counseling work in some way).	___ / 20 max pts ___ / 10 max pts ___ / 10 max pts
Annotations	<u>Summary</u> : Annotations briefly summarize main points from article. (3-4 sentences, includes results, themes, or outcomes of the research) <u>Evaluation</u> : Annotations include reader's evaluation of article and how it relates to topic. (2-3 sentences per article recommended)	___ / 20 max pts ___ / 20 max pts
Writing Quality	A well-written annotated bibliography that meets graduate-level expectations (spelling, grammar, fluency, etc.).	___ / 5 max pts
On Time	Assignment submitted to Canvas on time.	___ / 5 max pts
TOTAL POINTS	Total Points:	___ / 100 pts



Course Objectives Related to MAC Student Learning Outcomes

Course: 02 PSY5220 Group Theories & Practice
 Professor: Elizabeth Pennock
 Campus: Orlando
 Date: Summer 2022

MAC Student Learning Outcomes <i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		Rubric Strong, Moderate, Minimal, None	Mini-Justification
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Understanding the history and philosophy of group counseling, as well as ethical considerations for group practice.
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Multicultural considerations are considered regarding each aspect of group work, both via the textbook and classroom discussions.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Minimal	Consideration of group types and content that are appropriate for different developmental stages.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	None
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Theories and models of counseling are applied to the group context, including planning groups and group interventions.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Strong	This course provides an understanding of group development, group dynamics, and group counseling theories.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Assessing appropriateness of members for specific counseling groups through clinical interviews. Using inventories and assessments in a group context.
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Moderate	Annotated bibliography assignment gives students early exposure to assessing and applying counseling research.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Moderate	Examines applications of group counseling for the treatment of clinical mental health disorders.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Theories and practices are discussed from biblical and theological perspectives when appropriate.
Sanctification	Demonstrates a love for the triune God.	Moderate	T-Group experience allows students to explore their own stories in the context of Christian community.