



Department of
Graduate Psychology

James Madison University
Group Counseling
PSYC 665 | Fall 2022
Tuesdays 12:45 – 3:15pm
Miller G027

PREREQUISITES

PSYC 660 (Counseling Theories), PSYC 661 (Counseling Techniques), or instructor permission.

COURSE DESCRIPTION

PSYC 665 provides students with theoretical foundations for group counseling, as well as a group counseling experience. Students in the course will explore (a) major theories, theorists, and techniques, (b) ethical issues in group work, (c) types of groups, (d) leadership styles in groups, (e) stages of groups, (f) multicultural and social justice issues, (g) research literature for various populations and issues in group work, and (h) theories of community and collaboration that can have a lasting impact on working in groups. Students will also participate in a psychotherapy process group with other students in the course.

COURSE OBJECTIVES AND COMPETENCIES

After successfully completing the course, students are expected to be able to:

1. Explain the basic concepts and purposes of group work.
2. Differentiate between and explain the purposes of the various types of groups.
3. Define the types and techniques of various group theories, interventions, and leadership styles.
4. Understand the impact of multicultural and social justice issues in group work.
5. Explore research literature related to group work.
6. Understand experientially how to navigate the process of participating in, and leading, groups.
7. Respond to group needs and challenges with sensitivity to laws/ethics and the needs of the group.
8. Develop a more community-minded approach to counseling practice in general.

CACREP Common Core (Section 2)	Description	Addressed	Assessed
F.2.c	multicultural counseling competences	Lecture 2, ACA Advocacy Competencies, ASGW Guiding Principles, ASGW Multicultural and Social Justice Compete Principles (Singh et al 2012), Bemak & Chung 2015, Hays 2009 Kivlighan et al 2019	Research paper Reading quiz

F.2.g	impact of spiritual beliefs on clients' and counselors' worldviews	Lecture 3, Cornish et al 2011, Gutierrez et al 2020, Post & Wade 2014	Reading quiz
F.6.a	theoretical foundations of group counseling and group work	Lecture 1, ASGW Guiding Principles	Reading quiz
F.6.b	dynamics associated with group process and development	Harel et al 2011, Kivlighan et al 2012, Ormont 1984, Yalom Ch. 11 & 12	Research paper Reading quiz
F.6.c	therapeutic factors and how they contribute to group effectiveness	Yalom Ch. 1, 2, & 3	Research paper Reading quiz
F.6.d	characteristics and functions of effective group leaders	Ormont 1984, Yalom Ch. 5 & 7	Reading quiz
F.6.e	approaches to group formation, including recruiting, screening, and selecting members	Yalom Ch. 8	Research paper Reading quiz
F.6.f	types of groups and other considerations that affect conducting groups in varied settings	Lecture 1, Montgomery 2002	Reading quiz
F.6.g	ethical and culturally relevant strategies for designing and facilitating groups	ACA Advocacy Competencies, ASGW Guiding Principles, ASGW Multicultural and Social Justice Compete Principles (Singh et al 2012), Bemak & Chung 2015 Kivlighan et al 2019	Research paper Reading quiz
F.g.h	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	Group Experience: Participation	Group Experience: Session Summaries

REQUIRED TEXTS

Block, P. (2018). *Community: The structure of belonging* (2nd ed.). Berrett-Koehler. ISBN-13: 978-1523095568

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). Basic Books. ISBN-13: 978-1541617575

ADDITIONAL READINGS (Uploaded to Canvas or sent via email)

- Bemak, F., & Chung, R. C.-Y. (2015). Critical issues in international group counseling. *Journal for Specialists in Group Work*, 40(1), 6–21. <https://doi.org/10.1080/01933922.2014.992507>
- Cornish, M. A., Wade, N. G., & Post, B. C. (2012). Attending to religion and spirituality in group counseling: Counselors' perceptions and practices. *Group Dynamics: Theory, Research, and Practice*, 16(2), 122–137. <https://doi.org/10.1037/a0026663>
- Gutierrez, D., Hiatt, K., & Lee, A. (2020) Spiritually competent orientation in supervision: Application of the Cultural Third. *The Clinical Supervisor*, 39(2), 210–228. <https://doi.org/10.1080/07325223.2020.1824835>
- Harel, Y., Shechtman, Z., & Cutrona, C. (2011). Individual and group process variables that affect social support in counseling groups. *Group dynamics: Theory, Research, and Practice*. <https://doi.org/10.1037/a0025058>
- Hays, P. A. (2009). Integrating evidence-based practice. Cognitive-Behavior Therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice* 40(4), 354–360. <https://doi.org/10.1037/a0016250>
- Kivlighan, D. M., III, Adams, M. C., Drinane, J. M., Tao, K. W., & Owen, J. (2019). Construction and validity of the multicultural orientation inventory—group version. *Journal of Counseling Psychology*, 66(1), 45–55. <https://doi.org/10.1037/cou0000294>
- Kivlighan, D. M., III, London, K. & Miles, J. R. (2012). Are two heads better than one? The relationship between number of group leaders and group members, and group climate and group member benefit from therapy. *Group Dynamics: Theory, Research, and Practice*, 16(1), 1–13. <https://doi.org/10.1037/a0026242>
- McCarthy, C. J., Bauman, S., Coker, A., Justice, C., Kraus, K. L., Luke, M., Rubel, D., & Shaw, L. (2021). *ASGW Guiding Principles for Group Work*. Retrieved from <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf>
- Montgomery, C. (2002). Role of dynamic group therapy in psychiatry. *Advances in Psychiatric Treatment*, 8(1), 34–41. <https://doi.org/10.1192/apt.8.1.34>
- Ormont, L. R. (1984). The leader's role in dealing with aggression in groups. *International Journal of Group Psychotherapy*, 34(4), 553–572. <https://doi.org/10.1080/00207284.1984.11732560>
- Post, B. C., & Wade, N. G. (2014). Client perspectives about religion and spirituality in group counseling. *Counseling Psychologist*, 42(5), 601–627. <https://doi.org/10.1177/0011000014524601>
- Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for Specialists in Group Work: Multicultural and social justice competence principles for group workers. *The Journal for Specialists in Group Work*, 37(4), 312–325. <https://doi.org/10.1080/01933922.2012.721482>
- Toporek & Daniels (2018). *American Counseling Association Advocacy Competencies*. Retrieved from <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>

COURSE ASSIGNMENTS

1. Group Experience: Participation and Session Summaries (50%)

- a. Participation – Students will participate in weekly, 90-minute group experience sessions led by the instructor and/or instructor’s designee for 8 consecutive weeks during the semester. Each 90-minute experience will include a short break and will be followed by 50-60 minutes of debriefing as a class.
- b. Session Summaries – Students will submit brief (2-3 pages) summaries of each weekly group experience session. Summaries will include:
 - i. Reflection of thoughts, feelings, and expectations leading up to the session.
 - ii. Clear descriptions of the group’s dynamic processes and therapeutic factors.
 - iii. Clear descriptions of critical events in the group.
 - iv. Exploration/discussion of personal reactions (cognitive, emotional, social, relational).
 - v. Introspection of self-awareness, attitudes, values, and beliefs operating in the experience.

[Remember to maintain confidentiality and respect in your summaries. Failure to do so can result in failing the course. Summaries are due each Friday by 11:59pm following a group experience session.]

2. Reading Quizzes (10%)

Students will complete brief quizzes on Canvas for some of the reading assignments in the course. These quizzes are intended to provide accountability for reading and to test basic knowledge expected to be retained from the reading assignments. Quizzes will occur at the beginning of class periods following reading assignments.

3. Group Proposal: Research Paper and Presentation (40%)

Students will explore and report on the research literature pertaining to a particular underserved or underrepresented population (based on a demographic variable—e.g., Ukrainian refugees) with a particular clinical concern (e.g., anxiety disorders) addressed through a particular theoretical lens (e.g., cognitive-behavioral).

Students will research and write a plan for a psychotherapy group (not just a support group), 18-20 pages in length. The final paper should include two parts: (1) research and support for your plan (does not include opinions and contains a review of relevant literature), and (2) details for the planned group. At a minimum, the paper should include:

- a. Rationale for the group (support for why this group in this format is appropriate for this population/why this group is needed, as well as providing support from multiple sources for why this group is right for the selected underserved or underrepresented population).
- b. A conceptual/theoretical model (explain and support the theory you will be using, with a clear explanation and application of pertinent literature pertaining to the theories/modalities of group counseling and particular details about the chosen demographic).
- c. Explanation for how the group will address issues of multicultural concerns and social justice/action.
- d. Detailed description of Group Plan elements
 - Organization
 - Group goals
 - Group format
 - Screening and orientation

- Basic components of the group (including description of purpose, structure, exercises, and materials that will be utilized)
 - Group outcome evaluation
- e. Ethical considerations for this population/group (an informed consent with information for the population—especially needed for minors); informed consent and other written materials for the group should be included as attachments or appendices to the paper (not included in page count).

APA format (7th ed.) is required with a minimum of 15 scholarly sources (no Wikipedia, blogs, or non-professional/non-scientific sources). Most of the paper should be a scholarly literature review, which means a synthesis of research on the topic. Do not use first person voice or personal opinions in the literature review. Include a title page but not an abstract.

Each student must submit a proposal to the instructor and receive approval before beginning the research paper. Proposals should be submitted on Canvas by 5 Sept 2022 at 11:59pm. Once proposals are approved, the instructor will mark them as “complete”, and students may begin working on their projects. Proposals should include brief descriptions of (1) the selected population, (2) the clinical focus of the group, and (3) the context (e.g., public colleges, nursing homes).

Final drafts for the paper are due by 11:59pm on 21 November 2022. Please feel free to submit drafts to the instructor by 15 November for feedback.

Each student will give a 15-minute presentation about their proposed psychotherapy group.

Presentations should include:

- a. Overview of main concepts of researched material
 - i. Rationale (review of demographic/population)
 - ii. Theory (review of theoretical framework selected)
 - iii. Application (clear and practical plan/application outlined and supported)
 - iv. Thesis should be clear and detailed and should address all assigned aspects. Integrate theory and research with discernment, synthesize literature, draw scholarly conclusions.
- b. Evidence of critical thinking (e.g., questions generated by the material, critiques of the material)
- c. Correctly cited sources cited throughout and at the end of the presentation
- d. Appealing visual aids (e.g., handouts, PowerPoint slides, or other demonstration aids)
- e. Verbal and scholarly clarity; minimal or no use of notes; completed within the 15-minute limit.

Students will sign up on Canvas for a day to present later in the semester (last three weeks of class).

COURSE CALENDAR – FALL 2022

Week	Date	Reading Due	Activity
1	30 Aug	Syllabus	Initial group meeting
2	6 Sept	ASGW Guiding Principles; Block Ch. 1–3; Montgomery	Lecture/discussion
3	13 Sept	ACA Advocacy Competencies; Block Ch. 4–5; Singh et al (2012); Yalom Ch. 1–3	Lecture/discussion
4	20 Sept	Bemak & Chung; Hays; Kivlighan 2019	Lecture/discussion
5	27 Sept	Cornish et al; Gutierrez et al; Post & Wade	Group experience 1 (summary due Friday)
6	4 Oct	Harel et al; Kivlighan 2012; Ormont	Group experience 2 (summary due Friday)
7	11 Oct	Yalom Ch. 5, 7 & 8	Group experience 3 (summary due Friday)

8	18 Oct	Yalom Ch. 11–12	Group experience 4 (summary due Friday)
9	25 Oct	Block Ch. 8–10	Group experience 5 (summary due Friday)
10	1 Nov	Block Ch. 11–12	Group experience 6 (summary due Friday)
11	8 Nov	Block Ch. 13 & 15	Group experience 7 (summary due Friday)
12	15 Nov		Group experience 8 (summary due Friday)
13	22 Nov	NO CLASS (Group Proposal Final Papers due by 11:59pm on 21 Nov)	
14	29 Nov	Presentations for Group Proposals	
15	6 Dec	Presentations for Group Proposals	
16	13 Dec	NO CLASS (Submit Course/Instructor Feedback)	

UNIVERSITY AND DEPARTMENTAL POLICIES

Counseling Programs Academic Policies: Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

Adding/Dropping Classes: Students are responsible for registering for classes and verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: If you need to miss class, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Disability Accommodations: Cultural diversity includes differences based on abilities. Therefore, we seek to provide reasonable accommodations for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the

end of the Add/Drop period the first week of the semester of potential scheduled absences so we can determine if mutually acceptable alternative methods exist for completing the missed classroom time, lab, or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of danger to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Counseling and Mental Health: Personal stressors may interfere with your academic performance and/or negatively impact your daily life as a college student. If you or someone you know is experiencing mental health challenges at James Madison University, please connect with the Counseling Center (CC) located within the Student Success Center on the 3rd floor. You can learn more about available CC services by visiting the website: <https://www.jmu.edu/counselingctr/> or calling the Center (540-568-6552). Their services are free and confidential. Other available support resources to consider on campus include, but are not limited to, the Office of the Dean of Students, Health Center, Learning Strategies Instruction, and the Office of Disability Services.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

James Madison University
Group Counseling – PSYC 665
Group Experience – Informed Consent for Participation

Welcome to the Group Experience for PSYC 665! This form is a means to gain your informed consent to participate in the Group Experience. This form can also serve as a model for you to use in future practice when you organize your own groups.

Purposes and Goals

The purposes and goals of the Group Experience are as follows:

1. To provide you with direct experience in a group, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and as recommended by the Association for Specialists in Group Work (ASGW).
2. To prepare you to organize and lead your own counseling group under supervision.
3. To provide opportunities for you to grow and gain insight, as recommended by the training standards established by ASGW and the American Counseling Association (ACA).

Theoretical Orientation(s)

Although the instructor will lead this group primarily from humanistic perspectives, the instructor will also practice leading from cognitive-behavioral, systemic, and solution-focused perspectives to provide a diverse experience for students. There will be an emphasis on the present but there will be opportunities to explore the past and envision the future. A variety of group processes will be introduced, some of which will include large and small group sharing, the use of art and other expressive mediums, the integration of religious/spiritual perspectives among group members, and the exploration and appreciation of diversity and differences in the group.

Benefits of Group

Benefits of participation are not guaranteed, but potential benefits include:

1. Increases in personal awareness and insight.
2. Deeper appreciation for diversity and differences.
3. Development of supportive relationships.
4. Better understanding of your impact on others in relationships.
5. Tacit knowledge that can enrich your professional judgment.

Risks of Group

Like any relational participation, there are risks for participating in this group, such as:

1. Potential breaches in confidentiality from other group members.
2. Emotional discomfort, such as sadness, anger, or confusion.
3. Group conflict and confrontations, which can be uncomfortable.
4. Pressure from the group to participate or change your views.

If any of these risks materialize for you, please discuss it with your group members and/or the instructor. You are also free to withdraw from the group at any time. If you and the instructor agree that withdrawal is the best decision for you, the instructor will work with you to adjust your tasks required for completing this course assignment.

Confidentiality

Confidentiality is a fundamental principle of counseling and the helping professions in general. It means what is shared in the group stays within the group. Students are expected to maintain confidentiality so as to facilitate a therapeutic environment and support the growth opportunities for each group member. However, there are limits to confidentiality. The following disclosures are not protected by confidentiality:

1. Threat of harm to self or others.

2. Planned or formerly committed neglect or abuse of minor, elderly, or disabled persons.

Role and Responsibility of Group Members/Leaders

When students are invited to lead the group, they are expected to treat each member of the group with respect and to maintain confidentiality. Group leaders will be supervised by the instructor. During supervision, leaders are authorized to disclose content from the group for the purposes of supervision only.

Group members voluntarily participate in the group and are encouraged to participate to the best of their abilities by genuinely listening to other group members, talking openly, respectfully participating in group exercises, and being open to giving and receiving feedback within the group.

Role of the Instructor

The instructor is responsible for teaching and leading some groups in class for educational and demonstrative purposes. The instructor is ethically obligated to evaluate the personal and professional disposition of each student, monitoring for signs of impairment that could impact their professional abilities or the safety of their future clients. If the instructor has concerns about the disposition of any student, the instructor will meet with the student directly and recommend further counseling. The instructor will also remove any student from the group who impairs others from participating and doing their own personal work in the group.

I have read and understand the above and hereby provide my informed consent.

Your name: _____

Your signature: _____

Date: _____