Course Number and Title: CD 343 Methods of Group Counseling

Credit Hours: 3

Course Location and Time;

Instructor and Contact Information: Devona Lone Wolf dlonew@olc.edu
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Course Description: This course covers group leadership skills and various therapeutic techniques of group counseling through lecture and practical application. It focuses particularly on learning about the dynamics of group therapy as a helping and healing process. It covers theories that apply to groups and to addictions work. It introduces related topics of research, ethics, planning, leadership styles, multicultural considerations, and relevant Lakota practices.

Prerequisites

CD 103 Introduction to Alcohol
CD 113 Introduction to Drugs
Sowk 313 Methods I

Required Texts and Materials

Gerald Corey, 7th Ed. *Theory & Practice of Group Counseling,* Thomson Higher Education, Belmont, CA

Supplementary Materials

Articles and audio-visual materials relevant to the subject as assigned by instructor

Descriptive Reading Load

Approx. 33 pages a week from text
2 to 3 pages from handouts
Research material for writing assignments

Types and Amount of Writing Expected

Journal writing, reactions papers, exams and final project

Lakota Perspective Provided Through

The conflict between alcohol use and Lakota Culture will be discussed

Discussion of the role traditional Lakota values play in treatment and recovery will also be included.

Applicable Polices:

Policies apply as per Student Handbook 2008-2009, including those covering tardiness, absenteeism, grievances, and more. Students are encouraged to refer to their copy of the Student Handbook for reference.

Guidelines and Expectations for student behavior

1. Regular class attendance and participation are expected. The class is based on lecture, class discussion and group activities. (POINTS MISSED THROUGH ABSENCES CANNOT BE MADE UP)
2. You should plan to complete the assigned readings prior to each class. Be sure to look up words that are unfamiliar to you but realize that some terms have specialized meanings in the field of psychology. Ask in class if you have not understood a term or idea. *Classroom etiquette: Come to class on time and be prepared.*
3. In class assignments and homework must be turned in on time
4. Take all quizzes
5. Take responsibility for your coursework

Intended Learning Outcomes

1. Understand the dynamics of group counseling theories, therapeutic approaches and facilitative skills
2. Understand theories, research, and best practice literature
3. Learn the different approaches to group counseling that have demonstrated effectiveness with substance use disorders.
4. Know the general principles for appropriately graduating group members as terminating groups
5. Know the group stages and process
6. Understand actions necessary to form a group, including: group size, purpose, type, leadership, recruiting and selecting members with regard to addiction issues.
7. Gain knowledge of group interventions, treatment planning, program and needs identification, and facilitation.
8.

Below are the CACREP (2009) Standards that apply to the field of group work. Basically, all of these standards are addressed in the various chapters of Theory and Practice of Group Counseling.

GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including all of the following:

A. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work,
B. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,
C. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature,
D. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, and
E. direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment Methods

For each week's topic, students should be able to demonstrate knowledge relating to the learning outcomes for the course either in writing or orally.

An "A" grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an "A" grade a student must go above and beyond the basic expectations for the course.

A "B" grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in the entire course assignments and demonstrates (at the very least) a strong grasp of the material.

A "C" grade at the undergraduate level means that a student is doing at least satisfactory work, and meets the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A "D" or "F" at the undergraduate level means that a student has missed more than 4 classes, did not complete the homework assignments, and received less than 65% on quizzes and exams.

Evaluation and Markings

Attendance and Participation…………………………………15pts X 15……………..=225points
Homework: Weekly assigned questions……………………...10pts X 13……………..=130points
            Weekly student generated questions…………….10pts X 13……………..=130points
Weekly Chapter Quizzes…………………………………............20pts X 16……………..=320points
Mid-Term Exam...………………………………………………………………………..=100points
Final Exam………………………………………………………………………………….=100points
                                                                Total pts…..=1005points

A=900 – 1005   B=799 – 899   C=798 – 699   D=603 – 698

Suggestions to the Student

1. Keep up on your reading and homework assignments
2. Attend all classes and participate in class activities
3. Be willing and ready to share your ideas and knowledge with others
4. Ask for help if needed
5. Start early on writing assignments

Communication:
Students are encouraged to communicate freely with each other and with the instructor: in person, by phone, or e-mail; e-mail will be used for group mailings and all students are expected to have an OLC e-mail account.

Plagiarism:
Plagiarism is the term used when individuals "steal" other people's intellectual productions. Copying other people's written and spoken word and presenting it as your own fall under the heading of "plagiarism," The

minimum penalty for this is a grade of F in the work submitted without possibility of redoing the assignment. You must give credit to the author of an idea or piece of writing by appropriate references as footnotes and/or in your bibliography.

Incomplete Grades: Incomplete grades (I) may be granted under extraordinary circumstances.

Disputed Grades: Students may dispute a grade by following the policy as set out in the Student Handbook.

Make-up exams: Make-up exams must be arranged BEFORE the exam date, and can be taken only once.

Disclaimer: This syllabus is not a contract with the student and is subject to change if needed by the Instructor.

WEEK BY WEEK CALENDAR FOR TOPICAL CONTENT

The following is a guide. It is subject to change if needed.

Classes are held for 15 weeks. Follow the schedule below for each week of class. If you miss a class ask another student or the instructor for other assignments that may not be listed below.

1st class:

Reading: No Reading
Class Activities: Students will introduce themselves and share their educational goals in a group setting.
                        They will also share their knowledge they have of groups and how they work.
                        Review of syllabus and expectations of the course.
                        Review the text book and readings.

Learning Objectives: Understand the course objectives, grading and expectations for the course
                         Understand the basic group process and techniques.

Homework on a weekly basis:
1. **Each week students will be assigned 1 or 2 questions to be answered and presented to the class the following week. The questions are to be written out and turned in on a weekly basis.**
2. **Students will choose 5 of the keys terms listed weekly and define them in their own words and turn in on a weekly basis.**
3. **Students will create 2 questions over the assigned reading to be answered and discussed in class.**
4. **Any other work assigned throughout the semester**

Part 1 BASIC ELEMENTS OF GROUP PROCESS: AN OVERVIEW

2nd class:
Reading: Chapter 1"Introduction to Group Work" pgs-2 to 14 (13pages)
                        Chapter 2 "Group leadership" pgs-15-28 (14pages)

Class Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:
It is expected that the students will demonstrate a basic understanding of:
The distinctions among the various types of groups;
   A. The rationale for group counseling;
   B. The unique value of group counseling for special populations;
   C. The use of group work in various settings;
   D. The main characteristics of brief group work;
   E. The role that social and cultural factors play in the group counseling process, including a grasp of the following issues pertaining to group counseling in a multicultural context: the trend toward multicultural awareness, the challenges and rewards of group work with various cultures, general guidelines for work with multicultural populations, methods of preparing clients for a group experience, and learning to become a culturally effective group counselor.

Chapter 2
   A. Developing an awareness of students' own personal characteristics and how these are related to group leadership;
   B. Becoming familiar with the basic problems and issues that face beginning group leaders as well as clarifying their position on how to deal with matters such as anxiety, self-disclosure, and co-leading groups;
   C. Having opportunities to practice basic intervention and group leadership skills;
   D. Recognizing the importance of developing one's own unique style of group leadership;

Key Terms **to Define, Describe, and Explain: Chapter 1**
   - brief group work
   - cultural encapsulation
   - group counseling
   - group psychotherapy
   - multicultural counseling
   - pyscho-educational group
   - social microcosm
   - task facilitation groups

Chapter 2

   - Evidence-Based Practice
   - Group leadership skills
   - Practice-Based Evidence
   - Self-disclosure

Chapter 2: These are also listed for the 3rd Class
Students are to identify, define, describe, and give clear examples of the basic skills and functions of group leaders. These terms and skills are:

- active listening
- initiating
- restating
- goal setting
- clarifying
- evaluating
- summarizing
- giving feedback
- questioning
- suggesting
- interpreting
- protecting
- confronting
- disclosing oneself
- reflecting feelings
- modeling
- supporting
- linking
- empathizing
- blocking
- facilitating
- terminating

Focus Questions: Chapter 1

1. Define group counseling. What are some specific goals of group counseling?
2. Provide a rationale for group counseling. Include the major values of group counseling.
3. What are some of the advantages of the values of group counseling with the following populations?

   A. groups for children
   B. groups for adolescents
   C. groups for college students
   D. groups for the elderly

Chapter 2

1. Define group psychotherapy. What are some of the basic differences between group counseling and group psychotherapy with respect to goals, format, structure, process, and focus?
2. What is the importance of considering the cultural backgrounds of both the members and the leader in designing and facilitating counseling groups in a multicultural context?
3. What are some of the dangers of making stereotyped generalizations about individuals within a particular social or cultural group?
4. How might group counselors encounter resistance from some ethnic or minority clients because they are using traditional White, middle-class values as the basis for facilitating a group?
5. What are some ways to avoid becoming a culturally encapsulated group counselor?
6. What are some particular advantages of using groups with multicultural populations? What are some limitations and cautions in using group work in a multicultural context?
7. Describe some general guidelines that you might employ as a group practitioner in working with culturally diverse populations. How might you prepare the members

for a successful group experience? How might you acquire the personal characteristics that are required for becoming a culturally effective group counselor?

Chapter 2

8. What are the personal characteristics that you deem most essential for effective group leadership? What are some personal assets you possess that you think will be of assistance to you as a group leader?
9. Anxiety is frequently experienced by beginning group leaders. Discuss how you might experience anxiety when you think about being involved in the work of group leading.
10. What are the major concerns you have when you think about becoming a group leader? Discuss what you consider to be one of your most pressing concerns.
11. Self-disclosure is both a skill and a process that group leaders need to learn. What guidelines can you develop to assist you in determining whether or not your disclosures are facilitative? What kinds of problems do you anticipate, if any, in the area of self-disclosure as a group leader?
12. After reviewing the specific group-leadership skills in the textbook identify the skills you think are your areas of strength. Which skills do you see as needing the most improvement? How might you go about developing these skills?

3rd Class:

Reading: Chapter 2 "Group Leadership" pgs. 29-46 (15pgs)
                      Chapter 3 "Ethical and Professional Issues in Group Practice" pgs. 47-69 (23pgs)

Class Activities: Review of the learning objectives
                      Students will present their answers to their assigned questions
                      Lecture and discussion over the assigned reading
                      Students will ask their classmates the questions they developed.
                      Chapter quiz

Learning Objectives:

After reading and studying this chapter, the students are expected to have a basic understanding of problems and issues facing them as group leaders, the skills and techniques of leadership at various stages of a group, and an awareness of the skills and functions needed for effective group leading. Specific learning objectives include:

A. Learning about the skills and techniques involved in opening and closing group sessions;
B. Gaining an understanding of the special challenges of doing group work in an institutional setting;
C. Identifying specific beliefs and attitudes, knowledge, and skills that are essential in becoming a diversity-competent group counselor;
D. Gaining an understanding of the importance of the group leader's willingness to adapt his or her techniques to the multicultural context of group work;
E. Acquiring an understanding of the role research can play in enhancing group work and recognizing the importance of developing a research orientation; and
F. Recognizing the trend toward using approaches such as Evidence-Based Practice and Practice-Based Evidence.

Chapter 3

    A. To familiarize students with the Professional Standards for Train¬ing of Group Workers (ASGW, 2000);

    B. To challenge students to develop their own ethical and professional standards, and to provide them with the tools needed to interpret and translate general ethical guidelines into appropriate and specific principles that will govern their practice; and

    C. To raise issues and cases that deal with the ethics of group work, such as: the rights of group participants, informed consent, voluntary participation, freedom of exit, the right to confidentiality, psychological risks in groups, the ethics of the group leader's actions, the impact of the leader's values on the group, uses and misuses of group techniques, legal liability and malpractice, the group leader's competence, perspectives on training group counselors, and suggestions for developing an ethical and professional orientation to group work.

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Key Terms **to Define, Describe, and Explain: Chapter 2**

- Evidence-Based Practice
- Group leadership skills
- Practice-Based Evidence
- Self-disclosure

1. Students are to identify, define, describe, and give clear examples of the basic skills and functions of group leaders. These terms and skills are: (These are also covered in the 2nd class)

- active listening
- initiating
- restating
- goal setting
- clarifying
- evaluating
- summarizing
- giving feedback
- questioning
- suggesting
- interpreting
- protecting
- confronting
- disclosing oneself
- reflecting feelings
- modeling
- supporting
- linking
- empathizing
- blocking
- facilitating
- terminating

Key Terms **to Define, Describe, and Explain Chapter 3**

- competence
- confidentiality
- countertransference
- culturally encapsulated counselor
- cultural values
- informed consent
- malpractice
- professional training standards
- psychological risks
- social justice
- transference

Focus Questions

1. Special skills are needed to effectively open and close each group session. Mention a few procedures you might employ on a routine basis as a way to open and to close.
2. What do you see as being the main advantages of working with a co-leader? What about some disadvantages?
3. What are some specific characteristics that you'd most look for in selecting a co-leader? Explain why you selected these factors. Mention some things you would want to discuss with your co-leader before you approached a new group.
4. Assume that you are working in an institutional setting (a state mental hospital) and you have developed a plan for organizing and leading a weekly group for some of the patients. What obstacles might you encounter as you seek to get your program approved and implemented within the system? Discuss ways you could deal with these frustrations.
5. Mention and discuss what you see as being the most significant forces that have affected your style of group leading.
6. What can be gained by integrating research findings into your clinical practice? What are some advantages of using evidence-based approaches as a group leader? Are there any potential disadvantages? If so, what might they be?

Chapter 3

1. What are the rights of group participants? What rights do you think are most important to explore with potential members before they enter a group and soon after they join a group?
2. Informed consent is seen as a basic right of those who enter a group. What type of information would you want to provide to clients before they join one of your groups? What are some of the ways you might help members to understand both their rights and responsibilities as group members?
3. What ethical issues do you think are involved in leading groups composed of involuntary members? Do you see any differences in ethical issues with groups of involuntary clients versus voluntary clients?
4. What are your thoughts on a member's right to leave a group? What would you want to tell members of your group about your policies on leaving a group?
5. At times, groups involve coercion and undue pressure. Although some degree of group pressure is inevitable, what measures would you want to take to lessen the chances of inappropriate pressure upon group members?
6. What are some ethical issues related to multicultural group counseling?

7. What do you see as your responsibility as a group leader to help members get their fair share of group time? How might you help them to make maximum use of the resources within the group?
8. Confidentiality is a central ethical issue in group counseling. What are some of the specific issues that you would want to raise with group members during the early stage of a group? How would you explain the purposes and parameters of confidentiality?
9. What would you tell your members about the exceptions to confidentiality?
10. There are certain psychological risks involved in participating in a group. What do you consider to be some of the major risks of being in a group? As a group leader, what is your role in minimizing these psychological risks?
11. On the matter of socializing among group members outside of the group sessions, what would you want to tell the participants? What are some potential advantages and disadvantages of socializing among group members?
12. What are your thoughts about the ethical issues of group leaders forming personal or social relationships with members in their group? What about making social contacts once members have terminated such a group?
13. What do you see as the role that your values play on the group process? Do you have any thoughts on how you might expose your values without imposing them on the group members? What are some situations where you might expect difficulties because of a conflict between your values and the values of a particular group member?
14. What ethical issues are involved in the appropriate use of group techniques? What are some possible misuses of group techniques?
15. Given the fact that mental health practitioners are more vulnerable to a malpractice suit, what are some of your thoughts about the ways you might lessen the chances of your being sued as a group leader? What do you see as some of the potential issues pertaining to legal liability? How might a group practitioner be vulnerable to legal action?
16. What aspects of your education and training have you valued the most with respect to preparing you for effectively leading groups? What kinds of experiences do you think would have been beneficial to preparing you for group leadership?
17. The textbook discusses perspectives on training group counselors. What are your thoughts about the essential components of a program designed to train effective group counselors? What are your thoughts on requiring, or strongly encouraging, participation in a therapeutic group as a part of a training program for group counselors?
18. If you were invited to be a participant on a board for establishing continuing education recommendations for group practitioners, what ideas would you want to bring to this board? What kind of knowledge and skills would you deem most important as a part of maintaining confidence as a group counselor?
19. What are some specific ethical issues that you see as being most important during each of the stages of a group? What considerations do you think are important before the group begins? Mention some ethical considerations during the early stages of a group's development. Identify a few ethical considerations during the later stages of a group's development.
20. What are some of your ideas regarding ways of developing an ethical and professional orientation to group work? Mention some of your thoughts about procedures you might use in dealing with ethical dilemmas you might encounter as a group counselor.

4th Class:

Reading: Chapter 4 "Early Stages in the Development of a Group" pgs. 70-95 (25pgs)
                      Chapter 5 "Later Stages in the Development of a Group" pgs. 96-117 (22pgs)

Class Activities: Review of the learning objectives
                      Students will present their answers to their assigned questions

Lecture and discussion over the assigned reading
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

    A. To become familiar with issues involved in forming a group;

    B. To learn the major tasks of the group leader during the early stages in group development;

    C. To become aware of the characteristics of groups during the early stages and the unique tasks of the group so that appropriate interventions can be made;

    D. To recognize common problems of groups during the early stages as well as to develop ideas for constructively dealing with these conflicts and problems;

    E. To learn the basics of group process, especially as these group-process concepts apply to the early stages;

    F. To have a grasp of ways to best prepare members for a group, including ways of teaching members how to profit from a group;

    G. To have an understanding of important issues that co-leaders need to discuss during the early stages of a group; and

    H. To acquire a clear understanding of the nature of resistance as well as methods of dealing constructively with the forms of resistance and for dealing with difficult group members.

Chapter 5

    I. To learn the major tasks of the group leader during the later stages in the development of a group;

    J. To become aware of the characteristics of groups during the later stages and the unique tasks of the group so that appropriate interventions can be made;

    K. To recognize common problems of groups during the later stages as well as to develop ideas for constructively dealing with these conflicts and problems;

    L. To learn the basics of group process, especially as these group-process concepts apply to the later stages;

    M. To learn effective ways of terminating a group;

    N. To become familiar with issues involved in follow-up evaluation procedures; and

    O. To have an understanding of important issues that co-leaders need to discuss during the later stages of a group.

Key Terms **to Define, Describe, Explain**

- closed group
- division of responsibility
- formation stage
- heterogeneous group
- homogeneous group
- modeling
- open group
- orientation and resistance
- orientation stage
- reactance theory
- screening
- structuring
- transition stage

Chapter 5

- consolidation of learning
- evaluation and follow-up
- feedback
- final stage
- group cohesion
- self-disclosure
- termination
- therapeutic factors
- working stage

Focus Questions Chapter 4

Questions on Pre-group Issues

1. If you were to announce a group you were developing, what items would you include? What would you say in your announcement that would give prospective group members a clear idea about what they might expect from the group?
2. What are your thoughts concerning the screening of group members? In screening and selecting members, what criteria would you use, and what would you be looking for?
3. What are some specific questions that you would ask of the potential group members in a screening interview?
4. If you were developing a group, what would you keep in mind regarding the composition of the group? Consider such factors as age, sex, common problems, and membership characteristics.
5. What kind of preparation do you see as useful for group members? If you were to lead a group, what are some specific areas you might cover as a basis for preparing members for a successful group?

The Orientation and Exploration Phase of a Group

1. What are the major characteristics of the initial stage of a group? A major task of this stage is that of inclusion and identity. What do you see as your role in helping the members successfully deal with this task?
2. What are some specific steps that you would take as a group leader in creating trust within the group? What role do you see the leader as playing in modeling behavior that will lead to trust?

The Transition Stage of a Group

1. How is conflict at times a major characteristic of the transition stage of a group?
2. How do you view defensiveness and resistance in a group? Discuss how these characteristics are a part of the transition stage.
3. What are the positive meanings of the situations in which group members challenge the leader? How might this be an important turning point in a group? In what way could this be related to a group's movement toward autonomy?
4. Discuss the concept of resistance as something that is typical of most group members. How can this resistance be recognized and dealt with effectively? How can you reframe resistance in more positive terms?
5. If you had a group member who habitually said very little, what might you do? What are the possible reasons for nonparticipating behavior?
6. In what way do you see the member who tends to monopolize the time of a group as employing resistive behavior? What ideas do you have concerning how you think you'd deal with this type of behavior in a group?
7. What kind of defensive behavior in group members do you think you'd have the greatest difficulty in dealing with? Discuss how you might deal with your own

feelings and reactions generated by the member who displays this kind of behavior.

Chapter 5

The Working Stage of a Group

1. Discuss how the development of cohesion is a central characteristic of the working stage of a group. What is your understanding of "group cohesion"? What factors lead to this unity in a group?
2. List and briefly describe what you consider to be the major characteristics of an effective and working group. What do you see as being the basic differences between a productive and a nonproductive group?
3. Discuss what you consider to be the role and tasks of the group leader during the working stage.
4. Discuss the ways in which you and your co-leader might go about evaluating the direction and productivity of your group as it reaches the working stage. How would you encourage the group members to do their own evaluating at this point?

The Consolidation Stage of a Group

1. Imagine that you and your co-leader are meeting to discuss the termination of your group, which is three weeks away. What issues are most important to focus on during this stage?
2. What are some specific steps and procedures for assisting group members in translating what they have learned in a group to actual situations they will encounter in daily life? How can you help members review what they have learned through experience?

The Post-Group Stage

1. In your view, what responsibility does the group leader have in developing follow-up procedures and an evaluation program for a group? What are your thoughts on specific procedures you'd like to develop to evaluate the outcomes of a group?
2. What are some concrete advantages of arranging for a follow-up program as a part of a group experience?
3. List the key tasks of the group leader during the post-group period.
4. As a group counselor, what are your ideas on how you can combine evaluation approaches with improving yourself as a group practitioner? Discuss.

Part 2: THEORETICAL APPROACHES TO GROUP COUNSELING

5th Class:

Reading: Chapter 6 "The Psychoanalytic Approach to Groups" pgs. 126-161 (35pgs)

Class Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

At the conclusion of reading and studying this chapter, the students are expected to have learned the essentials of the psychoanalytic approach to group work. This fundamental comprehension includes an understanding of the following:

A. The key concepts of the psychoanalytic approach as they are related to group process.
B. The role played by one's past in current development;
C. A description of the nature of the unconscious and the role of unconscious factors in group process; a grasp of the basic procedures used by analytically oriented group practitioners to tap unconscious processes;
D. The nature of anxiety and ways that it might manifest itself in the behavior of members;
E. The role of dreams in group work;
F. The nature of resistance and how to deal with it in groups;
G. The process of both transference and countertransference as they are manifested in a group;
H. The stages of the development of an analytic group;
I. The specific roles and functions of the analytic group leader;
J. Developmental stages as viewed by Freud and Erikson, and their implications for group work;
K. The contemporary trends in psychoanalytic group theory, with a focus on object-relations theory and attachment theory;
L. Group approaches for clients diagnosed with borderline personality and narcissistic personality disorders;
M. The major contributions and limitations of psychoanalytic group therapy in working with culturally diverse populations;
N. The importance of adapting psychoanalytic techniques to working with culturally diverse clients.
O. The future of psychoanalytically oriented therapy including an increase in the use of brief psychodynamic therapy; and
P. The application of psychoanalytic concepts in group work with children and adolescents in schools.

Key Terms Identify, define, describe, and explain the following terms within the context of the psychoanalytic approach as this model is applied to groups:

- Anal stage
- Anxiety
- Attachment
- Attachment theory
- Borderline personality disorder
- Brief psychodynamic therapy (BPT)
- Countertransference
- Denial
- Dialectical behavior therapy (DBT)
- Displacement
- Dream Analysis
- Ego
- Ego-defense mechanism
- Ego psychology
- Electra complex
- Fixation
- Free association
- Genital stage
- Identity crisis

- Insight
- Interpretation
- Latency stage
- Latent content
- Manifest content
- Multiple transferences
- Narcissistic personality disorder
- Object relations theory
- Oedipus complex
- Oral stage
- Phallic stage
- Projection
- Psychoanalytic groups
- Psychodynamics
- Psychosexual stages
- Psychosocial stages
- Psychosocial theory
- Rationalization
- Reaction formation
- Regression
- Relational analysis
- Repression
- Resistance
- Therapeutic alliance
- Therapeutic regression
- Transference
- Unconscious
- Working through

Focus Questions

1. In what way can an understanding of psychoanalytic concepts help group leaders make sense of what occurs in a group setting?
2. Mention and briefly discuss some advantages of a group format over an individual analysis that utilizes psychoanalytic concepts and techniques.
3. Summarize the psychoanalytic position with respect to the role and influence of the past as a key factor of present development. How is the past dealt with in the analytic group?
4. What is the basic goal of the analytic group?
5. Describe how free association is used to uncover repressed and unconscious material in an analytic group.
6. In what way is interpretation a basic procedure in psychoanalytically oriented groups?
7. What is the rationale underlying analytic dream work? How are dreams typically dealt with in the analytic group?
8. Give some typical ways that resistance is manifested in the analytic group. What are some forms that resistance takes? How do group analysts deal with resistance?
9. Discuss the group as an ideal way to recognize and deal with *multiple transferences.* How does the analytic group become a repetition of significant events from the original family?
10. What is the analytic perspective on interpreting and working through transferences?
11. What are the primary roles and functions of the leader of an analytic group? From your vantage point, how comfortable would you be in assuming these functions?

12. How can an understanding of the Freudian and psychosocial views of development be beneficial to the group leader as he seeks to conceptualize the dynamics occurring within his group?
13. How can psychoanalytic concepts be applied to brief therapy? What are the strengths and limitations of brief psychodynamic therapy?
14. What are some of the ways that psychoanalytic and behavioral approaches can be blended? What are the key features of dialectical behavior therapy?
15. Write a critical evaluation of the psychoanalytic model of group. Include factors such as the unique aspects of the approach, the contributions and the limitations of the model, and basic problems in using the model.
16. List and discuss a few concepts and procedures that you would most want to include in your leadership style based on the analytic approach.

6th Class:

Reading: Chapter 7 "Adlerian Group Counseling" pgs. 165-185 (20pgs)
Chapter 8 "Psychodrama in Groups" pgs. 190-217 (27pgs)

Class Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

The basic objective of this chapter is for the students to have an introductory knowledge of the concepts and procedures involved in the Adlerian approach to group work. Some specific objectives include:

A. To understand the Adlerian view of the person and the implications of this perspective for the practice of group counseling;
B. To understand the Adlerian view of the person and the implications of this perspective for the practice of group counseling;
C. To be able to identify the basic assumptions and key concepts of the Adlerian approach to groups;
D. To be able to identify the common denominators of the Adlerian approach with the other therapeutic approaches and models;
E. To understand the rationale for group counseling from the Adlerian perspective;
F. To be able to describe the phases of an Adlerian group;
G. To describe the role of the Adlerian group counselor;
H. To have an understanding of how Adlerian concepts are applied to family counseling;
I. To recognize the advantages and limits of using the Adlerian approach in a school setting as well as with culturally diverse client or student populations.

Chapter 8

J. Be familiar with the key concepts of psychodrama;
K. Have a knowledge of the specific techniques typically used in role-playing exercises and psychodrama;
L. Be able to identify situations in which psychodrama would be an appropriate intervention;
M. Identify the roles and functions of the psychodrama leader;

N. Describe the steps involved in setting up a psychodrama, actually conducting one, and evaluating a psychodrama;
O. Identify the strategies from this approach that can be used in K-12 settings; and
P. Understand the advantages and drawbacks of using psychodrama with diverse populations; and
Q. Identify those elements from this approach that are of value to the individual; and to critically evaluate the approach.

Key Terms **to Define, Describe, and Explain**

- Acting as if
- Basic mistakes
- Catching oneself
- Community feeling
- Convictions
- Courage
- Democratic living
- Early recollections
- Emotional intelligence
- Encouragement
- Family atmosphere
- Family constellation
- Fictional finalism
- Holism
- Individual Psychology
- Inferiority feelings
- Insight
- Interpretation Lifestyle
- Life tasks
- Mistaken goals
- Mutual respect
- Other-esteem
- Phenomenology
- Priorities
- Private logic
- Reorientation
- Social interest
- Socio-teleological approach
- Striving for superiority
- Style of life
- Teleology

Chapter 8

- Action phase
- Audience
- Auxiliary ego
- Behavioral practice
- Classical psychodrama
- Closure
- Catharsis
- Director
- Double technique

- Empty chair
- Encountering
- Future projection
- Insight
- Magic shop
- Mirror technique
- Multiple double
- Protagonist
- Psychodrama
- Reality testing
- Replay
- Role reversal
- Role playing
- Role theory
- Role training
- Self-presentation
- Sharing phase
- Soliloquy
- Spontaneity
- Stage
- Surplus reality
- Tele
- Theater of Spontaneity
- Unconscious
- Warm-up phase

Focus Questions

1. Explain Adler's holistic view of the person in terms of its implications for group and family therapy.
2. "Adler believed that *what* we are born with is not crucial, but rather the *use* we make of our natural endowment." Explain this statement and give your own views on an individual's capacity for creativity and choice.
3. What is meant by a "phenomenological orientation" toward therapy? How would a group leader with this orientation relate to his group members?
4. Explain Adler's concept of "social interest." How can a group be an ideal place for the development of an individual's capacity for social interest?
5. List and then discuss and critically evaluate some of the *basic assumptions* underlying the Adlerian approach to groups.
6. Discuss some of the *basic differences* between the Adlerian and psychoanalytic approaches to group therapy.
7. Discuss the role of *power* as a key factor in Adlerian theory. How is this dealt with in groups?
8. What is the meaning of the lifestyle? Explain how one's lifestyle is based on one's feelings of inferiority and the "striving for superiority." How is this unique lifestyle explored in an Adlerian group?
9. Describe the major goals of Adlerian group counseling.
10. List and discuss the *four phases* that are typical in the stages of development of the Adlerian group.
11. Describe the concept of "*goal alignment.*"
12. Describe how the exploration of the *family constellation* and the *earliest recollections* are a basic part of the analysis and assessment of individuals in the Adlerian group.
13. How is *insight* viewed by the Adlerians?

14. How is interpretation done in the Adlerian group? How is the style of interpretation different from the classical Freudian analysis?
15. How is the *encouragement process* a basic part of the Adlerian group?
16. Discuss the *role* of the Adlerian group counselor. How does this role fit for *you* as a group leader?
17. For what kind of clients do you think Adlerian groups would be best suited? Do you think they would be appropriate for all populations? Explain. What are the implications for working with multicultural populations?
18. What are a few key Adlerian concepts that you think are most relevant for counseling children in groups? for adolescents in groups?
19. What is a rationale for counseling children and adolescents in groups? How is a group format related to the developmental issues of young people? How can an Adlerian group be useful in a school setting?
20. Write a critical evaluation of the Adlerian model. Include in this critique both its contributions and limitations, and aspects of this approach that you'd most want to incorporate into your own group leading.
21. Discuss briefly the following key concepts in group process as they relate to *psychodrama.*

> A. encounter
> B. spontaneity and creativity
> C. dealing with the present
> D. catharsis and insight
> E. reality testing

22. List and briefly explain the basic assumptions underlying the psychodrama approach to group work.
23. What are some of the advantages of the action-oriented methods of psychodrama where members act out their conflicts and problems as opposed to merely talking about these events?
24. What are the basic functions and tasks of the psychodrama leader? Explain.
25. Define the term *protagonist.*
26. What are *auxiliary egos* and how are they used in psychodrama? Explain briefly the functions of auxiliary egos.
27. How can the group (or audience) also benefit from the work a given member does in a psychodrama? Discuss the role of the members in giving support and feedback to the protagonist.
28. Describe the essentials involved in these three phases of a psychodrama:

> A. the warm-up phase
> B. the action phase
> C. the sharing and discussion phase

29. Why is a warm-up period necessary for an effective psychodrama? Describe a few warm-up procedures you might use if you were to design a psychodrama.
30. Define and briefly describe each of the following psychodrama procedures and techniques that are typically employed during the action phase:

> A. self-presentation
> B. role reversal
> C. soliloquy
> D. doubling
> E. mirror technique
> F. magic shop

G. future projection
H. replay
I. role training

31. If you were using psychodrama, and if members completed a segment of work, what are some things you'd want those members to focus on? How would you take care to see that members were not left with unnecessary unresolved feelings? How would you include the rest of the participants in the discussion phase?
32. *When* do you think that psychodrama methods are called for? With what population do you see this method as being particularly appropriate? Are there some populations that you'd not want to employ psychodrama techniques with? Why or why not?
33. What are some uses you might make of role-playing methods in group work with school-age students? How can you also incorporate other expressive media such as music, art, movement, dance, and play with selected psychodrama methods in working with children or adolescents in groups?
34. How might you incorporate some of the concepts and techniques from psychodrama into your own personal style as a group leader? What are some applications of psychodrama in multicultural settings?
35. Write a personal evaluation of the psychodrama method. In your critique mention aspects you most value as well as aspects you least like. What are some of the unique contributions of this method? What are its basic limitations? What do you most want to draw from this model?

7th Class:

Reading: Chapter 9 "The Existential Approach to Groups" pgs. 222-247 (26pgs)

Class Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:
A. The basic concepts that are a part of the existential approach;
B. The therapeutic goals of this approach, as applied to group work;
C. How the concepts of this approach can be translated into group practice;
D. The role and function of the existentially oriented group leader;
E. The applications of the existential approach to working with family groups, students in K-12 settings, and culturally diverse clients; and
F. The unique contributions and basic limitations of the existential approach to group work.

Key Terms **to Define, Describe, and Explain**

■ Anxiety
■ Authenticity
■ Death awareness
■ Existential anxiety
■ Existential group
■ Existential guilt
■ Existential isolation
■ Existential neurosis

- Existential tradition
- Existential vacuum
- Freedom
- "Givens of existence"
- Life-changing psychotherapy
- Logotherapy
- Phenomenology
- Restricted existence
- Search for meaning
- Self-awareness
- Self determination
- Solitude

Focus Questions

1. The existential approach to group is more of a perspective on human nature and an approach to understanding behavior than a "school of therapy." With this in mind, how does an existential practitioner view group counseling?
2. How are self-awareness, freedom and responsibility, and choosing for oneself *basic goals* of the existential group?
3. What are the implications of the concept of *self-awareness* for group practice?
4. Discuss the implications for the concepts of *self-determination* and *personal responsibility* for group counseling.
5. How does the existential group leader view anxiety? What are the meanings of anxiety?
6. Discuss the existential view of *death* as a significant variable in living fully. How might an existential practitioner focus on this reality in group counseling? How are death and meaning in life related concepts?
7. The existential practitioner speaks about the concept of *authentic identity*. Discuss this concept of authenticity and contrast it with *inauthentic* identity. How do you see this as a significant concept for the practice of group work?
8. How would an existential practitioner view concepts such as loneliness and being alone? In what way might such a practitioner work with these experiences in a group? Discuss both.
9. Discuss the role of the existential group leader. How does this role fit for you?
10. This model does not specify a set of techniques. If you were to borrow existential *concepts* and integrate them into your work as a group leader, how might you draw upon other approaches as a basis of techniques? What other schools might you rely on?
11. What are some of the existential concepts that could be applied to group counseling with school-age students?
12. Critically evaluate this approach to group counseling. Discuss what you see as its major assets and its major liabilities. How does this approach work with culturally diverse clients?

8th Class:

Reading: Chapter 10 "The Person-Centered Approach to Groups" pgs. 253-281 (29pgs)

Class Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

    A. Understand the stages of the development of a group within the person-centered perspective;

    B. Define and describe the facilitative dimensions of the therapeutic relationship;

    C. Describe the role and functions of the group counselor within the person-centered context;

    D. Be familiar with the process directions taken by a person-centered group, and to be able to describe the outcomes of such a group;

    E. Understand how the person-centered approach may be used effectively in schools;

    F. Be able to identify the advantages and disadvantages of using this approach with culturally diverse populations; and

    G. Be able to demonstrate the ability to apply the basic concepts of this model to actual group practice.

Key Terms to Identify and Define

- Accurate empathic understanding
- Actualization tendency
- Congruence
- Empathic understanding
- Expressive arts therapy
- Formative tendency
- Genuineness
- Humanistic psychology
- Internal locus of evaluation
- Nondirective counseling
- Openness to experience
- Personal power
- Presence
- Self-actualizing tendency
- Therapeutic conditions
- Unconditional positive regard

Focus Questions

1. List and describe the *basic assumptions* that a person-centered group leader holds regarding human nature and toward the nature of group process. What implications do you see of these assumptions for the practice of group work?

2. According to the person-centered group facilitator, what are the *central goals* of group counseling?

3. Define *attending*. How is this a fundamental concept of this approach?

4. What is *empathy?* In what way is this basic to the person-centered group? Discuss the implication of empathy for group leadership.

5. What do you understand by the phrase "unconditional positive regard"? In what way is this a basic part of the person-centered approach?

6. What is the primary role of the group facilitator according to this model? Could you function effectively in such a role? Why or why not?

7. Describe the process directions that make up the stages or phases of the person-centered group.

8. In what ways can the expressive arts provide a structure that can allow clients to explore their struggles?

9. How is creativity a basic part of expressive arts?
10. What are some specific methods of expressive arts that can be used in a group?
11. What role does research play in this model? What kind of research is stressed in person-centered group work?
12. What kind of population do you see as being best suited to a person-centered approach?
13. What are some possible advantages and disadvantages of using a person-centered approach in working with children and adolescents in a counseling group? What concepts would you most want to draw from?
14. What are some of aspects of the person-centered approach that have the most relevance for group work with diverse client populations?
15. Critically appraise the person-centered model of group work. In your critique mention the aspects that you most like and least like. What aspects of this model would you want to incorporate into your leadership style? What do you see as the main contributions and limitations of this approach?

9th Class:

Reading: Chapter 11 "Gestalt Therapy in Groups" pgs. 288-318 (31pgs)

Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

A. Become familiar with the stages of group development according to the Gestalt perspective;
B. Become familiar with Gestalt techniques that are commonly used in group work and understand their rationale; and
C. Understand the basic concepts of Gestalt therapy such as goals, present-centered awareness, responsibility, unfinished business, and so forth.
D. Identify the role and functions of a Gestalt oriented group leader;
E. Understand the *Key Terms* to Define, Describe, and Explain fundamental difference between experiments and techniques;
F. Develop an awareness of the limits of using Gestalt techniques with children and adolescents as well as an awareness of what the approach has to offer young people; and
G. Recognize the advantages and disadvantages of this approach with culturally diverse clients.

Key Terms to Identify and Define

- Awareness
- Blocks to energy
- Confluence
- Confrontation
- Contact
- Continuum of awareness
- Deflection
- Dialogue experiments

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- Dichotomy
- Disturbances to contact
- Dream Work in Groups
- Experiments
- Field theory
- Figure-formation process
- Group exercises
- Group experiments
- Holism
- Introjection
- Nonverbal language
- Organismic self-regulation
- Paradoxical theory of change
- Projection
- Rehearsal
- Relational Gestalt therapy
- Retroflection
- Techniques
- Unfinished business

Focus Questions

1. Describe the basic assumptions underlying the Gestalt approach to group work. What are some of the implications for group practice of these assumptions?
2. What are the therapeutic goals of the Gestalt group? Discuss.
3. Discuss the concept of the "here and now" as it relates to Gestalt therapy. How does this approach deal with both the *past* and the *future*? In what ways can focusing on the present moment bring more vitality to a group?
4. What are some advantages of the Gestalt emphasis on re-experiencing past traumas as though they were occurring in the present?
5. The core of the Gestalt methodology is awareness, or recognizing what one is thinking, feeling, sensing, and doing. How does the Gestalt group leader see this awareness as a crucial and basic part of the therapeutic process?
6. What is the position of the Gestalt leader in using questions?
7. Discuss the concept of *unfinished business* from the Gestalt viewpoint. How would a Gestalt group leader attempt to work with unfinished business in a group? What are some techniques for dealing with unfinished business?
8. Discuss the role and functions of the Gestalt group leader.
9. Discuss the concept of *experiments* designed to expand awareness. How are the various Gestalt techniques really experiments?
10. Do you see a danger of abusing Gestalt methods? In what way is it essential for the therapist to be genuine if these techniques are to be effective?
11. In what way does the Gestalt approach focus on:
    A. verbal language patterns?
    B. nonverbal communication aspects?
    C. Define these Gestalt procedures. Give a concise description of each procedure, along with its purpose.
        1. the dialogue approach
        2. making the rounds
        3. rehearsal
        4. reversal technique
        5. exaggeration exercise

12. How is fantasy used in a Gestalt group? What are some advantages you can see to using fantasy approaches?
13. Discuss how Gestalt therapists work with dreams in a group. Describe the procedures used as well as the rationale.
14. Write a *critique* of the Gestalt approach to groups. Include what you see as its main contributions and strengths, major limitations and weaknesses, the populations especially suited for Gestalt, and the concepts and procedures you'd most want to use from the Gestalt model.

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10th Class:

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Reading: Chapter 12 "Transactional Analysis in Groups" pgs. 323-344 (21pgs)
Chapter 13 "Cognitive Behavioral Approaches to Groups" pgs. 347-360 (13pgs)

Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives: Chapter 12

A. Be able to define and describe the key concepts and terms associated with TA approach;
B. Demonstrate the ability to apply some of the common techniques used in group work;
C. Describe the role and function of the TA group leader;
D. Have gained some experience in applying the concepts of TA to themselves in small learning groups;
E. Identify how they can apply TA in their work with children, adolescents, and culturally diverse client populations; and
F. Critically evaluate the TA approach to group work.

Chapter 13

G. Identify the unique characteristics of cognitive behavior therapy;
H. Describe the role and function of the behaviorally oriented group leader;

Key Terms **to Identify and Define**

■ Adult
■ Autonomy
■ Basic psychological life position
■ Child
■ Contract
■ Controlling (Critical) Parent
■ Counter-injunctions
■ Decisions
■ Ego state
■ Games
■ Injunctions
■ Karpman Drama Triangle
■ Life script
■ Nurturing Parent
■ Parent
■ Psychological strokes

- Racket
- Redecision
- Redecision therapy
- Script analysis
- Strokes .
- Structural analysis
- Transaction
- Transactional analysis (TA)

Chapter 13

- Acceptance
- Acceptance and commitment therapy (ACT)
- Assertion training
- Automatic thoughts
- Behavioral assessment
- Behavior rehearsal
- Behavior therapy
- Buddy system
- Coaching
- Cognitive behavior therapy
- Cognitive restructuring
- Cognitive structure
- Cognitive therapy
- Collaborative empiricism
- Contingency contract
- Coping skills
- Dialectical behavior therapy (DBT)
- Feedback
- Mindfulness
- Mindfulness-based cognitive therapy (MBCT)
- Mindfulness-based stress reduction (MBSR)
- Modeling
- Multi-method group approach
- Problem solving
- Reinforcement
- Self-management
- Self-monitoring
- Social effectiveness training (or SET)
- Social learning theory
- Social skills training
- Stress management training
- Stress inoculation training
- Therapeutic collaboration
- Therapeutic homework
- Third-generation behavior therapies

Focus Questions

1. TA provides options for working with family groups on a cognitive, affective, and behavioral level. Show how the concepts of TA can be applied to family members on all these levels. What kinds of TA techniques might you draw upon if you were counseling a family group? Show how you might go about getting a contract from individual family members and the family as a unit.
2. In what sense is TA largely a didactic and cognitive form of therapy?

3. Briefly describe the functioning of the ego states of Parent, Adult, and Child. Show how these concepts are worked with in a group setting.
4. How can a group be a place where people can learn about the kinds of strokes they give and receive?

5. List a few common injunctions. If you were a group leader, how might you explore these injunctions in your group? Describe some techniques for dealing with injunctions.
6. Discuss the concepts of *early decisions* and *re-decisions*. In a TA group, how are these early decisions one makes typically explored?
7. As a group leader, what value do you see in exploring games in a group setting? How is a TA group structured in such a way that the members can explore both games and basic psychological positions?
8. Discuss the role and functions of the TA group leader.
9. How do *contracts* guide the direction of work in a group? What are your reactions to the use of contracts in a group?
10. Write a critical evaluation of TA. What specific aspects, both concepts and procedures, might you want to incorporate from TA into your group leading?

Chapter 13

1. Describe the unique characteristics of cognitive behavior therapy in groups. What are the areas of focus in this approach to groups?
2. Give a description of the stages in the development of cognitive behavior therapy groups from the initial stages to termination and follow-up.
3. Discuss the emphasis on *cognitive behavior modification.* How are beliefs worked in with the hope that behaviors will change?
4. In what way is assessment (or evaluation) an ongoing and vital part of a cognitive behavioral group?
5. Give a rationale for the focus on concrete goals and overt behavior in a behavioral group. Why are specific goals needed?
6. What is the role and function of a cognitive behaviorally oriented group leader? How does this apply to you?
7. What are some of the assumptions underlying the multimodal approach to group therapy? What are some ways that this approach differs from other types of cognitive behavioral groups?
8. Discuss the philosophy of assertion training. What are its basic goals?
9. If you were to design an assertion training group, what would the key elements of this group be? Describe how you would set up such a group, some of the procedures you would be likely to use, and some of the steps you would take in conducting such a group.
10. Assume that you were interested in designing a behavioral group with adolescents. Describe some of the steps that would be involved in forming this group.
11. In what way does a cognitive behavioral group differ fundamentally from a psychoanalytic group?
12. Discuss the concept of activity and action-oriented methods that are part of a cognitive behavioral group. You might include techniques such as homework, group practice, behavioral role playing, and so on.
13. What are some cognitive behavioral methods that are particularly well-suited for use with groups with children? What about with adolescents?
14. To what degree do cognitive-behavioral group methods have relevance in working with diverse cultural groups?
15. Discuss some of the acceptance-based approaches that typically incorporate mindfulness skills training in different kinds of groups.

16. Explain how dialectical behavior therapy is a blend between cognitive behavioral and psychoanalytic techniques.
17. What are some of the major purposes of mindfulness-based cognitive therapy?
18. What are some of the skills that are taught in the mindfulness-based stress reduction program?

19. Mention some key aspects of acceptance and commitment therapy programs.
20. Write a critical evaluation of cognitive behavioral groups, indicating what you consider to be the major contributions and limitations of this approach. What are some specific cognitive behavioral approaches that you'd want to use?

11th Class:

Reading: Chapter 13 "Cognitive Behavioral Approaches to Groups" pgs. 363-376 (16pgs)
Chapter 14 "Rational Emotive Behavior Therapy in Groups" pgs. 182-399 (18pgs)

Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives: Chapter 13

A. Describe the stages of development of a cognitive behavioral group from the initial stages through the final and follow-up stages;
B. Be able to describe the nature and purpose of assertion groups, and to summarize the philosophy that underlies assertion training;
C. Have a general understanding of the purpose and goals of social skills training groups, stress inoculation training, and mindfulness and acceptance-based approaches;
D. Describe the nature of cognitive behavioral groups directed toward self-control;
E. Understand how the cognitive behavioral approaches can be effectively practiced in school settings and with diverse client populations; and
F. Critically evaluate both the unique contributions and the limitations of the cognitive approach to group work

Chapter 14

G. To define and describe the A-B-C theory of personality and to explain the REBT approach to the origins of behavioral problems;
H. To list common irrational beliefs and to develop some methods of confronting these beliefs;
I. To critically evaluate the model and determine a basis for selecting certain concepts and procedures in one's group leadership style;
J. To be clear about the role and functions of the REBT group leader.
K. To understand how REBT can be applied in school settings; and
L. To gain an awareness of how REBT can be used with culturally diverse populations.

Key Terms to Identify and Define

- A-B-C theory
- Cognitive homework
- Cognitive restructuring

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- Cognitive therapy
- Distortion of reality
- Humor
- Internal dialogue
- Irrational belief
- Musturbation
- Psycho-educational methods
- Rationality
- Rational emotive behavior therapy (REBT)
- Rational emotive imagery
- Rational-emotive therapy (RET)
- Rational therapy
- Self-acceptance
- Self-instructional therapy
- Self-rating
- Shame-attacking exercises

Focus Questions

1. Describe the A-B-C theory of REBT, and show how emotional-behavioral disorders originate. How can this model be used in a counseling group?
2. What is a rationale for the highly directive and confrontational nature of REBT?
3. Do you see that REBT necessarily lends itself to an approach that imposes the leader's values on the members? Discuss.
4. What are some unique advantages of a group setting in practicing REBT? How can the group itself be useful in assisting people to confront and effectively deal with irrational ideas?
5. Discuss the role of homework assignments in the REBT group. How might you strive to include the group members in a collaborative way in designing homework?
6. REBT is basically an educational model in group work. What are some key aspects that the leader tends to teach the participants?
7. Discuss the role and functions of the REBT group leader. How comfortable would you be in assuming this role? Explain.
8. In what ways does the REBT group build on behavior concepts and incorporate many of the techniques of the behavioral approach? Discuss.
9. Do you see possibilities of integrating the cognitive approach of REBT with some of the more experiential group approaches such as Gestalt therapy? Discuss.
10. Write a critique of REBT, including special mention of aspects of the model that you most like and least like. With which kind of client populations and which kind of problems do you think REBT works best?

12th Class:

Reading: Chapter 15 "Reality Therapy in Groups" pgs. 402-421 (20pgs)
Chapter 16 "Solution-Focused Brief Therapy" pgs. 425-447 (23pgs)

Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:

> After reading and studying these chapters, the students are expected to have a basic grasp of the key concepts of reality therapy and "Solution-Focused Brief Therapy" as applied to a group. Other specific objectives include:
>
> A. To understand how an emphasis on present behavior, self-evaluation, and making a commitment to change behavior are each a basic part of reality therapy;
> B. To understand how choice theory operates and how everything that we do, think, and feel is generated by what happens inside of us;
> C. To explore Glasser's perspective of total behavior which states that to understand our behavior we must take into account what we are doing, thinking, feeling, and our physiological states;
> D. To examine the role and functions of the reality-therapy group leader;
> E. To become familiar with the practice of reality therapy in groups, which is known as the "cycle of counseling," and which includes two major components—the counseling environment and specific procedures that lead to behavioral change;
> F. To describe and evaluate the functions and role of the group leader;
>
> G. To have a clear idea of the nature of how the WDEP system works;
> H. To compare and contrast reality therapy with some of the other models in the textbook;
> I. To critically evaluate the approach, including knowing the advantages and limitations of reality therapy;
> J. To become familiar with the ways that reality therapy can be useful in school settings.
> K. To explore applying reality therapy in multicultural settings by looking at the strengths and limitations of using reality therapy with culturally diverse clients.

Chapter 16

> L. To understand how an emphasis on present behavior, future striving, positive orientation, creative solutions, and looking for what is working are basic aspects of this therapy;
> M. To understand how the basic assumptions of SFBT influence practice;
> N. To examine the role and functions of the solution-focused group leader;
> O. To appreciate the value of a not knowing position as a way to empower group members;
> P. To become familiar with the process of the solution-focused group;
> Q. To learn the basic rationale underlying the main techniques used in SFBT;
> R. To learn of ways to apply SFBT in school settings;
> S. To compare and contrast SFBT with some of the other models in the textbook;
> T. To critically evaluate the approach, including knowing the advantages and limitations of solution-focused therapy;
> U. To explore applying solution-focused therapy in multicultural settings by looking at the strengths and limitations of this approach with culturally diverse clients;
> V. To understand the basic principles of Motivational Interviewing, and to explore ways of integrating these concepts and strategies into other approaches; and
> W. To become familiar with the stages of change, which are an integral part of MI.

Key Terms **to Define, Describe, and Explain**
- Autonomy
- Commitment
- Choice theory
- Counseling environment
- Cycle of counseling
- Essential human needs
- Involvement
- Paining behaviors
- Picture album
- Quality school
- Quality world
- Reality therapy
- Responsibility
- Self-evaluation
- Total behavior
- WDEP system

Chapter 16

- Cooperation
- Exception questions
- Formula first session task (FFST)
- Miracle question
- Motivational interviewing (MI)
- Positive psychology
- Pre-therapy change
- Reframing "Resistance"
- Scaling questions
- Solution-focused brief therapy (SFBT).
- Solution-focused counseling
- Temporal Sensitivity
- The MI Spirit

Focus Questions

1. Discuss the basic assumptions underlying the reality therapy model. Include in this discussion some mention of the key concepts of the approach.
2. What are the main functions of the reality therapy group leader? How might you relate to this role as a leader?
3. Reality therapy focuses on *current behavior.* It tends to downplay feelings, attitudes, one's past, while it focuses on the reality of what one is doing now. What are your thoughts about this approach?
4. According to the reality therapy model, factors such as transference, unconscious motivation, and mental illness are ways to sidetrack reality and responsibility. What are your reactions to this view?
5. How does the following question capture the essence of contemporary reality therapy: *What are you doing?*
6. In what ways is contemporary reality therapy grounded in existential/ phenomenological principles? What are the implications for group work?
7. What are the central functions played by the leader in a reality therapy group?
8. What is the essence of choice theory?
9. Explain Glasser's concept of total behavior.
10. Discuss the concept of *responsibility* in the reality therapy model.

11. What role does *involvement* play in the group leader's style? How can the leader demonstrate active involvement?
12. The reality therapy group is based on the assumption that change will take place only if members develop a *plan for change* and stick with the *commitment to change.* What are some ways that you could encourage members to both develop these plans and stick with their commitments?
13. What are some of the ways that you can apply choice theory concepts and reality therapy techniques to group work with school-age students? What are some of the advantages of applying reality therapy to group work with children and adolescents? Any disadvantages?
14. What are some of the ways that reality therapy might need to be modified in working with certain cultural groups? How does reality therapy in group work address the issue of diversity?
15. Write a critical evaluation of the reality therapy model of group. Include mention of aspects you might want to include in your own style of group leadership.

Chapter 16

1. What are some of the basic assumptions underlying the practice of solution-focused therapy?
2. What are some of the main functions of the solution-focused group leader? How do you relate to these functions? With which of these functions, if any, might you have difficulty?
3. Solution-focused therapists engage in conversations with group members about what is going well, future possibilities, and resources for change. What do you think of this positive orientation?
4. What are some advantages and disadvantages of focusing almost exclusively on solutions and minimizing any discussion of problems?
5. SFBT focuses on what is working. How would you deal with the group member who claims that nothing is working in his or her life?
6. Solution-focused therapists eschew the past in favor of both the present and the future. What do you think of this time frame emphasis?
7. Do you agree or disagree with the assertion that it is not necessary to know the cause of a problem to solve it and that there is no necessary relationship between problems and their solutions? Explain.
8. To what extent do you agree with the assumption that small changes pave the way to larger changes?
9. What are some ways you might try to assist members in finding exceptions to their problems?
10. In this approach, the therapist-as-expert is replaced by the client-as-expert. How does this fit your view of the role of a group leader? Do you see a difference between a therapist having expertise and a therapist as an expert?
11. A key question for members is: "When your problem is solved, what will you be doing differently." What advantages can you see of posing this question?
12. Solution-focused leaders use questions as a way to generate experience, rather than gather information. What kinds of questions do you think are most useful to get a sense of the client's world?
13. Exception questions challenge members to talk about times when the problem was not problematic. Are you inclined to use this kind of question? Why or why not?
14. What is the rationale of the miracle question? What thoughts do you have about using this in a group?
15. What is the purpose of scaling questions? How might you use this as an assessment strategy to measure change in between sessions? How can scaling be used to assess change within a single session?

16. What are some ways that SFBT can be applied to group work in the schools? What techniques do you think are particularly appropriate?
17. What are some of the potential strengths of SFBT as applied to working with diverse clientele in groups? How about any of the limitations you can see?
18. What are the main contributions and strengths that you see in SFBT applied to group work?
19. What limitations do you find, if any, if SFBT applied to group work?
20. What specific techniques or basic ideas of SFBT would you most want to incorporate into your own therapeutic practice as a group leader?
21. How could you incorporate Motivational Interviewing (MI) strategies into some of the approaches that have been discussed already? In which approaches would it seem inappropriate to draw from MI? Explain.
22. What are the advantages of using MI with clients who are reluctant to change certain behaviors? How would you use MI with a client or student who was behaving in self-destructive ways yet had no intention of modifying his or her behavior?
23. In thinking about your own life and specific changes that you think you need to make, what stage of change are you at? If you are not ready to make certain changes, what prevents you from doing so? What would help to increase your motivation to change?

PART 3 "INTEGRATION AND APPLICATION"

13th Class:

Reading: Chapter 17 "Comparisons, Contrasts, and Integration" pgs. 454-478 (25pages)

Activities: Review of the learning objectives
Students will present their answers to their assigned questions
Lecture and discussion over the assigned reading.
Students will ask their classmates the questions they developed.
Chapter quiz

Learning Objectives:
A. To review some of the objectives covered in the previous chapters

Focus Questions
1. In considering the diversity of systems of group counseling, do you see any basis for a commonality concerning the goals of group counseling? Explain your view.
2. If you were asked in a job interview how you saw your role as a group counselor, how would you answer?
3. The issue of structuring a group can be discussed from the viewpoint of a continuum ranging from being extremely nondirective to highly directive. Where are you on this continuum? How much structure do you think is optimal for group functioning?
4. What are your views concerning the division of responsibility in a group? How much do you see as the leader's responsibility, and how much is the members' responsibility? How can you avoid the danger of assuming too much or not enough of the responsibility for the direction of the group you are leading? What do you see as the areas for which members are primarily responsible?
5. The various theories of group counseling each generate different techniques. What are some of the techniques that you are most drawn to?
6. When do you think techniques fail? What are some ways that you can increase the chances of techniques serving a useful purpose? What are your guidelines for the effective use of group techniques?

7. If you were asked what model of group you would tend to use, what would you answer? Explain.
8. List a few of the aspects you *most* like from each of the major theoretical approaches to group work. Briefly discuss.
9. After reading the section in the textbook on the applications of the integrated eclectic model, attempt to formulate your own synthesis. How would you tie together several of the theories you have studied? What are the major aspects of your own personal theory of group counseling?
10. Thinking from the perspective of the stages of a group's development, show what concepts you would be most inclined to draw from for each of the various stages. Show specific concepts from the various theories that would help you make sense of group process from the beginning to the end of a group. Can you think of ways to integrate thinking/ feeling/behaving perspectives at each of these stages?

14th Class:

Reading: Chapter 18 "The Evolution of a Group" An Integrative Perspective" pgs. 479-502 (24pgs)

Activities: Review of the learning objectives
                     Students will present their answers to their assigned questions
                     Lecture and discussion over the assigned reading.
                     Students will ask their classmates the questions they developed.
                     Chapter quiz

Learning Objectives: Integrating what you have learned throughout the semester.

Focus Questions
1. In this chapter a number of themes are presented with a "typical group" in mind, and then group practitioners with varying orientations work with group members and the themes that emerge. Identify those approaches that are the closest to your thinking and discuss the reasons for your affinity to these approaches.
2. Identify some of the themes that have developed in a group that you have been a member of; then, in a fashion similar to this chapter, take some of the various approaches to group work and show how the different theoretical perspectives apply. How would your group be a different experience depending on the theoretical persuasion of the leader?
3. What are some of the areas of overlap among the various theories you've studied, as these therapies apply to the themes that frequently emerge in a group? Look especially for goals of group, therapeutic procedures, and group techniques.
4. If you were asked to develop your own theory of group work by taking key elements (both concepts and techniques) from each of the approaches you studied, what would your theory look like in outline form?
5. From reading this chapter, what are some of the main lessons you learned about dealing with the same theme from different theoretical vantage points?

15th Class:
Reading: **None**
Activities: **Final Exam and Group Closure**