

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Fall Quarter 2013

COURSE INFORMATION

STMC 554 Group Theory and Techniques

Wednesdays, 1:30pm-4:20pm
Classroom: HUNT 100
Prerequisites: -

INSTRUCTOR

Christie Eppler PhD, LMFT
Office: HUNT 221
Office Hours: By appointment
Office Phone: 206-269-6975
SU Email: epplerc@seattleu.edu

Texts and Materials

Required Readings:

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. doi:10.1037/a0026663

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=psyh&AN=2011-29710-001&site=ehost-live>

Hook, J., & Hook, J. N. (2010). The healing cycle: a Christian model for group therapy. *Journal of Psychology and Christianity*, 29(4), 308-316.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001821144&site=ehost-live>

Yalom, I., & Leszcz, M (2005). *The Theory and Practice of Group Psychotherapy 5th Ed.* New York: Basic Books.

Online Resources:

Cornish, M. A. (2011). The integration of religion and spirituality in group therapy: Practitioners' perceptions and practices:

<http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2627&context=etd>

Hecht, J: Spirituality in Group Psychotherapy: Opportunities and Challenges:

https://www.agpa.org/pubs/GC_0801_spirituality.html

Training manual for spirituality discussion groups for mental health with focus on cultural competency:

<http://www.med.nyu.edu/spirituality/assets/spiritgrpmanualforWebsite.pdf>

Recommended:

Corey, M. S., Corey, G., & Corey, C. (2013). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole.

Sink, C. A., Edwards, C.N., & Eppler, C. (2011). *School-based group counseling – Foundations and best practice*. Boston: Books/Cole Cengage Learning.

Course Description

- Official course number and description as listed in the *Seattle University Catalog* available here: <http://catalog.seattleu.edu/content.php?catoid=18&navoid=1314>.
 - This course will examine basic principles of group therapy; including therapeutic factors, client selection, formation, and conducting of groups. The course will also explore common themes arising in groups, and experiential practice. Majors only.
- Course Goals:
 - Successful students will learn the basic theories behind the effectiveness of group therapy and how the different theories inform different group structure and function.
 - They will learn practicalities of group formation and structure, typical group process, therapist and patient roles in effective groups.
- Learning Outcomes: MARPT
 - Develop an identity of a relationship and pastoral therapist.
 - Reflect on self-as-a-therapist, committing to ongoing growth, implementing self-awareness, and use of self in clinical practice.
 - Learn skills and theory necessary for competent, effective practice as a relationship and pastoral therapist.
 - Demonstrate ability to produce written documentation and oral presentation for purpose of clinical practice, adhering to APA written guidelines where assigned.
 - Demonstrate intention to approach relationship and pastoral therapy with openness to the presence of diversity.
 - Integrate theological education, psychological and systems theories, and spiritual formation with supervised clinical experience.
 - Understand and reflect on clients' spiritual/faith assumptions and practices, and balance knowledge of relationship and pastoral therapy within client/system's spiritual dimensions.

Course Requirements

Course Outline (Tentative, Based on Needs)

Date	Topic	Reading/DUE	Group Co-Leader	PowerPoint Slides +/-	Centering (optional)
9/25	Syllabus review Introduction to group counseling Brainstorming Topics			1-7	
10/2	Ethics & Values, cont Setting up a group: The formation process	Yalom, 1-4 (bring comment for all readings written on note card)	1 CE 2	8-31	
10/9	Group leadership skills: basic skills	Yalom, 5-7 Journal 1	3 4	32-34	
10/16	STAGE 1: Initial Process	Yalom, 8-10	5 6	35-42	
10/23	STAGE 2: Transition	Yalom, 11 Hook & Hook (article, link above) Be working on Focal Group Project	7 8	43-54	
10/30	STAGE 3: Working Group leadership skills: Advanced techniques	Yalom, 12 Cornish, Wade, & Post (article, link above) Journal 2	9 10	55-68	
11/6	STAGE 3: Working (Part II)	Yalom, 13 Very Rough Draft of Focal Group Paper Due	11 12		
11/13	STAGE 4: Ending a Group	Yalom, 14-15	13 14	69-end	

11/20	Group leadership skills: Advanced (practice)	Yalom, 16-17	15 16		
11/27	Thanksgiving – NO CLASS				
12/4	Group leadership skills: Advanced (practice) Reflection and Wrap-Up	<ul style="list-style-type: none"> • Focal Group Project DUE-please attach rubric and hand in hard copy to Christie • Self-evaluation of participation due (bring hard copy) 	17 18		

COURSE REQUIREMENTS

1.	Class interaction	10 points
2.	Group Experience	20 points
3.	Journal—Reading Reflection	30 points
4.	Draft of Focal Group Project	10 points
3.	Focal Group Project	30 points
	Total	100 points

100-95% A; 94-90% A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 74-70 C
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Please Note:

- A 5% deduction per day is assessed to late work. Please talk to the instructor *before* an assignment is due if you think you may qualify for an extension.
- No work will be accepted after the 10th class session.
- An incomplete grade will be assigned only in the case of a health emergency.
- I may submit grades before the day/time indicated by registrar as “grades due”.

COURSE ASSIGNMENTS:

1. Attendance & Class Interaction (10 points)

Prepare for each class, attend, and regularly participate in class.

Please bring a discussion question from the reading written on a card/paper to class.

Please print and bring in the following chart **with a self-rating**; due on the day of the last class. Final responsibility for the engagement grade is determined by the instructor.

In addition to the scale below, 6 points of the total 100 points will be reduced for each unexcused absence. Three (3) points will be deducted for each time you arrive late or leave early.

- 10:** I was *fully* prepared (completed 95-100% of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
- 9:** I was *mostly* prepared (did 90%+ of the readings) for each class meeting, and *regularly* participated in class activities, discussions, and small group work.
- 7:** I was *minimally* prepared (did about 75%+ of the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
- 5:** I was *minimally* prepared (did 50%+ the readings) for each class meeting, and *minimally* participated in class activities, discussions, and small group work.
- 1:** I basically checked out.

My self-rating:

Explanation:

2. Group Experience (20 Points)

Many persons who have taken a group therapy class state that the class group training experience was the most beneficial learning experience of the class. Each student will participate in a mock group, taking turns being the leader.

Generally, our group topic will be “adjusting to life as a MARPT graduate student”. Depending on enrollment, we will have one group leader or co-leaders for most class sessions. Your role for this assignment is to implement what you are learning into a mock group therapy situation. You will use group techniques along with some structured activities from the group project described below.

The goal of this mock experiential group is for learning rather than for healing, although emotional growth often occurs. This is NOT a therapy group. Students are expected to express thoughts and feelings stimulated by your current experience as a therapist-in-training, and to give and to accept feedback alongside other class/group members regarding their expressions and behaviors. Students are to be honest, risk, be congruent with self,

show respect and be compassionate to others and to self, including mindful of one's own boundaries of privacy and self-care. All students are expected to keep confidentiality.

You will need to prepare a written guide for your group time as a leader. This handout should include:

- Give a timeline of how you will structure the session.
- What are your goals for this group session?
- Do you have an icebreaker (earlier sessions may need this; later sessions may not)
- What is your catalyst for discussion?
- How are you applying what you have learned from readings and class discussions

You may be creative and assign roles for other group members to play. For example, we will talk about blocking a dominant group member. You may want to assign one or two students the role of a “talker” and then show how you intervene. I will be looking for how you are APPLYING what we are reading about and discussing as you lead the group. *You should address how you are applying the text and discussion in your handout.* Please provide one copy of this handout for each class member; we will debrief with your handout after each session. ***The debriefing is your feedback;*** you may want to take notes on what the instructor and students say about your group session.

Also, the rubric found on the next page will be used. Please print a copy and bring one copy with you on the day you present (attach to your handout and give both to me before you present). This rubric will be filled out by the instructor and a copy will be placed in your MARPT student file.

NAME: STMC 554 Group	I have some skills in this area I do this well I need to cultivate this skill		
Group Counselor Attributes			
	A+...A...A-	B+...B...B-	C+...C...C-
Courage to make and admit mistakes			
Openness, genuineness, caring, and being present			
Non-defensiveness			
Try out new experiences			
Use of humor			
Others			
Group Leadership Skills			
Modeling			
Reflecting			
Clarifying			
Summarizing			
Empathizing and supporting			
Questioning			
Linking between group members			
between group sessions			
Confronting			
Blocking/cutting off			
Suggesting			
Drawing-out			
Using icebreakers (if appropriate)			

Balancing using activities with building group process			
Using a strength-based approach			
Conceptualizing group as a whole (not just as individuals)			
Others?			

Comments:

3. Journal Reading Reflection (2 @ 15 points each; 30 points total)

For select readings (see course outline), you will write a 1-2 page reflection. Please DO NOT summarize the reading. Rather, reflect on the most important concepts, integrate material from previous classes or other sessions in this class, compare the assigned readings to other assigned and optional readings, offer your personal reflection of the constructs found in the text, and offer a spiritual critique. APA style is not required, but you may want to practice it for your final paper (I'll give you feedback). Hard copy due in class on date assigned. **Please attach this rubric** to each reflection:

	A-range	B-range	C-range
Within 1-2 page limit			
Flow and creativity			
Does not summarize			
Reflects on important concepts			
Integrates material from this and other classes			
Compares this reading to other required and optional readings			
Personal Reflection			
Spiritual Reflection			

4. Focal Group Project Draft (10 points)

For the focal group project (see below), you will hand in a *very rough draft* on the date assigned. You must use APA style for the draft (title page, no abstract, reference page). You will need an outline of your review of literature (both spiritual and research components), and bullet points for other sections up to the point we have covered in class. You do not need to have the appendix ready, yet. Hard copy due on date assigned.

5. Focal Group Project (30 Points)

Each student will identify a mental health issue or risk issue/family concern and design an approx 10 to 12-page proposal for a counseling group focused on therapeutic interventions specific to the identified issue or problem. This must be an APA-style paper, but you do not have to include the title page, reference page, or the appendix (handouts) in your 10-12 page count (you do not need an abstract). The project plan will be organized and efficiently/effectively written in a style that will communicate to the instructor (and possible future administrators) the beneficial elements of the proposed group. For help with writing and APA style, please see resources below. I encourage you to have the Writing Center (contact info below) proof-read your assignment.

In your written proposal you will include (you can use narrative and bulleted points):

- The mental health issue or family problem that will be addressed by the group (approx two-three pages);
 - The pastoral, spiritual, or theological elements of the issue/problem and how these dynamics will be included in or addressed by the group (be sure to do an ATLA database search on your topic);
 - Current research on the issue/problem as found in professional journals (*minimum 2 peer-reviewed journal/articles cited*), academic texts, or personal interviews with experts;
- The rationale for the selection and screening of clients for the group;
- The optimal size, session time, duration, and cost/fee of the proposed group;
- Collaboration, if any: The participation of other professionals and/or the necessity of psychotropic drugs for membership in the group;
- The structure of the group (e.g., closed/open, co-therapist or not, stated agenda, starting and ending the group, group process of the meeting, attendance expectations, homework or not, activities requiring special rooms or equipment, etc.);
- The ground rules of the group;
- Brief outline for three sessions (one for early, middle, and late stage). Include goals, activities, discussion points, etc. for each session with enough detail that someone could lead a similar group based on your notes;
- The method for measuring/assessing when and if the group goals/skills are reached;
- Hard copies (added in an appendix) of any homework handouts, posters, assessment instruments, or other printed materials needed for the successful facilitation of the group;
- Post-group referral or follow-up procedures;
- A reference list (APA) of sources that were used in researching and designing the group.

The following rubric will be used to grade the assignment (see next page):

Final Paper Rubric—Please attach to your paper

	A-range	B-range	C-range
<p>Introduction to Problem</p> <ul style="list-style-type: none"> • Spiritual Dimensions • Research Dimensions 	Integrates academic literature regarding mental health/risk issue. At least 2 peer reviewed sources.	Summarizes distinct articles regarding issue	Vague understanding of issue. Not well supported with academic literature
The rationale for the selection and screening of clients for the group;	Cogent outline of selection. Details of pregroup interview questions	Some idea of who may benefit from group. Imprecise pregroup screening tools	Vague selection and screening criteria
The optimal size, session time, duration, and cost/fee of the proposed group;	Precise rationale and details given for size, time, duration, and cost	Details given for size, time, duration, and cost	List of size, time, duration, and cost; few details or rationale given
Collaboration, if any: The participation of professionals and/or the necessity of psychotropic drugs for membership in the group;	Precise rationale and details given for collaboration; if none then explain why	Rationale for collaboration	Vague understanding of collaboration
The structure of the group (e.g., closed/open, co-therapist or not, stated agenda, starting and ending the group, group process of the meeting, attendance expectations, homework or not, activities requiring special rooms or equipment, etc.);	Precise rationale and details given for structure	Rationale and details given for structure	Vague structure given for group
The ground rules of the group;	Clear description of group ground rules and how this will be discussed in group	Description of group rules and process	List of ground rules
Brief outline for at least three sessions. Include goals, activities, discussion points, etc. for each session	Clear agenda with enough detail that another therapist could implement plan	Clear outline	Vague outline of sessions
The method for measuring/assessing when and if the group goals/skills are reached;	Qualitative and/or quantitative measure(s) to assess group. Aligns with group goals. Created and pre-published measurements with citations	Offers a clear plan to measure group feedback	Vague plan for measuring outcomes
Hard copies (added in an appendix) of any homework handouts, posters, assessment instruments, or other printed materials needed for the successful facilitation of the	Interesting, relevant, and appropriate appendix	Hard copies given	Limited resources offered

group;			
Post-group referral/follow-up	Precise rationale and description of referral/follow-up with list of resources included	List of resources for follow-up; few details given	Vague understanding of what happens after the group ends
Within page guidelines	Within 10 page limit	Outside of limit	Points deducted for more than +/1 page limit
APA style for paper and references, grammar, spelling, etc	Adhere to APA, free of grammar and spelling errors	Some APA and grammar/spelling error	Does not adhere to APA and has some grammar/spelling errors
Creativity & Flow			

Comments:

STYLE MANUALS AND WRITING EXPECTATIONS

APA (6th Edition):

<http://www.apastyle.org/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Seattle University Writing Center <http://www.seattleu.edu/writingcenter>



Policies

- Academic Honesty (including plagiarism): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.
- Disability: If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, please see related note in the box below.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.