Instructors:  John P. Anderson, Ph.D.
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Time and Location:  Tribble A-105, Wednesdays 9-11:30

Course Content

This course is intended for students admitted to the graduate program in the Department of Counseling. It is designed to develop a basic familiarity with the theories, procedures and techniques used in the four main types of groups defined by the Association for Specialists in Group Work (ASGW): psychoeducational, task/work, counseling, and psychotherapy. It should provide the learner with an understanding of group process and dynamics from both an experiential and a didactic perspective. Ethical guidelines for group practice will be emphasized as well as exemplary practices for leading a group. Research on groups and multicultural considerations in groups will also be covered, along with developmental issues across the lifespan that pertain to groups.

Course Objectives: Knowledge, Skills and Practices

The following is a list of some of the main ideas and skills students should gain knowledge about:

- Advantages and disadvantages of group counseling, assessment procedures and circumstances under which it is indicated or contra-indicated; i.e. when other referrals should be made
- Ethical guidelines and problems related to group work
- Various theoretical approaches to group counseling Group stages - process and dynamics Characteristics of group leaders that affect group process; personal awareness of own strengths, weaknesses, values, prejudices, etc. and the effects on others
- Theoretical rationales which support the use of various group counseling procedures or techniques
- Research on group counseling that informs evidence based practice Development of a personal, carefully thought out theory of group counseling
- Ability to facilitate group process from a member’s standpoint
- Methods to continue learning about group process and group leadership

Successful completion of this course does not imply an ability to run groups, but rather is a foundation of information and skills upon which to build. Students should always supplement this course with supervised group experience during their practicum and internship experiences.
Method of Instruction
The course will have two basic components. One will focus on didactic information and discussion. The other will be devoted to students' participation in a group that will be facilitated by Dr. Sam Gladding.

Texts

Student Performance Evaluation Criteria and Procedures

- Attendance and constructive participation in all classes
- E mail reflections on each chapter of the books to be submitted on a regular and timely basis. A minimum of 10 emails for the Gladding book and a minimum of 15 for the Yalom book are expected. Some chapters may be combined and information about which chapters may be combined will be offered in class.
  Core: 3.f.h; 5.a.b.d; 6.a.b.c.d.
- A final paper which will be an examination of a particular issue, figure or theory in group work. This must be an APA style referenced paper, and articles from research journals must be used.
  Core: 1.a; 5.d; 6.a.c; 8.e

The grade for this class is based on the listed requirements. It is NOT based on the content of your personal work within the group itself, but on the above considerations (40% quality of emails, 40% for paper and 20% for presence and participation in class and completion of logs

Schedule of Didactic Sessions

| January | W 13 | Introduction/Ethics; History & Models – G1, 2, 9, Appendix A |
|         | W 20 | Therapeutic Factors & Group Dynamics – G3; Y1-4 |
|         | W 27 | Group Leadership & Group Topics – G4; Y5-9 |

| February | W 3  | Psychoanalytic Theories of Defense & Group Topics – G5; handout; and Y10-14 |
|          | W 10 | Group Topics: G6, G7 |
|          | W 17 | Group Topics: Gestalt & Psychodrama – G8, 17; Y15-18 |
|          | W 24 | Group Topics: G10, 11; Y19-22 |

| March    | W 3  | Group Topics: G12, 13; Y23-27 |
|          | W 10 | Spring Break |
|          | W 17 | Group Topics: G14, 15, 16, 18; Y28-31 |
In addition to the cognitive component of the group counseling course, there is a 10 hour experiential component as well. These 10 hours will be broken down into one hour experiences at the end of each class starting February 10th. The experiential part of the group will be of a psychoeducational/task group nature. The dates for these experiences are:

- February 10th (leader STG)
- February 17
- February 24
- March 3
- March 17
- March 24
- March 31
- April 7
- April 14
- April 21 (leader STG)

A class member (or two) will be asked to lead all but the first (February 10th) and last (April 21st) group meetings of the group. These meetings will revolve around the SCAMPER model for working with groups. SCAMPER stands for substitute, combine, adopt/adapt, modify, put to other uses, eliminate, and reverse/rearrange. You will receive your appointed time as a leader within the next week. Additional information on the SCAMPER model will be sent to you also within the next week.