
Group Counseling and Therapy

PSYC 5345 (Wednesday 9:30AM to 12:15PM in HPR Bldg Room 00262)

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Course Description

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes a 10-hour group experience.

Course Format: In-person; Lecture and Discussion; Experiential

Required Text:

- I. Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6 ed.). New York: Basic.

Recommended Text:

2. Corey, G. (2023). *Theory and practice of group counseling* (10th ed.).

Student Learning Outcomes

By the end of this course, you should:

1. Articulate a knowledge of historical and contemporary theories of group psychotherapy
2. Demonstrate a knowledge of therapeutic factors and mechanisms of change in group therapy
3. Identify appropriate goals for group therapy in a variety of settings with different client populations
4. Better understand group dynamics and describe models of group development
5. Engage in and learn from a training group experience
6. Reflect as a member or a therapist during and after a group experience on what is happening and on behavior and interventions that would effectively move yourself or the group toward identified goals

Course Expectations

Readings

It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.

*****If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!**

Policies/Expectations

- Students are expected to take responsibility for their success in class. You are encouraged to be *active participants* in

the education process by asking questions and being alert in class.

- Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
- If you have any concerns related to this class, you are encouraged to speak with your instructor *in a timely manner*. **As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.** Please do not ask your instructor for a grade change, bump, or any alteration of your grade at the end of the semester. By asking your instructor to do this, you are fostering a dynamic of opposition for your instructor.
- Students will be expected to access the Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
- The instructor reserves the right to use plagiarism prevention software.

Class Sessions

- The majority of the class will be lecture, discussion, and experiential.
- Experiential means that we will often be practicing group counseling techniques through role-plays or training groups within class. This will often be demonstrated in the presence of your peers. You are expected to participate in experiential class role-plays or training groups, as a participant or observer. Students will be able to volunteer to serve as training group participants.
- **A training group is not the same as a psychotherapy group.** Participants are encouraged to work on personal goals that will assist in their professional development as student-therapists and carefully select issues they do not mind sharing with classmates and a professor. For example, a training group might be a good place to work on interpersonal behaviors like being more outgoing or tendencies for perfectionism. It is not a good place to work on highly personal issues like addictions or recovery from childhood abuse. The counseling center is a good place for these issues.
- Each class students will take turns as facilitators and participants. The professor will act as a consultant and will be available for coaching if the facilitators are unsure what to do next. The first session will be used to establish ground rules and introduce the theme of personal awareness.
- At the end of each group experience, students will have a few minutes to write notes about their own experience and to share process observations. This training group format has some advantages and some risks. The principle advantage is that each student has the opportunity to experience a group as both a facilitator and a participant with others who are learning about group dynamics. The risks of this training format include emotional discomfort and loss of confidentiality. Some of the risks of this training format are associated with the dual relationships that will occur as a result of the group process. You will move back and forth between being a participant and facilitator. Your fellow participants will be classmates. Your professor will observe the group and coach the facilitators. You have probably dealt with these risks in other psychology classes when deciding how much to self-disclose in a class discussion or deciding whether to describe a personal problem in a role play. There are things we can do together to lower these risks. We can all be careful about protecting one another's confidentiality. We can be careful not to choose activities that feel too risky. You can monitor your own comfort and let the group know if there is a question you don't want to answer or an area you don't want to explore. Participation in the training group is not graded so that students don't feel pressured to disclose in a way that is uncomfortable.
- Class attendance is **mandatory**
- You **MUST** take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

**DISCLAIMER: This class may examine a variety of cultural and personal issues and subjects students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.*

Communication

- Email is the best way to contact your instructor.
- All emails should include this course name in the subject line.
 - All emails should include your first and last name.

Grades & Assignments

Professionalism/Reading Reactions/Participation: Professionalism, participation, and prompt attendance are key elements of competencies needed for therapists. Thus, it is very important that you attend class, actively volunteer, participate in discussion, and maintain a high level of professionalism when responding to your instructor and peers. Students will prepare, prior to each class, a response of discussion questions/reactions based on their readings. These questions/responses are meant to help you prepare for class discussions and as such you should read assigned readings prior to class. Discussions may be based upon reading. Thus, failure to do these assignments will negatively impact your participation grade. Additionally, doing the assignment but not participating or speaking in class or speaking in an unprofessional manner will result in a loss of points or no points for the class. Professionalism/reading reactions/participation will be graded for 8 class periods. Participation will not be graded in the first class and your lowest participation grade will be dropped (meaning that you missed class that day). Thus, if you miss more than one class you will receive a 0 for the class and it will count in your grade for the semester. Grades will be assigned as excellent (10 pts), adequate (7 pts), inadequate (4 pts), or fail (0 pts) or any range in between. To receive an ‘excellent’ you must be present for the entire class, complete the reaction form with meaningful reactions, and participate fully in all in-class activities (meaning that you volunteer for role-plays and demonstrations), including providing your fellow classmates with appropriate, meaningful feedback, and maintain a high level of professionalism in response and demeanor. Some in-class activities will be based on knowledge or competency. In order to receive an ‘excellent’ on those days you must successfully and accurately complete the activity. If you are absent or if you refuse to participate in the in-class activities, you will automatically receive a ‘fail’ for the day (0pts.).

Quizzes

There will be 8 quizzes given throughout the semester. Each quiz will be worth 10 points and you will have no more than 10 minutes to complete the quiz given at the beginning of the class. The quiz will ask questions from the previous class. **NO MAKE-UP QUIZZES.**

Student-led Theory Groups & Presentations

The Yalom text and the professor’s lectures will focus on an *Interpersonal* approach to group therapy in depth. However, there are other theoretical approaches (see Corey, 2023) and you will have an opportunity to explore these alternative approaches in your group presentations.

You (and likely another student) will be assigned a theoretical group therapy. You will research the theoretical approach to group therapy and develop a presentation summarizing the approach. You create and develop a video recorded presentation of the theoretical approach and upload it to Canvas, along with any other supplementary materials. All students/groups will make their presentations available on the same due date listed on the schedule. Thus, the class will have access to your presentations prior to your demonstration of the theoretical approach.

Your presentation should cover three main topics: (A) Theoretical approach to group therapy, (B) Key strategies used in this approach, and (C) Research support. Your presentation should draw upon at various sources (e.g., a chapter from Corey; two other theoretical sources; at least three research studies, if not multiple). Video recorded presentation summarizing the approach will be worth 50 points.

On the date listed in the syllabus schedule, you will demonstrate the theoretical approach (as a leader or co-leaders). You will be expected to facilitate a group (students who role-play) using skills and activities drawn from the approach you presented. The skills demonstration will be worth 50 points (each co-leader will be graded separately for their skills).

Group Observation Paper

Each student will be asked to find a group outside of class and observe a group meeting (either behind a one-way mirror or actually sitting in the room). Be sure that you have permission to sit in on the group prior to attending a group. Be sure you have spoken with a group leader or a supervisor. A supervisor at your practicum site may allow you to sit-in and/or observe an already existing group. Other possibilities include:

- Alcoholics Anonymous (see <https://www.tyler-aa.org/meetings/>)
- Other Resources: <https://livingwelltyler.com/events/category/seasonal-groups/>
- <https://namityler.org/meetings-schedules/nami-connection-recovery-support-group/>

This paper should be in APA style and correctly cite both of the assigned texts. This paper cannot be turned in late. The paper should be organized in three sections with sections headings:

- 1) Description. First, describe the group. What type of group are you observing: Psycho-educational, self-help, process, or therapy? Open or closed? Drop-in or fixed? Write a paragraph describing the group.
- 2) Conceptualization. Second, conceptualize the group. What is happening in the group? What processes are occurring in the group? How might you use theory learned in the course to describe the process of the group?
- 3) Treatment Planning. Third, plan interventions for the group. If you were leading the group, where would you go next? What topics might you address? What might be difficulties for you as an individual given your knowledge and growing awareness of your own group process?

Grading

| Assignment | Points | Final Grades: |
|--|------------------------|---------------|
| Reading Reaction/Participation (8): | 80 pts. (10 pts. each) | A = 315-350 |
| Student-led Presentations/Demonstration: | 150 pts. | B = 280-314.9 |
| Quizzes (8): | 80 pts. (10 pts. each) | C = 245-279.9 |
| Group Observation Paper: | 90 pts. | F = < 244.9 |
| Total Points Possible = | 350 pts. | |

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. Course grades are not rounded up or down, nor are grades increased or decreased. Please refer to the course points for your final course grade. The following grading scale is in use for this course.

Course Schedule/Outline

| Date | Topic | Readings | Assignments Due |
|---------|---|------------|-----------------|
| Jan. 14 | Introduction; American Group Psychotherapy Association Practice Guidelines for Group Psychotherapy; Training Groups | 1 & 16 | |
| Jan. 21 | Therapeutic Factors & Interpersonal Learning; Training Groups | 1, 2, & 16 | RR1; Q1 |
| Jan. 28 | Therapeutic Factors & Group Cohesiveness | 3 & 4 | RR2; Q2 |
| Feb. 4 | The Group Therapist | 5 & 6 | RR3; Q3 |
| Feb. 11 | The Group Therapist: Transference & Transparency | 7 | RR4; Q4 |
| Feb. 18 | Client Selection & Creating the group | 8 & 9 | RR5; Q5 |
| Feb. 25 | Stages of Groups | 10 & 11 | RR6; Q6 |
| Mar. 4 | Problem Group Members & The Therapist | 12 | RR7; Q7 |

| | | | |
|---------|--|-------------|-------------------------------------|
| Mar. 18 | Specialized Groups | 13-15 | RR8; Q8 Presentations Due |
| Mar. 25 | Group Presentations: Psychoanalytic & Psychodrama | 6 & 8 (C) | |
| Apr. 1 | Group Presentations: Existential & Person-Centered | 9 & 10 (C) | |
| Apr. 8 | Group Presentations: Gestalt & Solution-Focused & Motivational Interviewing | 11 & 15 (C) | |
| Apr. 15 | Group Presentations: Choice Theory/Reality Therapy & Rational Emotive Behavioral | 13 & 14 (C) | |
| Apr. 22 | Group Presentations: Cognitive Behavioral | 12 (C) | |
| Apr. 29 | Integration/Final (Group Observation Paper Due) | | |

Syllabus is subject to change at the discretion of the instructor

(C) = Corey chapters

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other

artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met*: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and

counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.