

## SYLLABUS

### Course Information

PSYC 5345.060 Group Counseling and Therapy  
Fall 2021; Wednesday 5:30-8:15  
VIRTUAL - ZOOM

### Instructor Information

Instructor: Joseph Whitehouse, Psy.D.  
VIRTUAL Office  
Office Hours: TBD  
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### Course Catalog Description

An introduction to group dynamics, developmental stages of a group, and theoretical approaches to group counseling. Emphasis is on acquiring pragmatic knowledge and experience and developing group leadership skills.

This course will examine the basic principles of group dynamics and the applications of those principles to group therapy. The course will consider how groups are formed and sustained, how change occurs in groups, and how the group leader facilitates that change. The course will examine the phases of group development from inception to termination and the various factors involved at each stage of development, including group composition and structure, selection and preparation, and group process. The course will focus on general group concepts but will also examine several different theoretical approaches to group therapy. We will employ a variety of teaching methods including didactic components, reading material, discussion, and class presentations. A substantial component of the course is also experiential. A portion of the classes will involve students to participate in a group process experience, during which each student will be a group member.

CANVAS Course Site: [PSYC-5345.060 2021-FALL](#)

### Student Learning Outcomes

Students will develop theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and approaches in a multicultural society. Students will:

1. Develop an understanding of the basic principles of group dynamics, group process, and group therapy.
2. Learn about the theoretical foundations of group therapy
3. Examine the major theoretical approaches to group therapy.
4. Develop the rudimentary skills necessary for forming and conducting a therapy group.
5. Learn about the therapeutic factors and how they contribute to group effectiveness.
6. Identify the characteristics and functions of effective group leaders.
7. Explore several theoretical, practical, and ethical concerns involved in the practice of group therapy.
8. Have direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

### **Assessment and Methodology**

Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

Students in PSYC 5345: Group Counseling and Therapy will submit a term paper on topics approved by the instructor.

### **Teaching Strategies**

Learning will occur in the context of dialogue, interactive exercises, participation in a group experience and reading. The instructor will facilitate the collaborative development of an invitational learning context. The quality of each student's learning experience depends upon his or her motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflexively, (e) interact with other scholars within and outside of the classroom, and (f) participate fully in classroom activities.

Throughout the course, all students will be invited to engage in an ongoing dialogue that is based upon reading and other learning experiences. Students are expected to complete assigned readings before each class. Classroom interaction is designed to provide students with opportunities to develop proficiency in applying fundamental group counseling skills.

### **Virtual Learning**

In response to COVID-19 and to comply with guidance for health and safety, I have decided to move this traditionally face-to-face courses to an online/virtual delivery model. Class meeting days/times for this course will remain as previously scheduled, Wednesday from 5:30PM - 8:15PM. The class will meet on Wednesday's LIVE via Zoom (synchronous) as originally scheduled. If you will be unable to participate in the live zoom class meetings due to an unavoidable schedule conflict or other limitation, please let me know as soon as possible. Class sessions will be recorded in Zoom and a link will be made available to those who cannot attend the live class. The Zoom recordings are not a substitute for attending the live class meetings unless you report a legitimate excused absence. Attendance is required. Our Zoom class meeting links will be posted in advance on CANVAS, located on the course ZOOM nav bar.

### **Required Text**

Brabender, V. (2002). Introduction to Group Therapy. New York: Wiley.  
ISBN: 978-0-471-37889-1

American Group Psychotherapy Association. (2020). [Core Principles of Group Psychotherapy: An Integrated Theory, Research, and Practice Training Manual \(1st ed.\). Routledge.](#) [Click on hyperlink for free access to the eBook courtesy of UT Tyler Library]. Can also access [here](#) and select course PSYC 5345

Selected Papers (TBA)

*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

### **Recommended Text**

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832154

## EVALUATION AND GRADING

### 1. 10 Weekly Quizzes (due on the Tuesday before class).

These quizzes consist of 10-25 short questions to assess your retention of the material from the Brabender text. While you only have one attempt, you have unlimited time to complete the quiz. Feel free to utilize your textbook to find the answers. The goal is for you to gain mastery of the material, not to trick you. Reading the chapters will help. 😊

### 2. Complete 5 reaction assignments to articles on CANVAS (due on the Tuesday before class).

These will be short (**few sentences**) reflective exercises, which ask you to comment on the week's reading assignment. What struck you the most? What is the major take-home message? What thoughts were inspired, or questions stimulated? Do not regurgitate the readings.

### 3. Group Presentation.

Each student will work with classmates to facilitate a **one-hour discussion/group experience** throughout the semester. These discussions will revolve around the chapters from Brabender (2002) which pertain to theory and groups across the lifespan. In teams of 4 or 5, you will be asked to present the application of a particular theoretical orientation to group therapy (e.g., psychodynamic, interpersonal, cognitive behavioral) or demonstrate a specific type of group. This presentation can include brief didactic portions, demonstrations, role-plays, video, etc. More information regarding expectations of the group facilitation will be reviewed in class.

### 4. Term Project (Due 12/01).

Students will be asked to develop a paper that traces the journey of a hypothetical therapy group from its inception to termination. This must include a discussion of the issues involved in choosing the type and focus of the group, group structure, and composition, how members will be solicited, selection and preparation of group members, etc. The paper must also discuss each of the stages of group development, identifying the major tasks of each stage, expected group process during that stage, and leadership concerns and attendant technical requirements. Finally, the paper must also include brief therapy vignettes used to illustrate the tasks and concerns of each of these stages of group development. In class, you will be provided with an outline including required topics to be covered.

### 5. Reflection Journal (Due 11/17).

Students will be asked to keep a journal of their participation in the group. Each week a brief and informal entry (2-3 sentences) will be made that characterizes the experience in the group for that week, with special emphasis on the emotional reactions. Focus on the group process and avoid reflecting upon the content of the group sessions. This will serve as a reflective exercise and a running record of the evolution of both individual experiences and the experience of the group-as-a-whole.

### 6. Class Participation:

Students are expected to come to class prepared to discuss the relevant reading and to become actively involved in the class exercises and group process experience; however, participants are NOT graded on the "quality" of their group participation.

<u>Assignment</u>	<u>Points Possible</u>	
Participation	50 points	
Reaction Assignment	50 points	
Quizzes	100 points	
Reflection Journals	100 points	A = 90-100%
Group Presentation	100 points	B = 80-89%
Term Project	100 points	C = 70-79%
<b>Total Possible Points</b>	<b><u>500 points</u></b>	

### Submitting Written Work

1. The Term Project will be submitted in APA format and is due when class begins. Assignments submitted late will receive a 10% (one letter grade) reduction for each day it is late. No credit will be awarded for assignments submitted more than four days late.

### Tentative Course Schedule

DATE	TOPIC	ASSIGNMENTS/ACTIVITIES
08/25	Course Orientation, Introductions Syllabus Review	
09/01	Foundations of Group Therapy & Intro to Group Dynamics	Dies Article (reaction), Scheidlinger_1 or AGPA Chapter 1
09/08	Foundations and Dynamics continued	Brabender Chapter 1 & 2 (Quiz); Scheidlinger_2 Article
09/15	Structure and Group Composition	Brabender Chapter 7 Brabender Chapter 8 pg. 1-11 <b>START GROUP PROCESS EXPERIENCE</b>
09/22	Selection and Preparation	Brabender Chapter 8 (Quiz on Chapters 7&8)
09/29	Stages of Group Development	Brabender Chapter 3 (Quiz)  <b>GROUP SIGNUP</b>
10/06	Mechanisms of Change	Brabender Chapter 4 (Quiz)
10/13	Interpersonal Model  <b>GROUP 1 Presentation/Facilitation</b>	Brabender Chapter 10 (Quiz); Yalom Article (reaction)
10/20	Psychodynamic Group Therapy  <b>GROUP 2 Presentation/Facilitation</b>	Brabender Chapter 11(Quiz); Rutan Article (reaction)
10/27	CBT Group Therapy  <b>GROUP 3 Presentation/Facilitation</b>	Brabender Chapter 12 (Quiz)
11/03	Skills Building, Topical, & Short-Term Groups  <b>GROUP 4 Presentation/Facilitation</b>	Brabender Chapter 13 (Quiz); Powers Article (reaction)
11/10	Group Leader as Person and Professional	Brabender Chapters 5 & 6 (Quiz)
11/17	Group Issues, Ethical & Practical	Brabender Chapters 9 & 15 (Quiz) Brabender Article/MacKenzie Article (reaction)  <b>RERFLECTION JOURNAL DUE</b>
11/24	<b>NO CLASS - THANKSGIVING BREAK</b>	<b>NO CLASS</b>
12/01	Wrap up, Review, Termination	<b>TERM PROJECT DUE</b>
12/08	<b>NO CLASS – “FINALS WEEK”</b>	

## Course Policies and Requirements

### Attendance/Cell Phone/Laptop Policy

Due to the highly interactive nature of the class session, **attendance is expected** during our scheduled class periods. **If you are unable to attend a class session you must contact me prior to the class period.**

**Tardiness also delays class activities and is discouraged. You are able to miss one class without penalty; further absences will impact your grade. Cell phones are to remain on silent and away during class and the group lab activities.** This is a group process class and as such active participation is required.

### Patriot E-Mail

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

**Informed Consent Statement:** Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

**Diversity Statement:** Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over 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>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through

### **Financial Aid State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the

extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **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 you have 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 Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. SAR will be conducting all appointments via ZOOM. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a

- test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
  - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  - iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)

### **Resources for Success for UT Tyler Students**

**Faculty Office Hours:** These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are available to you and also provide an appointment option if you have class or work during their office hours.

**Writing Center:** The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

**Math Learning Center:** The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

**PASS Tutoring Center:** The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Spring 2021 term.

**Supplemental Instruction (SI):** SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Spring 2021 term.

**Upswing (24/7 Online Tutoring):** Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler’s undergraduate courses.

**Robert R. Muntz Library Staff:** UT Tyler has an incredible staff of librarians ready to assist you. [Discipline/major library liaisons](#) are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library’s Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

**Canvas 101:** This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

**Digital Support Toolkits:** Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

**UT Tyler Testing Center:** The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

**Student Accessibility and Resource (SAR) Office:** The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

**Student Counseling Center:** The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.