



Your University of Choice

Fall 2017, Term 20171

Course: Psychology 575 Group Therapy

Credit: 3 semester hours

Location: Room 309

Time: Saturday 9:00am – 5:00pm Dates: November 11, 18, December 2, 9, 16, 2017

Instructor: Terry Harman, Ph.D., D.Min., LCAC, LMFT, LMHC
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office phone: 219-448-2673

Instructor Background

Dr. Harman has worked in private and governmental settings since 1987. He has experience in mental health and addictions at the residential, inpatient, intensive outpatient and outpatient levels of care. He has experience in providing care in state mental health institutions as well as jails and prisons. Dr. Harman has twenty-seven years of experience teaching undergraduate and graduate level courses in psychology, addiction and mental health. He taught at CCSJ from 1990 through 2000 and returned as an adjunct in 2014.

Office Hours:

I will arrange appointments per student need. Feel free to e-mail any questions you might have regarding course assignments.

Course Description.

To examine the basic theory and practice of group psychotherapy, including the role of the leader, the therapeutic relationship, the different stages in groups, and the implications of different approaches to conducting groups for diverse populations, so that students will have the knowledge needed to understand group process and to lead a psychotherapy group. During the experiential component of the class specific clinical problems will be explored to expose the student to differing interventions for substance abusers. The dynamics of family counseling as it pertains to substance abusers will be integrated into the course lectures.

Course Objectives.

1. Students will demonstrate knowledge of the concepts related to group counseling.
2. Students will demonstrate and understanding of the differences between individual, group and family therapy.
3. Students will demonstrate the ability to facilitate a small group through experiential learning in a mock group.
4. Students will demonstrate knowledge of the different tactics or defense mechanisms of clients.
5. Students will demonstrate an understanding of the different settings in which group therapy might be utilized.
6. Students will demonstrate the ability to identify the different stages of group therapy.
7. Students will assess and verbalize their strengths and weakness in facilitating groups.

8. Students will demonstrate and understanding of the survival skills and or roles played by significant others and family members of a substance abuser.

Required Text.

Corey, M.S., Corey, G., & Corey, C. (2014). *The Theory and Practice Groups Counseling*, 9th Edition, Pacific Grove, California, Brooks/Cole.

Yalom, Irvin D.; & Leszcz, Molyn. (2005). *The Theory and Practice of Group Psychotherapy*, 5th Edition, New York, New York, Basic Books.

Learning Strategies

Lectures, Class discussions, Individual presentations, Group Discussions, Collaborative Learning,

Attendance:

Attendance will be taken each class. I have found that class attendance is strongly related to college success. Since this is an intensive course any absences will affect the student's ability to acquire an understanding of the material. Full attendance is strongly recommended

Requirements.

1. Weekly attendance is required, including active participation in **class discussions** and **experiential groups**, and completion of **assigned readings** prior to class meeting. (40% of grade)
 - a. During the **experiential component** students will be required to assume the **role of facilitator and or co-facilitator**. This will also be a time to explore the use of weekly check-in, initial orientation to group work, setting ground rules for participation, psychoeducational groups, open process, multi-family groups,
 - b. The following **environmental issues** will be explored as students implement mock groups each week: adequate space requirements, appropriate group size, room temperature, types of lighting and differing concerns, appropriate furniture, decisions to include therapeutic props, entrance and exit issues, arrangement of chairs, environmental noises
 - c. The following **clinical issues** will be explored during the group process: group issues such as cross-talk, disrespect, monopolizing group time, homework, intoxication, early addiction recovery skills, relapse prevention, anxiety, depression, grief and loss, anger outbursts, sexuality, spirituality, medication compliance, addiction/family survival roles, occupational problems and other clinical issues the students want to explore.
2. Each student will work in cooperation with another peer (facilitator and cofacilitator) and lead an in-class mock therapy group utilizing skills learned from class lectures and readings. The group will focus on issues appropriate for families struggling with addiction. Grade will be based upon utilizing appropriate skills at the beginner's level. (20%)
3. **4 tests will be given during the semester**. Each test will cover the material discussed in class, including text readings, handouts and lectures. Tests 1,2 and 4 will cover the material learned in previous class sessions. Test 3 will concentrate on the material six selected chapters of Yalom's textbook. (40% of grade, each test 10%)

Grading Scale:

94% above	A
90 – 93%	A-
87 – 89%	B+
84 – 86%	B
81 – 83%	B-
78 – 80%	C+
75 – 77%	C
72 – 74%	C-

69 – 71% D+
66 – 68% D
63 – 65% D-
Below 63 % = F

Course Schedule

November 11, 2017

- Introduction to the course and textbooks. The instructor will provide a brief rationale for this course as it pertains to state licensure in Illinois (LCPC) and in Indiana (LCAC, LMHC).
- Students will complete a 25 question self-assessment of their understanding of group counseling. Students responses to the questionnaire will be used as a topic to discuss in first mock group.
- Students will be taken to an open classroom to explore the various environmental issues that impede group work. Impediments examined: adequate space requirements, appropriate group size, room temperature, types of lighting and differing concerns, appropriate furniture, decisions to include therapeutic props, entrance and exit issues, arrangement of chairs and environmental noises.
- Chapter 1 Introduction to Group Work
- Chapter 2 The Group Counselor
- Chapter 3 Ethical and Legal Issues in Group Counseling

November 18, 2017

- **Test 1** (chapters 1 & 3)
- Chapter 4 Theories and Techniques of Group Counseling
- Chapter 5 Forming a Group
- Chapter 6 Initial Stage of a Group

November 25, 2017 – No Class Thanksgiving Break

December 2, 2017

- **Test 2** (chapters 2, 4, 5)
- Chapter 7 Transition Stage of a Group
- Chapter 8 Working Stage of a Group
- Chapter 9 Final Stage of a Group

December 9, 2017

- **Test 3** will be an essay type exam, concentrating on the following chapters from Yalom's text book.
Chapter 3 Group Cohesiveness, pp. 53-75
Chapter 5 The Therapist: Basic Tasks, pp. 117-141
Chapter 7 The Therapist: Transference and Transparency, pp. 201-230
Chapter 8 Selection of Clients, pp. 231-258
Chapter 13 Problem Group Members, pp. 391-428
Chapter 17 Training the Group Therapist, pp. 543-566

All students are required to write an essay on **Yalom's chapter 13: *Problem Group Members***. In addition, students are required to **select three other chapters of their choice** from the above list. The format for each essay must meet the following criteria.

Essay Criteria

- 1.) Title page for each of the four chapters
- 2.) Essay length must be 1 page, MS Word, 12 Times Roman font, 2-line spacing
- 3.) Thorough personal examination and outline of Yalom's argument in the selected chapter. Your grade will be heavily based upon this section of your essay.
- 4.) Discuss any personal reflections you have regarding the chapter content.
- 5.) Test 3 essay is 10% of your total grade.
- 6.) Essays must be emailed to the instructor. Essays must be received by the instructor by 5pm December 8, 2017.

December 16, 2017

- **Test 4** (chapters 6, 7, 8, 9)
- Chapter 10 Groups in School Settings
- Chapter 11 Groups in Community Settings
- Lectures
 - a. Stages of Family Deterioration in Addicted Families
 - b. Family Rules and Survival Roles
 - c. Support Groups vs Group Counseling

Student Success Center:

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219-473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a "peer facilitator" who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219-473-4352.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or

speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., *additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts: An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet: <http://www.ccsj.edu>

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Internet: <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph Phone:
219.473.4770

Radio

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