Introduction to Group Process
CPSY 633
Spring 2008

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Room: Room 714
Class Time: Wednesday, 4:30 PM –
Web Page: http://epsy.tamu.edu/articles/cpsy633

I. Course Overview and Goals
This course is designed as an introductory overview to group counseling. It is important for students to understand the basic functions of therapeutic groups, the different types of groups, dynamics that affect groups, and to have basic competencies in planning and leading a group. I also use this course to train students in conducting psychoeducational, structured groups and to learn basic research issues in group work. The course will feature important scholarship on these related topics, but a large part of the course is devoted to the group experience and to the development and presentation of a psychoeducational group.

II. Required Readings

- Other readings will be available on the class webpage: http://epsy.tamu.edu/articles/cpsy633

III. Course Requirements
1. Class attendance is recommended. You and your peers will benefit from regular attendance and cooperation. According to APA policy, your behavior in graduate school requires ethical behavior as set forth in the APA standards. This includes your classroom behavior.
2. Keep up with assigned readings. Classroom discussion will depend on it. Your learning will be enriched by it.
3. You will team up with one or more class member and develop a psychoeducational group program. You are expected to develop a structured group program that generally fits your interests and abilities. I want you to
develop a four to six session program for use in the field. It should address a specific population for a specific setting.

4. You will turn in copies of this program in the last session of the class, including one for each student in the class, and one for me. All students are to have a copy of the program.

5. You will conduct one of the sessions from your program in class. These will be scheduled in the syllabus after spring break. At the time of your session you should give an overview of it to me. These will be videotaped. You should provide an evaluation scale for your peers to evaluate your session at the end of the session. You should inform me of the session you intend to conduct one week prior to the class meeting you are assigned.

6. You will meet with me to review the videotape of your session. We will schedule the time for us to meet and review the tape.

7. You will identify a place and setting in the community to conduct your program. You will make the appropriate arrangements with staff at that facility (or school, etc.) and discuss your interests and your program, and offer the program in part or in whole. You are conduct an evaluation of the program and these evaluations are to be turned in to me. There are many and various opportunities for these activities and you may already be aware of programs you can conduct. I am aware of staff at the counseling center who are enthusiastic about offering programs, and these colleagues are open to discussion with you about these possibilities. Other colleagues in the department may have other options for us to consider. You should discuss these options and ideas with me.

8. You will be given a final examination at the last class meeting. This will be a take-home examination, and it will draw on information covered in our lectures, discussion and readings. It should be returned to me on Monday, May 7.

IV. Grading Policy
You will be graded on the following activities:

- Class participation
- Adherence to all stated requirements
- Quality of group program developed with your team
- Performance on the final examination

The last three activities will have the greatest factor on your grade. These must be satisfied for a final grade to be given.

V. Course Outline

January 16

Overview of the class and review of the syllabus.
History and training issues.
Overview of group types.
READ: Chapters 1 and 2 for further information on these topics

January 23

*Group dynamics and changes in groups.*
READ: chapters by Forsyth on web page, chapter by Day.
Chapter 9

January 30

*Group outcome research: Efficacy and differential effects*
READ: papers by Burlingame et al., McRoberts et al., and Kosters et al. on web page
Chapter 4

February 6

*Designing groups: Cognitive-Behavioral Groups*
READ: treatment manuals on web page

February 13

*Designing groups: Settings, populations and exercises*
READ: Chapter 6

February 20

*Ethical standards, leadership styles*
READ: appendices, Chapter 3

February 27

*Conducting focus groups*
READ: articles on web page

March 5

*Special settings: health care and medical settings.*
READ: chapters 23, 24
FIRST GROUP EXPERIENCE

March 12 – spring break

March 19

*Working with children and adolescents*
READ: chapter 31
DISCUSS: feedback for first group
SECOND GROUP EXPERIENCE

March 19

*Multicultural issues*
READ: Chapters in Part II
DISCUSS: feedback for second group
THIRD GROUP EXPERIENCE

March 26
*Measurement and Evaluation of Group Process and Outcomes*
READ: Articles on web page
DISCUSS: feedback for third group
FOURTH GROUP EXPERIENCE

April 2
*Research Methods in Group Experiences*
READ: Articles on webpage
DISCUSS: fourth group experience
FIFTH GROUP EXPERIENCE

April 9
*Consultation*
READ: on webpage
DISCUSS: fifth group experience
SIXTH GROUP EXPERIENCE

April 16
*Innovations and Trends*
READ: chapter 43Final class: Bring group programs to class members

April 23thd
Group protocols from separate groups to be provided to all class members
DISCUSS: sixth group experience
Final Examination to be given to class

May 5
Final examinations due on this date to Dr. Elliott

**American with Disabilities Act**

The American with Disabilities ACT (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Academic Integrity Statements**

AGGIE HONOR CODE
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor

Students with special needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an examination.