**American University of Central Asia**

**Department of Psychology**

**Master of Arts in Applied Psychology**

**PSY/MAPAP 625**

**Fall 2022**

**Instructor information**

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**Office hours:** by appointment

**eCourse code**: PSY625

**Course information**

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| **Course title:** | Group Counseling and Psychotherapy |
| **Meeting times:**  **Zoom link (all meetings):** | Thursday 5:00 P.M. – 7:40 P.M.  <https://zoom.us/j/95700015006> |
| **Prerequisites:** | Theories of Counseling and Psychotherapy |
| **Course description:** | The goal of this course is to provide the psychologists-in-training with the overview of the key approaches in group counseling and psychotherapy. Students will be introduced to a number of contemporary approaches in group counseling, discuss key types of groups and group leadership styles. The course will combine seminar discussions, theoretical writing assignment, and practice of group leading and group participation. |
| **Course objectives:** | Upon completion of this course, the students will be able to:   * Discuss the main theories in group counseling and psychotherapy * Experience the role of a group member through classroom group participation * Apply key techniques of group counseling in practice * Develop an understanding of group logistics, starting and terminating groups, and choosing the group format * Know the key ethical and legal issues in group counseling |
| **Course activities:** | The objectives listed above will be attained through the use of readings, in-class group techniques practice and role-plays, paper assignments, and leading an undergraduate student group. |
| **Course textbooks:**  **Course requirements:** | Corey, S., Corey, G., & Corey C. (2013). *Groups: Process and Practice* (9th ed.). Belmont, CA: Brooks/Cole.  Yalom, I. D., & Leszcz, M. (2008). *Theory and Practice of Group Psychotherapy* (5th ed.). New York, US: Basic Books.  **Attendance – 10%.** Two excused absences during the semester will be forgiven, the documents clarifying the reason for absence are due on or before the class after the one missed.  **Participation in class discussions and group – 20%**. Students are expected to attend all the sessions, carefully read assigned readings before class and be ready to participate in class discussions on the readings. Students are also expected to be ready to participate in the student group that will take place during the first 50 minutes of the class. **Forums on the readings qualify as part of participation grade.**  **Quizzes – 10%. Q**uizzes will be posted online and will focus on the covered topics.  **Student groups.** Our major goal is to learn about and experience group dynamics. This will help you remember how your future clients may experience being a member of a group. It is important to note - group activities are not intended to be psycho-therapeutic or counseling in nature. Nevertheless, some participants will experience the group as psycho-therapeutic or as counseling– this cannot be fully avoided. I ask you to pay close attention to the other group members. They can help you to think about different types of group participants. Third, pay close attention to those who facilitate the group processes. They also provide you with examples of styles of group facilitation. Moreover, respect all the members of your group. Each group member has the right to “pass” at any time for any reason. This right will be respected. Lastly, the information shared in group can be personal in nature. Thus, confidentiality must be maintained regarding information shared during group interactions.  **Weekly reflections on group participation – 20%**. Students are required to submit a 200-300 words reflection each week that would include the reflection on their experience as a group member or group leader (depending on their role that day), and a reflection on the theories or readings relevant to their experience. The reflection should be as specific as possible, describing what you experienced, what you learnt, how you conceptualize what you experienced based on the readings you read or theories. This assignment assesses your level of group engagement, as well as your familiarity with the readings.  **Leading a group – 20%.** Students will be offered to lead one or two sessions of the in-class group during the semester.  **Group leading guidelines:**   1. Students leaders are expected to lead the group in pairs (two co-leaders). 2. Student leaders are free to choose the type of group they would like to try leading and activities they would like to try. 3. Group leaders should ask the group members if they would like to participate in an activity before starting a given activity. 4. **(5% of the grade) Group leaders should prepare a general plan of the session and discuss it with the instructor at least 2 days before leading the group.** 5. Group leaders can get the feedback of the instructor after the group. 6. **(5% of the grade)** Student leaders should reflect on their experience (not how well it went) of leading the group in the Group Leader Reflection on the e-course.   **Group curriculum proposal – 20%.** Students are expected to write a 5-7-page proposal of a group curriculum as their final project and present it to class. The proposal should include the type of the group description and the population the group is intended for. The logistics should be discussed: where and how often the group would meet, how the participants would be recruited and interviewed, how long the group would continue, whether it would be open or closed, how participants would be referred to you, etc. The specific group activities or discussion topics should be provided, exercises should be specified, handouts should be attached if any. The group objectives should be described and methods of effectiveness evaluation should be provided. The group curriculum you can write about can be a real group you are leading or going to lead or any hypothetical group. Some populations you can write a proposal for are the following: relapse-prevention group, career counseling group, group of parents of children with (autism/anxiety/ etc.), group for people with anxiety/depression/schizophrenia/etc., group for relatives of patients with terminal illness, group for children of people with dementia, group of elderly patients, etc. **(Consult Corey, Corey and Corey ch. 1 and 3 for this assignment).** Sample papers will be posted on e-course for students to consult. **Students will be asked to make a presentation on their group curriculum and get feedback of the class.** |
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**Resources to Support Student Learning**

Library Help, eReserves and research tools: <https://library.auca.kg/>

Writing Center: <https://warc.auca.kg/>

Academic Advising Office: <https://auca.kg/en/academic_advising/>

Psychological Counseling Services: <https://auca.kg/en/psycons/>

**Grading**

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| **Letter Grade** | **Percentages** |
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| F | 0-72% |
| I | Case-by-case decision; student is to complete at least 50% of the work required. |
| W | Withdraw; this grade might not be requested while the student pursues the internship placement. |

**Issues of grading**

If you feel that the evaluation of your work was not fair or you noticed some scoring mistakes in your grade, you should bring these issues to the instructor immediately. If your demands are reasonable, the grade will be reconsidered.

There will always be someone who thinks that he/she was “tricked” by an exam question. If you feel that way, you should write a statement arguing your position. Your argument should include citation from the book (page numbers, dates) or other reasonable sources. Submit your comments no later than 1 week after the exam.

**Academic Appeals** are possible in reasonable circumstances.

**Cheating policy.** If a student is noticed at submitting someone else’s work and presented it as his/her own, copied answers from other exam papers or plagiarized from a published article or book, it would automatically imply “F” and notification of University Administration regardless of previous accomplishments and general standing in the class. Plagiarism is highly prohibited in AUCA, so no buying/selling or copy-and-pasting of academic work is allowed. Please respect and keep the academic integrity of our community.

**Course schedule**

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|  | **Topic** | **Readings** |
| Sep 8 | Review of the course. Introduction to group work. Types of groups and essentials of group work. Ethics in group work. | Corey et al., Chapters 1, 3. |
| Sep 15 | The therapeutic factors. | Yalom & Leszcz, Chapter 1. |
| Sep 22 | Theories and techniques of group counseling – psychodynamic, humanistic and experiential | Corey et al., Chapter 4 pp 97-123 |
| Sep 29 | Theories and techniques of group counseling – cognitive and post-modern approaches | Corey et al., Chapter 4 pp 123-144  **Quiz 1** |
| Oct 6 | The group therapist: role, leadership styles and basic tasks | Corey et al., Chapter 2. |
| Oct 13 | The group therapist: role, leadership styles and basic tasks | Yalom & Leszcz, Chapter 5; |
| Oct 20 | Group stages: forming group and beginning stage | Corey et al., Chapter 5 & 6 |
| Oct 27 | Group stages: transition and working stage  **Student project presentations** | Corey et al., Chapter 7 & 8 |
| Nov 3 | Advanced group. Termination.  **Student project presentations** | Yalom & Leszcz, Chapter 12.  **Quiz 2** |
| Nov 10 | Interpersonal learning in group settings: group as a social microcosm.  **Student project presentations** | Yalom & Leszcz, Chapter 2 pp 19-30 |
| Nov 17 | Interpersonal learning in group settings: group as a social microcosm.  **Student project presentations** | Yalom & Leszcz, Chapter 2 pp 31-52 |
| **Nov 24** | **NO CLASS** |  |
| Dec 1 | Process in group therapy: working in the here-and-now  **Student project presentations** | Yalom & Leszcz, Chapter 6. |
| Dec 8 | Process in group therapy: working in the here-and-now  **Student project presentations** | Yalom & Leszcz, Chapter 6. |
| Dec 15 | **Student project presentations** |  |