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Office Hours: Tues. 1:30-4:PM  

Class Meetings: Thurs: 9:30 am - 12:30pm  

TEXTS:  
Shapiro, J.L., Peltz, L.S.. & Bernadett-Shapiro, S. T.  *Brief Group Treatment.*  
Corey & Corey  *Theory and Practice of Group Counseling*  
Corey et al.  *Group Techniques -- optional*  

PRE-Requisites:  
This class has a required *Lab-Group*. You may take this group before the class (Pre-group) or concurrently with the class. You must be a participant in one of the SCU groups to take this class. The computer journal homework may be completed in Orradre, in the office suite here for free or at home if you purchase a cd-rom at the wholesale cost (60% discount). It is expected that you will make journal entries after each lab group session. It will make the journal requirements below much easier.  

COURSE REQUIREMENTS:  
BE ADVISED: This course requires a substantial amount of work outside of class. If you are not familiar with APA Style scholarly papers, library research, the use of *Psychological Abstracts*, PsychLit and computer searches, please take the time early in the term to acquaint yourself with the library and reference facilities.  

SIX REQUIREMENTS:  
1) Membership in a Task Group assigned in class. This group will complete two assignments, as indicated below.  

2) Keep a *Process Journal* of the Task Group. This journal will be used to create a process analysis of your task group. You will hand in 5 typed segments of your task group journal. Each segment [*a short piece of group process*] will contain five clearly marked components)  

**MAXIMUM 6 - 8 PAGES ARE TO BE HANDED IN**  

3) *Process Journal* of your Pre group. Three components should already be completed. Add two additional components and hand in five segments [*a short piece of group process*] with each of the five components, clearly labeled.  

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PROCESS JOURNALS SHOULD CONTAIN THE FOLLOWING FIVE COMPONENTS:  
A) DESCRIPTIONS OF EVENTS,  
B) YOUR FEELINGS,  
C) YOUR THOUGHTS,
D) A PROCESS DESCRIPTION,*
E) COMMENT ON LEADERSHIP ROLES.*

* The last two will be learned in this course.

4) Two Task Group projects

a) Develop a 1 - 2 page group opening for any group of your choice. Be sure to cover the population, goals, and how you would set up the group.

b) Make an in-depth 40 minute presentation of one theory of group counseling or therapy to be assigned to your task group in class. The presentation should go beyond the treatment of the theory in Corey and should include basic concepts, group applications of the theory with one distinct population (appropriate for your theory -- cleared with the professor), handouts with bibliography and a role play or video demonstration of the theory. Basically, the presentation will be teaching the class the theory in 40 minutes. Your presentation may begin with the Generic Group Process presented in class (Shapiro et al) and then highlight how your assigned theory would look within that framework particularly in phase II Transition and Phase III Treatment. For example, if you are assigned Gestalt Theory, your task is to demonstrate how gestalt would be used with the population you chose using the generic framework as a jumping off point. Then you would demonstrate how the generic model would be adapted or revised to fit the theory (Gestalt) and population best. You may want to use role play, video or other A-V materials to engage the class in your group presentation. At least 10 minutes should involve a carefully led class discussion of your chosen theory and application. The role play can involve other class members to fill out the demo group. Be aware, 40 minutes is quite a short time.

Class time will be allotted for completion of the task group projects once the groups are assigned. 30 minutes at the end of each class will be given to the Task Groups.

5) Research Project: your choice (a topic that you'd like to investigate)
1) Term Paper citing approximately 15 - 20 articles or
2) Annotated Bibliography with Summary: Research without writing the paper

Choose a population with which you would be interested in doing group therapy or counseling. Become aware of the state of the art in group counseling. Populations can include groups in any of the following settings: education, rehabilitation, personal needs, industry, health and primary prevention, counselor training, popular media, addictions (groups not meetings or workshops). Do a library search (you may also include interviews with professionals as secondary) of the use of groups with that population.

Annotated Bibliography with Summary: Hand in a 3 - 4 page summary of the literature AND an annotated bibliography of approximately fifteen to twenty articles in which groups have been employed with your chosen population. Each entry in your annotated bibliography should include:
   a) a photocopy of the published abstract
   b) a description of the subjects, type of group treatment, results, authors' conclusions.
   Go beyond the abstract information.
   c) your evaluation of the study (critique)
   d) estimation of the importance of the study for the literature

6) Class participation.
This class is designed to continue the education regarding groups that includes and begins with the lab group. The primary focus of this class is the leader of a therapy, counseling or growth group. It is primarily descriptive, and focused on the first, second and fourth phases of group therapy, with the CPSY 389 (advanced) course being primarily pragmatic and focused on phase 3 (treatment). Students are expected to master the course materials and be able to identify and describe the various stages of group process and to explore group treatment from a variety of theoretical perspectives. Class meetings will be designed to present materials, and to answer questions about the readings and about group therapy generically. Videotaped vignettes will be used to demonstrate group process and leadership problems.

GRADING: 40% of the grade will be based on the Research Project
20% of the grade will be based on the journals
30% of the grade will be based on group projects
10% of the grade will be based on class participation
(ability to use and struggle with theoretical constructs and applications of theory to practice is what is expected. Quality of participation is much more important than quantity).

CLASS DATES
9/26 POT LUCK; No reading pre-assigned. No fooling!
10/3 Starting a group, Task Group Assignments made
   Shapiro Ch. 1, 7  Corey 1, 2, 3
10/10 Phase I of group process, Silence to the leadership challenge.
   Shapiro Ch. 2  Corey 4,
10/17 Phase II of group process
   Shapiro Ch 3. Corey 5,
10/24 Phase III and Phase IV; Project 1 due
   Shapiro Ch. 4 & 5; Corey 16
10/31 Leadership Characteristics Multiple roles of group leadership
   Shapiro Ch. 6, 8, 9; Corey 6, 7.
11/7 Techniques of Group Therapy and Counseling; Research
   COREY "Techniques," Corey 8, 9
11/14 Student Task Group presentations; Substance Abuse Project 2 Due
   Shapiro Ch.10, 11, 12; Corey 10, 11, 12.
11/21 Student Task Group presentations
   Shapiro Ch. 13, 14, 15, Corey 13, 14. 15 JOURNALS DUE
11/28 No Class Thanksgiving Day
12/5 Research in groups RESEARCH PROJECT DUE. PARTY
   Shapiro Ch. 16; Corey 17