**Title of the course:** Group counselling

**Course code:** PSYM21-CS-105

**Head of the course:** Kaló Zsuzsa

**Academic degree:** PhD

**Position:** Habil. associate professor

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

The purpose of the course is to provide students with theoretical and practical knowledge of the process of group counselling. Students will get to know and understand the models of group counselling, the flow and sections of it and to recognize and develop the competences required for it. In addition to the theoretical procedures, they get insight into the practice of group counselling as well, and by improving their competences they become able to design group counselling sessions, work out a group plan, manage the group then formulate final conclusions and reflections.

**Learning outcome, competences**

* the student is clear about the role of group counselling within the realm of helping systems
* knows and understands the advantages of group counselling, indications and contraindications about its application
* has knowledge of the psychological processes in a group
* has an in-depth knowledge of the stages of group development
* knows the dynamics of necessities and role forming in a group
* knows the group leader’s system of reactions
* knows the group leader’s set of skills and competences

attitude:

* takes the objectives of group counselling into consideration
* uses the professional terminology in professional communication but able to communicate without them in a group counselling situation
* is willingly involved in the group’s self-knowledge situations, understands its importance and is ready to improve their competences by deepening their specific professional interest

skills:

* able to make a decision about the need for group counselling as a possible helping method
* able to formulate the topics and objectives in accord with group counselling
* along these goals the student is able to design and build up the counselling group
* within the group design the student is able to make decisions about indications and counter-indications
* able to set up the frames of group counselling
* able to understand and control group processes
* able to reflectively evaluate group process

autonomy, responsibility:

* Autonomous identification of the characteristics and mechanisms of group counselling.
* Students are allowed to practise counselling in accordance with ethical standards and for purposes corresponding to their level of competence, under supervision.

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| **Az oktatás tartalma angolul** |

**Topics of the course**

Theoretical section - 25% of the course

* The place of group counselling within the helping system, connections between personal and group counselling
* Features of the group as a system, stages of group development, systematic overview of the process of group counselling
* Leadership skills and competences in the group leading
* Models and fields of applications of group counselling, individual in the group

practical section - 75% of the course

* Detailed workout of the design of the counselling group based on our theoretical knowledge base
* A simulated and possibly a real-life situational test of leading using the group plan set up before
* Structural techniques properly used in the counselling group - evaluating the experience of the simulation
* Forming and shaping the group process - evaluating the experience of the simulation
* Observing the roles and the leader’s reactions along with the stages of group development
* Improving group leading skills in simulated situations, learning the group leading competences in practice and evaluate them in a self-reflective manner
* Ethical considerations

**Learning activities, learning methods**

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

* The theoretical section is finished with an in-class test. The subject of the test is the course material and literature items given below
* The practical section is evaluated by the student’s attitude of active presence, continuous processing of the required literature belonging to the subject, designing a counselling group with its plan delivered, demonstrating the plan in a simulated or a real situation, and making a self-reflective evaluation.

mode of evaluation: ………….

* The in-class test after the theoretical section is evaluated on a 5-point grading scale (insufficient - excellent). In case of insufficient result, the student needs to repeat the exam after the course. If the theoretical part is evaluated as insufficient, the course is not fulfilled, regardless of the result of the practical section.
* To accomplish the course, a group plan in written form should be delivered until a deadline during the practical section, then, the written self-reflective evaluation should also be handed in. All of these assignments are evaluated on a 5-point grading scale. In case of insufficient mark, the course is not accomplished.
* The final evaluation of the course is the mean of the marks above. In case of uncertain mark, course instructor may give the student the better one if an extra assignment is handed in.

criteria of evaluation:

* During the theoretical part, an integrating knowledge must be used, based on the literature items given.
* During the practical part, the group plan delivered must follow the professional concepts, aspects and theoretical models learned in the course. Reflecting on competences and skills plays important role in the assessment.

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

Janice L. DeLucia-Waack, Deborah A. Gerrity, Cynthia R. Kalodner, Maria Riva

(2004)The Handbook **of Group Counseling** **and** **Psychotherapy, SAGE**

Amundson, N. (2003) Active Engagement. Vancouver: Ergon Communication.

Ivey, E, Ivey, M, S. Downing, L. (2003): Counseling and Psychotherapy. Simon and Schuster.

Scott Simon Fehr (2010).101 Interventions in Group Therapy Revised Edition. Routledge

# Yalom, I.D (2005). Theory and Practice of Group Psychotherapy. Basic Books.

**Recommended reading list**

Bemak, F., & Chung, R. C-Y. (2015). Critical issues in international group counseling. Journal for Specialists in Group Work, 409(1), 6-21.

Dennis, C. B., Roland, B. D., & Loneck, B. (2013). The impact of twelve-step program familiarity and its in-session discussion on counselor credibility. American Journal Of Drug & Alcohol Abuse, 39(5), 298-303.

Furr, S.R. (2000). Structuring the group experience: A format for designing psychoeducational groups. Journal for Specialists in Group Work, 25, 29-50.

Johnson, C., Riester, A., Corbett, C., Buehler, A., Huffaker, L., Levich, K, & Pena, E. (1998). Group activities for children and adolescents: An activity group therapy approach. Journal of Child and Adolescent Group Therapy, 8(2), 71-88.

Sonstegard, M. (1998). The theory and practice of Adlerian group counseling and psychotherapy. Journal of Individual Psychology, 54(2), 217-250.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |

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