

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**Course Outline**

**HUSV 325 – Group Leadership Skills**

**Prepared By: Jennifer Waite, LMSW, HS-BCP, M.Ed.**

**Reviewed and Revised: Jennifer Waite, LMSW, HS-BCP, CASAC, April 2015**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
APPLIED PSYCHOLOGY  
MAY 2015**

- A. **TITLE:** Group Leadership Skills for Human Services Professionals
- B. **COURSE NUMBER:** HUSV 325
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**  
3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This course identifies and introduces the crucial skills that are necessary for competence in the area of understanding systems and conducting groups. Topics to be addressed include working with different types of groups, the counseling process, and responding to cultural differences that may affect group process. Special populations such as children, adolescents, elderly, mental health and addiction, survivors of sexual abuse, and divorced couples are explored.
- I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)  
a. Pre-requisite(s): PSYC 310 Counseling Theories  
b. Co-requisite(s): PSYC 410 Counseling Skills  
Or permission of the instructor
- J. **GOALS (STUDENT LEARNING OUTCOMES):**  
By the end of this course, the student will be able to:

<i><u>Course Objective</u></i>	<i><u>Institutional SLO</u></i>
a. Explain stages of group to include application to systems theory.	2. Crit. Thinking 3. Prof. Competence 4. Interpersonal
b. Demonstrates leadership skills for the purpose of conducting group and family sessions.	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Interpersonal
c. Illustrate documentation skills.	1. Communication 2. Crit. Thinking 3. Prof. Competence
d. Apply understanding of multicultural differences to group practice.	2. Crit. Thinking 3. Prof. Competence 4. Interpersonal
e. Identify the process of assessment of individual and group needs.	2. Crit. Thinking 3. Prof. Competence 4. Interpersonal
f. Analyze intervention strategies used in group leadership which address problem situations.	2. Crit. Thinking 3. Prof. Competence 4. Interpersonal

**K. TEXT:**

Jacobs, E., R. Masson, & R. Harvill. (2012). *Group Counseling Strategies and Skills*. Belmont, CA: Thomson Publishing.

**L. REFERENCES:**

Corey, M., G. Corey, & C. Corey. (2014). *Groups, Process and Practice*. Belmont:CA, Brooks/Cole Publishing.

Toseland, R., & R. Vivas. (2012). *An Introduction to Group Work Practice*. Boston: MA, Allyn & Bacon.

Posthuma, B. (2002). *Small Groups in Counseling and Therapy: Process and Leadership*. Boston:MA, Allyn & Bacon.

**M. EQUIPMENT:** technology enhanced classroom

**N. GRADING METHOD: : Based on 100 points, 90-100 = A, 86-89 = B+, 80-85 = B, 76-79 = C+, 70-75 = C, 66-69 = D+, 60-65 = D, 59 and below = F**

**O. MEASUREMENT CRITERIA/METHODS:**

Class Participation	20%	Written Assignments	35%
Midterm Exam	15%	Final Exam	20%
Project	10%		

**P. DETAILED COURSE OUTLINE:** (must use the outline format listed below)

- I. Introduction to Group Process
  - A. Reasons for Leading Group
  - B. Kinds of Groups
  - C. Group vs Individual
  - D. Use of Theories
  - E. Group Leadership Styles
  - F. Leadership Functions.
  - G. Effective Leadership
  - H. Ethical Concerns
- II. Stages of Group, Therapeutic Forces
  - A. Stages of Group
  - B. Group Process
  - C. Group Dynamics
  - D. Curative Factors
  - E. Therapeutic Forces
- III. Purpose of Groups
  - A. Determining the Purpose
  - B. Common Questions
- IV. Planning
  - A. Pre-group
  - B. Screening Potential Members
  - C. Session Planning
  - D. Planning for Each Phase of Group
- V. Getting Started: Beginning Stage

- A. First Session
- B. How to Begin a Group
- C. Considerations for This Stage
- D. Second Sessions
- E. Common Mistakes
- VI. Basic Skills
  - A. Specific Leadership Skills
  - B. Documentation
- VII. Focus
  - A. Establishing the Focus
  - B. Holding the Focus
  - C. Shifting the Focus
  - D. Deepening the Focus
- VIII. Cutting Off and Drawing Out Skills
  - A. Cutting Off Skills
  - B. Drawing Out Methods
  - C. Techniques for Drawing Out Members
- IX. Rounds and Dyads
  - A. Designated Number
  - B. Word or Phrases
  - C. Comment Round
  - D. Use of Dyads
  - E. Kinds of Exercises
- X. Middle & Ending Stages of Group
  - A. Planning and Assessment
  - B. Screening Out Members
  - C. Dealing with Breaches
  - D. Leadership Skills
  - E. Common Mistakes
- XI. Counseling Theories and Skills Used in Group
  - A. Ways Theories are Used
  - B. Different Theories Used
  - C. Leader's Role and Responsibilities
- XII. Closing a Session or Group
  - A. Closing Phase
  - B. Format for Closing a Session
  - C. Helpful Skills
  - D. Closing Stage Considerations
- XIII. Dealing with Problem Situations
  - A. Disruptive Members
  - B. Resistant Members
  - C. "Get the Leader" Behavior
  - D. Dealing with Silence
  - E. Sexual Feelings between Members
  - F. Asking Members to Leave
- XIV. Working with Specific Populations
  - A. Children
  - B. Adolescents
  - C. Couples
  - D. Addiction
  - E. Elderly

- F. Survivors of Sexual Abuse
- G. Divorce
- H. Adult Children of Alcoholics
- XV. Issues in Group Counseling
  - A. Multiculturalism in Groups
  - B. Co-leading
  - C. Legal Issues
  - D. Evaluating Groups
  - E. Research and Training

**Q. LABORATORY OUTLINE: NA**