

**ARGOSY UNIVERSITY****ADVANCED GROUP COUNSELING**  
**SYLLABUS: THEORY AND PROCEDURES****COURSE NUMBER: C 7433 A and B****INSTRUCTOR: Naomi O’Keefe, Ph.D. CLASS HOURS: Sat/Sun, 9 AM- 6:30 PM****PHONE: (415) 441-2429****E-MAIL: [drnokeefe@sbcglobal.net](mailto:drnokeefe@sbcglobal.net)****COURSE SYLLABUS****COURSE DESCRIPTION**

This course will study the theory and practice of group psychotherapy, focusing on understanding and developing advanced group leadership skills. Discussion and materials related leading groups for elders, children, and other diverse populations will be offered. Common critical incidents and special problems in group structure and development, including the recognition and management of “the antigroup”, will be addressed. Ethical, legal, and professional concerns and issues of diversity will be discussed. Students will be offered both didactic and experiential presentations on group development, process, and dynamics through lecture, videos, class discussion, and demonstrations of select theoretical approaches by the instructor in which students may elect to participate as both “group members” and “co-therapists”. Students will complete a final project of designing a specialized group for a chosen population.

**REQUIRED AND RECOMMENDED TEXTS****REQUIRED:****Required Text:**

Yalom, Irvin D. (2005). *The Theory and Practice of Group Psychotherapy*. New York: Basic Books.

ISBN-13: 978-0-465-08294-0 ISBN-10: 0-465--09284-5

**\*\* YOU WILL ALSO RECEIVE FILES BY E-MAIL WHICH YOU ARE REQUIRED TO PRINT OUT, READ, AND BRING TO CLASS. The files summarize important course material and will also be the focus of some weekly “blended course design” discussions.**

**RECOMMENDED:**

Donigian, Jeremiah, and Diana Hulse-Killacky. **Critical Incidents in Group Therapy**. 2nd ed. Belmont, Albany, NY, etc.: Brooks/Col . Wadsworth, 1999. ISBN 0-534-35727-X

Corey, Gerald. Theory and Practice of Group Counseling. Pacific Grove, Ca., Brooks/Cole-Thompson Learning, 2004.

Link, Ann L. Group Work with Elders: 50 Therapeutic Exercises for Reminiscence, Validation, and Remotivation. Sarasota, Florida: Professional Resource Press, 1997. ISBN 1-56887-030-2.

Velasquez, Mary Marden, Gaylyn Gaddy Maurer, Cathy Crouch, and Carlo C. DiClements. Group Treatment for Substance Abuse. New York: The Guilford Press, 2001. ISBN 1-57230-625-4

## CAMPUS POLICIES

### ARGOSY COMMUNICATION:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

### FINAL DATE TO DROP THE CLASS:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Spring Session I (7.5 week courses): February 14, 2010

Spring Session II (7.5 week courses): April 7, 2010

Spring Full Term (15 week courses): March 20, 2010

## PROGRAM OUTCOMES

### DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY

#### Program Outcome One: Professional Practice

##### Competency 1: Assessment and Skills

**Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.**

##### Competency 2: Theory

**Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.**

##### Competency 3: Writing

**Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.**

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: **Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

**Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.**

Competency 2: Multicultural Awareness

**Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.**

Competency 3: Multicultural Knowledge

**Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.**

## COURSE OBJECTIVES

1. Review and understand basic theory and principles of group process.
2. Review exclusion criteria when starting a group.
3. Explore the ethical, “slightly unethical”, legal, and “boundary” issues when recruiting group members.
4. Be able to identify and practice managing “critical incidents”.
5. Be able to identify, understand, and utilize the “antigroup” to avoid group deterioration and promote the progress and depth of group work.
6. Learn important skills which increase the potential to utilize “critical incidents” and the “antigroup” for transformation.
7. Explore transference and countertransference issues as they frequently develop in groups.
8. Review and deepen leadership skills which facilitate group focus on current, in-group, here-and-now process.
9. Review the different group leadership styles for inpatient vs. outpatient populations.
10. Discuss group design and leadership styles with other special populations: elders, children, the culturally diverse, etc.
11. Be able to design and develop a group for your setting.

## COURSE REQUIREMENTS

1. Assigned Readings: Read and be prepared to discuss and answer questions about the reading assignments prior to the weekend they are covered in class.
2. **Full Attendance** and active participation in class activities and discussion. Due to the largely in-class interactive and experiential nature of this course, **DO NOT ASK TO BE ABSENT FOR ANY PART OF THIS COURSE**. Full attendance is **required** to pass this course. Excessive tardiness may result in a student needing to repeat the class.
3. Active Participation in between in-class meetings responses via e-mail.
2. Completion of a paper.
3. Class presentation of a paper. Be prepared to bring copies of your forms only for each class member.
5. Final Exam based on assigned readings, materials covered in class, “here-and-now” highlights of class discussions and experiences, vignettes of critical incidents and antigroup emergence requiring your interventions, and countertransference issues requiring your attention.

### **Final Paper and In Class presentation:**

Using primary source journal articles, present the evidence to support your design of the following:

Design a group for your setting, or a population of your special interest. Your 10-12 page paper (including the four forms) must address **all** of the following points and questions, even if some of the following points are contained in your flyer or informed consent forms:

(a.) **Purpose and Nature of the Group:** Describe the purpose and nature of the group, makeup of participants, how they will be recruited and screened, and your exclusion and inclusion criteria. Where, when, how often, and how long will the group meet?

What restrictions or challenges will be presented if your group will serve clients of a specific clinic, HMO, or court?

(b.) **Your chosen theory and style of group leadership.** How will the group's work be accomplished? Give an adequate description.

(c.) **Will you have a co-therapist?** If you actually have someone in mind, describe how you intend to work together, and potential problems and advantages of a co-therapist for your particular group. If there isn't a "real" person available, you could "make one up", modeling on a colleague or fellow student.

(d.) **Forms: (bring copies for each of your fellow students)**

- **Group Flyer:** Create a one page inviting and ethically honest description of your group which you will use to advertise, post, and/or give to clients for their information. It should be colorful, and contain complete information necessary for a prospective client to evaluate whether it might be of interest, and appropriate phone numbers. Include what kind of group, location, number of sessions, date, time, your contact numbers, (even if you make one up)

- **Informed Consent:** Create an informed consent form for you and your participants to sign. Include the pros and cons of group participation, and the expectations and responsibilities of both group members and you, the leader. Clarify what clients can expect to happen in the group, the style of group work, boundaries of your availability outside of group. Note the limits of confidentiality, and the limits of your ability to enforce strict confidentiality either in inpatient settings, or in groups in general. Include fees, and how they will be paid.

Those designing groups for minors or persons under conservatorship will create 2 informed consent forms :one for the legally responsible party, and a version which respects the intellectual capacity of the potential group participant.

- **Client's evaluation:** Create a form that your group members can fill out at the end of each meeting in 5 minutes or less. (We will discuss this in class). Those working with minors or those under conservatorship or having other cognitive challenges will create a form matching the age and intellectual capabilities of your participants.

- **Therapist's group meeting summary sheet** (record keeping).

(e.) **First Meeting:** Describe how you would begin the first meeting. How will you directly or indirectly begin setting structure and modeling desired norms? How will you address potential absences? Tardiness? Be specific.

(e.) **Anticipate Critical Incidents:** Given the type of group, the specific population and the meeting place of your group, the expected issues your group addresses, and your chosen theory and style of group leadership, what problems and critical incidents do you anticipate? How do you intend to handle them? Be specific: name and describe the type of critical incidents, and exactly how you would address them.

(f.) **Anticipate transference and countertransference issues.** Given the population you would be working with, what transference/countertransference issues do you expect, and how will you address and manage them? *This means, address the anticipated transference and countertransference issues you, personally would encounter, given what you know about yourself and what your selected participants will bring to the group. This means “I” statements about you. Make sure you know what transference and countertransference mean.*

(g.) **Closure/Termination/Aftercare/Referrals:** how you will structure the ending of your group and what follow-up if any, would you offer? If your group would be under another authority (HMOs, the courts), how will you deal with those limitations and restrictions ethically with respect to follow-up?

*Your paper must include all four forms attached to your paper. You must also send an electronic copy of your paper to your instructor on the due date. Do not send forms separately...attach them to your paper. If you can't easily attach the flyer, send it separately, but make sure you have attached a printed, color copy to the front of the hard copy your paper which you hand in on the due date.*

Papers are due on the morning of the last class. **NO EXCEPTIONS.** Presentations will be made on the last three days of class. You will have about 20 minutes to present your paper, and then time to answer questions and discuss. Class and instructor will ask questions and you will be required to discuss and defend your design as it relates to concepts learned your readings and in class discussion and experiences. Remember to provide copies of your four forms for each of your classmates.

## GRADING

### FULL ATTENDANCE IS REQUIRED TO PASS THIS COURSE

35 % of your grade reflects your class participation such as being active in discussions, asking questions, and demonstrating your knowledge of the readings both in class, and on discussion board postings. Punctuality and attendance strongly affect your participation grade. You will not be graded on your participation in any in-class mock group exercises.

35% of your grade reflects your in class presentation and paper.

30% of your grade reflects your final exam, which will be partly multiple choice, and partly short essays responding to group vignettes and your potential interventions.

## **REQUIRED READING PRIOR TO CLASS**

***PRIOR TO THE FIRST WEEKEND OF CLASS, READ AND BE PREPARED TO DISCUSS YALOM, PP. 1-390.***

***PRIOR TO SECOND WEEKEND, READ AND BE PREPARED TO DISCUSS YALOM, PP. 391-566.***

### **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

### **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

**Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

#### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

#### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.