

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****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.

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.

Session I (7.5 week courses):

Deadline for withdrawal “W”: February 13, 2011

Session (15 week courses):

Deadline for withdrawal “W”: March 19, 2011

REQUIRED AND RECOMMENDED TEXTS

[eBook access and links are available at the course eCollege website. Students should familiarize themselves with the eBook use resources and the VitalSource Bookshelf website and tutorials to develop competence in using the eBook format.]

REQUIRED:

DeLucia- Janice L.Waack, Gerrity, Deborah A., Kalodner, Cynthia R., Riva, Maria T., eds. (2004). Handbook of Group Counseling and Psychotherapy. Thousand Oaks: Sage Publications. {eBook}

RECOMMENDED **Recommended 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/Cole . 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

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
4. members.
5. Be able to identify and practice managing “critical incidents”.
6. Be able to identify, understand, and utilize the “antigroup” to avoid group deterioration and promote the progress and depth of group work.
7. Learn important skills which increase the potential to utilize “critical incidents” and the “antigroup” for transformation.
8. Explore transference and countertransference issues as they frequently develop in groups.
9. Review and deepen leadership skills which facilitate group focus on current, in-group, here-and-now process.
10. Review the different group leadership styles for inpatient vs. outpatient populations.
11. Discuss group design and leadership styles with other special populations: elders, children, the culturally diverse, etc.
12. 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 online discussions. This is part of your grade. “Attendance” is taken via your postings. No late postings will be credited.
2. Completion of a paper, described in this syllabus. **NO LATE PAPERS WILL BE CREDITED**.
3. Class presentation of a paper. Be prepared to bring copies of your **4 forms (not your entire paper)** 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 12-16 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 does the research say that would support your group design?

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

Do not use numbered lists or bullet points in your paper. Write out your design in complete sentences. Please, spell-check and proofread your work. Points will be taken off for spelling and grammar errors.

(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 not, why not? 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, if, in fact, you would like to have one for your group.

(d.) **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 confidentiality? 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. . TRANSFERENCE/COUNTERTRANSFERENCE ISSUES WILL ARISE IN ALL GROUPS, REGARDLESS OF THEORY OR STRUCTURE. DO NOT SIMPLY STATE THERE AREN’T ANY even if the theory you’re using states that transference issues aren’t to be addressed.

(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?

(h.) **Forms:**

- **Bring copies for each of your fellow students on the second weekend to hand out as you present your group design.**
- **Bring a color copy of your flyer for your instructor.**
- **Attach your flyer to the front of your paper, and the other three forms at the end of the body of your paper.**

- **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, the “name” of your co-therapist, if you have one, the location, number of sessions, date, time, your contact numbers, (even if you make one up), and cost or how fees will be paid, if you’re planning on fees being covered by a third party.

- **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. You can find many examples with an online search, but you must custom edit such forms to fit your specific group. Do not simply download and use a form without this custom tailoring.

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. . TRANSFERENCE/COUNTERTRANSFERENCE ISSUES WILL ARISE IN ALL GROUPS, REGARDLESS OF THEORY OR STRUCTURE. DO NOT SIMPLY STATE THERE AREN'T ANY, even if the theory you're using notes that transference issues are not addressed.*

(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?

Do not use numbered lists or bullet points in your paper. Write out your design in complete sentences. Please, spell-check and proofread your work. Points will be taken off for spelling and grammar errors.

Your paper must include all four forms attached to your paper. Send your completed paper, (your flyer separately if you have trouble attaching it), your other 3 forms attached at the end of your paper, as both a Word Document and cut and paste into an e-mail to your instructor by midnight of the last day of class. NO LATE PAPERS, NO

EXCEPTIONS. PLEASE: 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 of the four forms you bring to class for your instructor..

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.

Current Rubric for Grading Papers

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate

	<ul style="list-style-type: none"> • Insufficient number of references provided • limited coverage of material
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

REQUIRED READING PRIOR TO CLASS

PRIOR TO THE FIRST WEEKEND OF CLASS, READ AND BE PREPARED TO DISCUSS HANDBOOK: , PP. 1-295.

PRIOR TO SECOND WEEKEND, READ AND BE PREPARED TO DISCUSS HANDBOOK: , PP. 307 – 661

FINAL PAPER GRADE TEMPLATE

Final Paper

Red Font = possible points 100 Your total points:

POINTS ARE NOTED IN GREEN FONT

WORDS HIGHLIGHT IN GREEN INDICATE SUGGESTIONS FOR DELETION

WORDS HIGHLIGHT IN YELLOW INDICATE SPELLING, GRAMMAR, AND CLARITY EDITS NEEDED

:

(a). Purpose and Nature of the Group:

- **5** _____ Describe the purpose and nature of the group. Why will this group be helpful, and for what kinds of participants?
- **2** _____ makeup of participants, What restrictions or challenges will be presented if your group will serve clients of a specific clinic, HMO, or court?
- **2** _____ how they will be recruited and screened
- **2** _____ your exclusion and inclusion criteria.
- **2** _____ Where, when, how often, and how long will the group meet?

(b.) Your chosen theory and style of group leadership.

- **7** _____ How will the group's work be accomplished?

(c.) **3 _____ Will you have a co-therapist?**

- If you actually have someone in mind, describe how you intend to work together.
- Discuss the pros and cons of having a co-therapist **for your specific 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) and remember

to give the appropriate heading to all forms except the flyer.

1. - Group Flyer:

- **10**_____ Create a one page inviting and ethically honest description of your group which you will give to clients for their information. Colorful, uncluttered, complete information needed.

2. - Informed Consent: (possibly 2 forms if working with minors and persons under conservatorship, see below).

- Create an informed consent form for you and your participants to sign.
- **5**_____ Include the pros and cons of group participation, and the expectations and responsibilities of both group members and you, the leader.
- **5**_____ Clarify what clients can expect to happen in the group, the style of group work, boundaries of your availability outside of group.
- **5**_____ Note the limits of confidentiality, and the limits of your ability to enforce strict confidentiality either in inpatient settings, or in groups in general.
- **2**_____ Include fees, and how they will be paid.
- **+5**_____ 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

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

3. - Client's evaluation:

- **5**_____ Create a form that your group members can fill out at the end of each meeting in 5 minutes or less.

4. - Therapist's group meeting summary sheet:

- **5**_____ Record Keeping.

5. First Meeting:

- **5**_____ Describe how you would begin the first meeting.

- 5 How will you directly or indirectly begin setting structure and modeling desired norms?
- 5 How will you address confidentiality? Potential absences? Tardiness?

6. Anticipate Critical Incidents:

- 10 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.

7. Anticipate transference and countertransference issues.

- 5 Given the population you would be working with, what transference/countertransference issues do you expect
- 5 how will you address and manage them?

8. Closure/Termination/Aftercare/Referrals:

- 5 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?

Up to 5 points may be deducted for Problems with APA form, spelling, grammar, clarity _____

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/>

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.