

Argosy University
COURSE SYLLABUS
PC 6505
Group Counseling
Fall 2010

Faculty Information

Faculty Name:	Ian J Wallace, PhD
Campus:	San Francisco Bay Area
Contact Information:	iwallace@argosy.edu; 510-217-4746 (email preferred)
Class Meetings:	Wednesdays/Thursdays, 9:30am – 12:30pm; room TBD
Office Hours:	Tuesdays 10am-12noon, Thursdays 1-3pm, and also by appointment

Course description:

This course provides a broad understanding of group development, dynamics, and counseling theories. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

Course Pre-requisites: PC 6104 (Counseling Skills I)

Required Textbook:

Schneider Corey, M., Corey, G., & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brooks/Cole.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Corey, G., Schneider Corey, M., Callanan, P., & Russell, J. M. (2003). *Group techniques*. Belmont, CA: Brooks/Cole.

Strunk, W., Jr. & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Course length: 15 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3.0

Final Date to Drop the Class:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by noon on **9/17/2010**, the final day of the add/drop period.

- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **11/14/2010**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

Course Objectives (To...):

1. Obtain didactic and experiential knowledge of group counseling.
2. Learn skills for building a therapeutic alliance between leader and members as well as for facilitating alliance between members.
3. Identify client symptoms in a group setting.
4. Learn skills for managing anxiety in a group setting.
5. Know and distinguish different leadership styles, including strengths and drawbacks of each.
6. Gain knowledge and skills to identify and work with cognitive, somatic, and psychodynamic processes in a group setting.
7. Learn and identify phases of group development.
8. Increase awareness of and sensitivity to cultural differences experienced in a group setting.
9. Apply general principles and techniques to different group formats (e.g., skills, process) and group populations (e.g., children, older adults, bereavement, substance abuse)

Experiential Learning:

This class will utilize 2 general types of learning:

- Traditional didactic lecture, including vibrant class discussions and exercises, and
- Experiential learning, where you will participate both as a group member and, on at least one occasion, as a group co-leader (see details below in Assessment section). Due to the nature of experiential learning, personal information may be shared during class. As a professional and ethical therapist-in-training, please protect the confidentiality of your fellow classmates by not sharing information revealed in class.

Assessment

Participation (25%; 100 points)

- Being present for the entirety of each class; Actively engaging in class discussions, lecture, and exercises; Setting goals and working toward achieving stated goals.
- Reaction essays: Write 3 mini reaction essays (1 page) commenting on an experience or topic discussed during class. Journal entries must be received via email (as an attached Microsoft Word document) during the week following the class you write about.

Group Co-leadership Exercise (25%; 100 points)

- Co-leading group: Co-lead an hour-long group counseling session for your fellow classmates. The focus, style, structure, and/or purpose of the group are at your discretion. **You must share your chosen topic with me at least 2 weeks before you are scheduled**

to lead. You may incorporate written materials, handouts, and/or audio-visual equipment. You must sign-up for group co-leading date by class the week of **September 27**.

- **Write-up:** Write a 2-3 page summary of your experience. **Due 2 weeks after co-leading your group.** Include the following sections: A. summary of group counseling approach, theoretical and practical (this section may be identical for each co-leader), 2. Evaluation of group experience (e.g., reactions, challenges, strengths, weaknesses, etc.).

Research Paper (25%; 100 points)

- 6 – 7 pages (including cover page and references); APA style
- Preliminary topic and brief summary due in class the week of **October 11**
- Minimum of 5 references (minimum of 3 journal articles)
- **Final Research Paper due in class the week of December 6**

Final Exam (25%; 100 points)

- Multiple choice and short answer

Grading Criteria

	<u>Percent (%)</u>	<u>Points</u>
A	93 – 100	370 – 400
A-	90 – 92	358 – 369
B+	87 – 89	346 – 357
B	83 – 86	330 – 345
B-	80 – 82	318 – 329
C+	77 – 79	306 – 317
C	73 – 76	290 – 305
C-	70 – 72	278 – 289
F	< 70	< 278

Schedule:

Week of	Topic	Reading	Assignment due	Other/Notes
September 6	Course introduction & introduction to group counseling			
September 13	Introduction to Group Work	Chapter 1		Add/drop period ends at noon on 9/17/2010
September 20	The Group Counselor	Chapter 2		
September 27	Forming a Group	Chapter 4		Deadline to sign up for group co-leading date
October 4	Initial Stage of a Group	Chapter 5		

October 11	Transition Stage of a Group	Chapter 6	Research Paper preliminary topic and brief summary	
October 18	Working Stage of a Group	Chapter 7		
October 25	Final Stage of a Group	Chapter 8		
November 1	Ethical and Legal Issues in Group Counseling	Chapter 3		
November 8	TBD			Final date to withdraw with a grade of 'W': 11/14/2010
November 15	TBD			
November 22 THANKSGIVING	NO CLASS			
November 29	TBD		Last eligible class for a Reaction Essay	
December 6	TBD/Review for final exam		Research Paper	
December 13	FINAL EXAM			

Additional topics that may be covered:

Advanced counseling techniques specific to groups
 Group leadership
 Groups for specific populations (e.g., children, adolescents, older adults)
 Working in Teams

Course Policies:

Attendance – Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate. Please discuss any planned absences with me as far in advance as possible. Please turn off cell phones and other electronic devices during class.

Tardiness – It is extremely important that students arrive on time to class. Tardiness at the start of class, as well as after breaks will result in subtracting points from your participation grade.

Assignments – Any assignment turned in late will automatically be lowered one full grade. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class participation – Please read assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. Be aware that class discussions may at times provoke or elicit strong emotions. Therefore, please be mindful of what you choose to share and also be sensitive to the thoughts and feelings of your fellow classmates.

Professional ethics – Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. For further information, reference the academic dishonesty/plagiarism statement in Appendix A.

Appendix A

Technology:

Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

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.

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> and also at <http://thecampuscommon.com/library/auo/login.aspx>. 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 access the tutorial directly 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, 6th Edition (2009)* Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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), 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

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Appendix B

Program Outcomes for the Master's of Arts in Counseling Psychology

1. Professional Practice

Competency 1a: 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 1b: Theory

- Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 1c: Writing

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

2. Research

- Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

3. Interpersonal Effectiveness and Professional Development

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

4. Ethics

- 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 and apply ethical decision-making strategies while engaging in professional activities.

5. Diversity

Competency 5a: Multicultural Skills

- Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 5b: Multicultural Awareness

- Examine personal values and biases, reflect on beliefs, and understand how they impact Page 9 work with clients and interpersonal relationships with other students and faculty.

Competency 5c: Multicultural Knowledge

- Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language