

Argosy University
COURSE SYLLABUS
PC6505
Group Counseling
Spring I 2008: 1/7/08-2/27/08
Onsite weekends: January 12 & 13; February 9 & 8

Faculty Information:

Faculty Name: Brenda Frechette, Ph.D.

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All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.

Faculty bio: Dr. Frechette holds a Ph.D. in clinical psychology as well as a MA in counseling. She is currently works at Marin County Community Mental Health as a supervisor of Psychiatric Emergency Services. She has worked in the counseling field for 36 years primarily as a therapist and/or clinical supervisor in crisis intervention and addiction. She has developed and conducted group treatment in a variety of settings—both inpatient and outpatient. Her therapeutic style draws on systems theory, cognitive behavioral, solution focused therapy, dialectical behavioral therapy, and somatics.

Course Description: This course will be a blend of experiential group work within the context of learning the principles of general group therapy theory. The goal will be to provide a variety of group therapy experiences based on systems theory, cognitive behavioral therapy, existentialism, psychodynamic, and somatic theory when we meet on the weekends. In between weekends, you will be asked to apply theory to your experience through readings, online discussion, and short papers. On the second weekend you will also have the opportunity to lead group with a peer co-leader for a small portion of the class.

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 (indicated by bold type). Students may not withdraw from this course after the date 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 Full Term (15 week courses): March 17, 2008

Spring First Session (7 ½ week courses): February 11, 2008

Spring Second Session (7 ½ week courses): April 3, 2008

Required Textbook:

Brabender, V., Fallon, A., and Smolar, A. (2004) *Essentials of group therapy*. Hoboken, New Jersey: John Wiley and Sons. ISBN 0-471-24439-2

Other Recommended Books (BUT NOT REQUIRED)

Colman, Arther D. (1995) *Up from Scapegoating: Awakening Consciousness in Groups*. Chiron Publications. (Jungian view)

Corey, Gerald. (1985) *Theory and Practice of Group Counseling*. Brooks/Cole.

Linehan, Marsha M. (1993) *Skills Training Manual for Treating Borderline Personality Disorder*. Guildford Press. (Dialectical Behavioral Therapy Skill Teaching)

Macy, Joanna & Brown, Molly Young (1998) *Coming Back to Life: Practices to Reconnect Our Lives, Our World*. New Society Publishers. (Based on systems theory)

McKay, Matthew; Wood, Jeffrey C.; Brantley, Jeffrey (2007) *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance*. New Harbinger Publications.

Pichot, Teri & Dolan, Yvonne (2003) *Solution-Focused Brief Therapy: Its Effective Use in Agency Settings*. Haworth Clinical Practice Press.

Schwarz, Roger (2002) *The Skilled Facilitator*. Jossey Bass.

Smith, Kenwyn K. & Berg, David N. (1987) *Paradoxes of Group Life: Understanding Conflict, Paralysis, and Movement in Group Dynamics*.

Yalom, Irvin D., (1970, rev additions available) *The Theory and Practice of Group Psychotherapy*. Basic Books.

Course Objectives:

As a result of this course, students will demonstrate the following:

- 1) Ability to identify phases of group development
- 2) Ability to identify similarities and differences between various approaches to group counseling
- 3) Cognitive and intuitive knowledge of the experience of membership in a group
- 4) Knowledge and skills to form an alliance between leader and members and to facilitate alliance between members

- 5) Knowledge and skills to identify and work with cognitive, somatic, and psychodynamic processes in a group setting
- 6) Knowledge of the process that goes into developing a group experience
- 7) Sensitivity to cultural differences experienced in a group setting
- 8) Ability to apply general principles to specific group methods and group populations
- 9) Knowledge of group leadership styles including experience of leading group

Program Outcomes: Master of Arts 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

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

Competency 3: 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.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program 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.

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

Program Outcome Five: Diversity

Competency 1: 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 2: Multicultural Awareness

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

Competency 3: 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.

Reading and Online Assignment Table

Reading assignments from the text are listed below. There will also be additional articles that will either be handed out in the onsite class or posted online. Posting requirements consist of one weekly post. **All posts are due Mondays at 12:00 midnight PST.**

	WEEK	READINGS	ASSIGNMENTS
1	1/7-1/12	NONE	Introduce yourself online
2	1/13-1/21	Text Ch 1, 2	Week 2 due 1/21
3	1/22-1/28	Text Ch 3,4	Week 3 due 1/28
4	1/29-2/4	Text 5, 6	Week 4 due 2/4
5	2/5-2/11	Text 7	Week 5 due 2/11
6	2/12-2/17	Text Ch 8, 9, 10	Week 6 due 2/18
7	2/18-2/24	Text Ch 11, 12	Week 7 due 2/24

Grading Criteria

Class attendance and online participation is mandatory. Missing a day of the onsite weekend class will result in automatic failure of the class (missing one day is a quarter of the class time.) Onsite, online and email assignments are to be submitted by due dates by **12:00 midnight** for full credit (5 % deduction in grade per day after that time period).

In addition to the above online assignments, the following work will be required:

- 1) Class Journal (for Weekend #1 **due Jan 21** and Weekend # 2 **Due Feb 18**)
- 2) Class Application Paper including self evaluation **Due Sunday Feb 24**
- 3) Final self evaluation paper critiquing your participation and learning in class **Due Sunday Feb 24**

Grades will be determined as follows:

On site Class Participation	100 points (possible 25 points per day)
On line Mini assignments	60 points (10 points per assignment)
Class Journal Weekend one	50 points Due Jan 21
Class Journal Weekend Two	50 points Due Feb 18
Class Application Paper:	100 points Due Feb 24
Self critique:	40 points Due Feb 24
Total points possible towards grade:	400

Grades will be assigned as follows:

A	381-400
A-	360-380
B+	347-359
B	333-346
B-	320-332
C	281-319
F	<280

Class Journal

Write daily notes about your experience of the weekend onsite class. This may include observations, your responses and reactions, analyses, satisfactions, dissatisfactions, surprises, learnings, goals, next steps, leader interventions, or any other form of your choice. Journals are to be typed and must have an entry for each day of the onsite class. As stated above **Weekend One journal is due Monday, January 21st. Weekend Two journal is due Monday February 18th.**

Class Application Paper

The focus of the Class Application Paper is a self-exploration and self-analysis where you apply theory to yourself. You will choose a particular interaction or sequence of events that you experienced in class, describing both the context and your internal responses/ reactions. You will then also discuss this experience drawing from group process theory. In addition please discuss how this analysis may guide you in your future work with clients in group. This paper is to be five pages double spaced APA style. Accurately cite any sources you are using when you discuss group process theory. I will provide you with the evaluation criteria I will be using for this paper when we meet for the first weekend of onsite class. **This paper is due Feb 24th.**

Self-critique

Please evaluate your participation in this class using the following criteria (and feel free to add criteria that you believe is important to note.) **This evaluation is due Feb 24th.**

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal Goals	Pursues goals with high energy and assertion	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals.
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds	Displays sensitivity to similarities and differences with individuals from varied backgrounds	Displays some degree of sensitivity and differences with individuals from varied backgrounds	Lacks sensitivity to similarities and differences with individuals from varied backgrounds
Open to feedback	Demonstrates ability to reflect feedback: observes own defensive patterns; considers validity of feedback	Demonstrates some ability to reflect feedback; observes own defensive patterns when supported; considers validity of feedback	Demonstrates little ability to reflect feedback; minimally observes own defensive patterns; fails to consider validity of feedback	Demonstrates no ability to reflect feedback; does not observe own defensive patterns; rejects consideration of validity of feedback

