

Argosy University
COURSE SYLLABUS

PC6505

Group Counseling

Spring I 2009: 1/11—3/3

Onsite weekends: January 16 & 17; February 13 & 14

Faculty Information

Faculty Name: Brenda Frechette, PhD

Campus: Argosy San Francisco Bay Area

Contact Information:

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Office hours: Prior or after class meetings, otherwise use telephone or email

Faculty bio: Dr. Frechette has worked in the community mental health field for 37 years, primarily specializing in psychiatric crisis and addiction work. She currently works in the California prison system as a psychologist at a 50 bed crisis unit treating inmates who have become suicidal or unable to function because of an acute mental illness. For ten years prior to this she was the supervisor of Marin County's psychiatric emergency service, served as that county's disaster mental health coordinator, as well as supervising their forensic unit (jail mental health, a case management unit for the severely mentally ill with criminal charges, and starting up and coordinating mental health court.) As an addiction specialist, she was a therapist on NIDA addiction studies at the San Francisco Veteran Administration and UCSF; a director of an inpatient chemical dependency unit, as well as outpatient intensive treatment and aftercare; a director of a crisis response unit, and a director of an outpatient detoxification program. Dr. Frechette's therapeutic style is primarily phenomenological as she has been trained in brief therapies, hypnosis, systems theory, biofeedback, somatics, and cognitive behavioral therapy. She received her Masters degree at Northern Arizona University and her Doctorate degree at California Institute of Integral Studies. She currently is licensed in California as both a psychologist and as a marriage and family therapist. Dr. Frechette has been working as an educator offering training and workshops, as well as acting as adjunct faculty at numerous universities, for the past twenty years.

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.

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. You will also have the opportunity to lead group with a peer co-leader for a small portion of the class.

Course Pre-requisites: According to MA in Counseling guidelines

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.

Fall Session I (7.5 week courses): February 12, 2010

Fall Session II (7.5 week courses): April 5, 2009

Fall Full Term (15 week courses): March 19, 2009

Required Textbook:

Corey, Gerald. (2008) *Theory and Practice of Group Counseling 7th Edition*. ISBN 10: 0-534-64164-1.. Brooks/Cole.

Corey, Gerald (2008) *Student Manual for Theory and Practice of Group Counseling. 7th Edition*. Brooks/Cole

Other Recommended Books (BUT NOT REQUIRED)

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

Corey, Marianne Schneider & Corey, Gerald (2006) *Process and Practice Groups, 7th Edition*. Brooks/Cole.

Corey, Gerald; Corey, Marianne Schneider; Callanan, Patrick; Russell, J. Michael (2004) *Group Techniques, 3rd Edition*. Brooks/Cole.

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

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 length: 7.5 weeks

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.

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

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	1/12-1/18	Text Ch 1, 2	Introduce yourself online by 1/15
	Meet on	1/16 & 1/17	
2	1/18-1/25	Text Ch 3,4,5	Journal due on 1/25
3	1/26-2/1	Text Ch 6, 7, 8	Online assignment due 2/1
4	2/2-2/8	Text 9,10,11	Online assignment due 2/8
5	2/9-2/15	Text 12, 13, 14	Online assignment due 2/15
	Meet on	2/13 & 2/14	
6	2/16-2/22	Text Ch 15, 16, 17	Journal & online assignment due on 2/22
7	2/24-3/2		Work on final project
	Final project		Due by last day of class 3/3

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 (10% deduction in grade per day after that time period). No assignment accepted if late more than 5 days.

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

- 1) Class Journal (for Weekend #1 **due January 25** and Weekend # 2 **Due February 22rd.**)
- 2) Final class project is **Due March 3 (last day of class.)**

Grades will be determined as follows:

On site Class Participation 100 points (possible 25 points per day)
On line Mini assignments 100 points (25 points per assignment)
Class Journal Weekend one 50 points **Due January 25**
Class Journal Weekend Two 50 points **Due February 22**
Final Project or Paper: 100 points **Due March 3**
Total points possible towards grade: 400

Assignment Table:

Grading Criteria:

Grading Scale

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

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• 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

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.

The journal should be a **minimum of two double spaced pages**. This should be your personal reactions to the experience—not just notes that you took on what was discussed in class. As stated above **Weekend One journal is due on January 25. Weekend Two journal is due on February 22.**

Final Project

You have a choice on your final project. You can either do an APA style paper OR you can develop a group project proposal. This will be due on March 4th.

APA style 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. Minimum of four professional peer reviewed references that ARE NOT websites or from class reading is required. 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 March 3rd.** I would recommend that you start this paper soon after the first weekend meeting by picking the experience you want to focus on and then applying your readings to this experience. You are welcome to turn it in before the 3rd if you like.

Group Project Proposal

GUIDELINES FOR GROUP DESIGN OPTION

1. Population you are choosing to work with (age group, problem area, etc)
2. Purpose/Goals of Group
3. Participant Selection Criteria
4. Participant Exclusion Criteria
5. Group Design Structure (# of sessions, length of sessions)
6. Open or closed group?
7. Group guidelines/Rules
8. Outline of topics for sessions (if has psychoed component for example, what you will be covering)
9. Theoretical orientation(s) you will be drawing from or utilizing
10. Design what you would do for one session. This would include how you would open (begin) the group session; the topic of this session; develop a psychoeducation component for this population and topic; how you would develop norms (or what norms you would like to develop); and how you would end the session.
11. Minimum of 4 references that are from peer reviewed journals required. (These might include support for the theoretical orientation you are choosing for this particular population, for example.)

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, 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

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.