

Argosy University
COURSE SYLLABUS
PC6550 Spring II 2009
Group Counseling

Onsite classes March 14, 15, 2009
April 4, 5, 2009

Faculty Information

Faculty Name: Noel Legorburu, LCSW, MFT

Campus: San Francisco Bay Area

Contact Information: nslegorburu@aol.com (Please indicate clearly in topic line that your email is in reference to this course)

Office Hours: Available on class dates before and after class and during break, Available by Email throughout duration of course

Short Faculty Bio: Currently I am a Program Director for the Intensive Recovery Program @ Kaiser Permanente in Union City, which is abstinence, based recovery program for chemically dependent adults. In addition to extensive experience working in the field of chemical dependency I also have experience working in a variety of settings and with a variety of treatment populations including adult outpatient psychiatry, severely emotionally disturbed children and adolescents in residential treatment, inpatient psychiatric services, court ordered domestic violence counseling, juvenile sex offenders, and victims of violent crime. In each of these settings I've had to opportunity to facilitate groups as part of treatment.

Course description: The focus of this course is to provide a broad and practical introduction to group work with a variety of clients in a variety of treatment settings. Understanding of the group therapy process and dynamics and in particular the role of the therapist as a facilitator of this process will be emphasized. Students will be encouraged to consider the treatment setting and the client population in addition to particular counseling theories in the practice of group counseling

Course Pre-requisites: None

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 Session II (7.5 week courses): April 6, 2008

Spring Full Term (15 week courses): March 18, 2008

Required Textbook:

Bernard, H.S., MacKenzie, K.R.,(1994)._Basics of Group Psychotherapy 1st Edition. The Guilford Press;. ISBN: 978-0898621174

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

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) A basic understanding of the practical issues to consider in conducting group treatment.
- 2) Knowledge of the role of the therapist in group treatment.
- 3) Knowledge of different types of group treatment and an awareness of the importance of tailoring interventions to the setting and treatment population.
- 4) Increased awareness of the use of self in the group treatment context— understanding of personal strengths and areas for growth in developing competence as a group therapist/ facilitator.
- 5) Sensitivity to cultural differences experienced in a group setting.
- 6) Ability to apply general principles to specific group methods and group populations including children, adolescents, illness, death, and the aging.

Assignment Table

	Topics	Readings	Assignments
1	Individual Needs Assessment	None	Come to class March 14 th with Individual Needs assessment in Writing and be prepared to discuss it in class. See specifics below
2 March 14, 15	Patients, Structure and the role of the therapist	B&K Chapters 1,2, 3	Be prepared to discuss the assigned readings and ask questions.
3	Self Reflection #1	None	Journal your thoughts and feelings about the first weekend. See specifics below. This assignment should be emailed to me no later than March 22, 2009.
4	Take home test#1	B&K Chapter 1, 2, 3	Please email or mail hardcopy of take home test to me. Your test should reach me no later than March 29, 2009
5 April 4, 5	Group leadership, Interventions, and theory	B&K Chapters 4, 5, 6, 7	Be prepared to discuss the assigned readings and ask questions.
6	Facilitation Experience	Individual (see below)	Each student will facilitate either individually or as part of a group, a learning experience for the class. See specifics below.
7	Take home test#2 Self Reflection #2	B&K Chapters 4, 5, 6, 7	Please email or mail hardcopy of take home test to me. Your test and self reflection paper should reach me no later than April 11, 2009
8	Final Paper	Individual	See specifics below. Paper must be to me no later than the last day of the semester.

Grading Criteria

Grading Scale
Grading requirements

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

<i>Attendance/participation</i>	<i>25%</i>
<i>Individual Needs assessment and Reflection Papers</i>	<i>20%</i>
<i>Take home Tests</i>	<i>40%</i>
<i>Facilitation experience/Final paper</i>	<i>10%</i>
<i>Peer Feedback experience</i>	<i>5%</i>
	<i>100%</i>

Assignments:

Individual Needs Assessment: Write three to five pages outlining your experiences with group therapy either as a facilitator or a participant. Discuss your strengths and areas for growth. In what type of treatment setting do you envision yourself working? Are there particular groups of people or types of treatment that most interest you? How strong is your theoretical knowledge? What are your research interests?

Self Reflection Papers: Self-reflection papers are for the purpose of considering your own experience of the class meetings, the readings and your thoughts and reactions as you are completing the readings and assignments. An important skill in counseling, both in individual sessions as well as in group treatment, is the conscious cultivation of self-awareness while at the same time attending to the patient or the group. This type of journaling can be helpful in developing these capacities.

Take home tests: There are two take home tests that are based solely on the text. The purpose of the tests is to reinforce learning and encourage thoughtful analysis of the ideas that are presented.

Final paper: Each student is expected to explore some aspect of group counseling and write a paper (3 to 5 pages) with minimum three references.

Facilitation Experience: Each student will facilitate either individually or as part of a group, a learning experience for the class. Ideally the facilitation experience will be an exercise of presentation based on the final paper. We can discuss other possibilities.

Peer Feedback Experience: Each student will provide feedback to the other students. Providing feedback in a group context is a specific skill that will be modeled and practiced in group.

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.