

**Argosy University**  
**COURSE SYLLABUS**

*PC6505*

*Group Counseling*

*Spring: 1/11/10 – 2/24/10*

*Onsite classes: 1/23-24/10; 2/13-14/10*

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**Faculty Information**

**Faculty Name:** Bonnie Macbride

**Campus:** Argosy University San Francisco Bay Area

**Contact Information:**

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Feel free to contact me by email or phone at any time.

**Office Hours:**

Before class, during break, after class

By appointment

**Short Faculty Bio:**

My private practice in Berkeley and my teaching in the MACP program at Argosy draw primarily from Emotionally Focused Therapy (EFT) and Systems Centered Therapy (SCT) with a particular emphasis on attachment and attunement at multiple levels including social/cultural domains.

**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:**

The principal purpose of this course is for students to gain a broad understanding of group development and dynamics by applying theory to practice through experiential learning. This course emphasizes the exploration of personal responses in a group setting. Content includes resonating to create a validating environment; emotion-focus theory and methods, systems-centered theory and methods; cognitive, somatic, and psychodynamic processes in the context of a group; sensitivity to difference including cultural differences; and group member and group leader perspectives.

**Course Pre-requisites:**

First year coursework

**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.

Spring Session I (7.5 week courses): February 14, 2010

Spring Session II (7.5 week courses): April 7, 2010

Spring Full Term (15 week courses): March 20, 2010

**Required Textbooks:**

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

Rose, C. (2008). *The personal development group: The student’s guide*. London: Karnac Books, Ltd. ISBN 978-1-85575-535-2

**Course Objectives:**

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

- 1) Cognitive and intuitive knowledge of the experience of membership in a group.
- 2) Knowledge and skills to form an alliance between leader and members and to facilitate alliance between members and members.
- 3) Knowledge and skills to identify symptoms and methods to manage anxiety in a group setting.
- 4) Ability to identify leadership styles that include a) how leaders make use of their authority role and b) how members make use of leadership skills.
- 5) Knowledge and skills to identify and work with cognitive, somatic, and psychodynamic processes in a group setting.
- 6) Knowledge and skills to facilitate members to take on membership roles in group settings.
- 7) Ability to identify phases of group development.
- 8) Sensitivity to cultural differences experienced in a group setting.
- 9) Ability to apply general principles to specific group methods and group populations including children, adolescents, illness, death, and the aging.

**Reading and Journal Assignment Table**

Reading assignments from the text are listed below with additional reading from handouts as specified by the instructor. Write a journal (typed, double-spaced, two paragraphs or more) that reflects upon your experience of class participation in group session each weekend. The instructor will give instructions about the nature of the entry (to be explained further the first day of class). **Due by email Sundays by 12 midnight PDT.**

Week		Readings	Journal (submit by email)
<b>1</b>	1/11- 1/17	Brabender Ch 1-2; Rose Ch 1-2	
<b>2</b>	1/18- 1/24	Brabender Ch 3-4; Rose Ch 3-4	1 <sup>st</sup> journal due 1/24
<b>3</b>	1/25 – 1/31	Brabender Ch 5-6; Rose Ch 5-6	
<b>4</b>	1/31 – 2/7	Brabender Ch 7-8; Rose Ch 7-8	
<b>5</b>	2/8 – 2/14	Brabender Ch 9-10; Rose Ch 9-10	
<b>6</b>	2/15 – 2/21	Brabender Ch 11; Rose Ch 11-12	2 <sup>nd</sup> journal due 2/21

### Online Posting

One online post is required weekly in the discussion section for each module of ecollege.

### Grading Criteria

Class attendance is mandatory. Missing one day of class results in automatic failure. All assignments are to be submitted by email by due dates by **12:00 midnight PDT** for full credit.

Grades are determined by:

- 1) Class Participation including online posts, journals, and self-evaluation: 40%
- 2) Class Application Paper including self-evaluation: 60%

### Class Application Paper

The focus of the Class Application Paper is a self-exploration and self-analysis where you apply theory to yourself. It requires that you demonstrate your capacity to 1) observe and recollect the sequencing of events in a particular interaction from onsite class that includes both the context and your internal responses/reactions and 2) apply theory to analyze and synthesize new learning from the interaction. This is a 6-8 page (maximum 2500 words), double-spaced, typed paper using APA style that applies each of the 3 central themes presented in class to 1 (or at most 2) activities or interactions. Include the following:

- 1) Introduction that lets the reader know what will follow,
- 2) Facts (details of what took place or dialogue),
- 3) Exploration of your reactions and responses (triggers, thoughts sensations, feelings, impulses, actions), demonstrating your capacity to witness and discern distinctions between thoughts and feelings as well as correlation and causation.
- 4) Analysis of your reactions and responses (application of 3 central themes to yourself), and
- 5) Reflections of implications for your work with clients.
- 6) Completed self-evaluation of your Class Application Paper using the criteria that follow (cut and paste to end of Class Application Paper).

Sample Class Application Paper will include 1) cover page, 2) 1 page (approx 2 paragraphs) that demonstrate discernment between fact, feeling, and opinion 3) one citation of reference used, and 4) reference page that includes both texts. The sample paper is **DUE Sunday, Jan 24 by email**. The purpose of the sample paper is to receive

feedback before submitting the final draft of the class application paper. The Class Application Paper is **DUE Sunday, February 21 by email.**

### **Class Application Paper Evaluation Criteria**

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Average Category (C)</b>	<b>Failed Category (F)</b>
Introduction:	Overview, significance, topic, and organization well identified	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Recollection of facts:	Describes and summarizes clearly with sufficient relevant detail facts or dialogue; discerns between fact and opinion, fact and feeling	Describes facts or dialogue with detail, at times ambiguous and irrelevant and/or confusion between fact and opinion or fact and feeling	Describes facts with ambiguity and irrelevancy; confuses fact w opinion or fact from feeling	Does not describe facts
Exploration of your reactions and responses:	Identifies triggers and multiple types of internal responses (thoughts, feelings, sensations, impulses, movements, memories, images) in a well-organized sequential fashion.	Identifies trigger, several types of responses in a mostly sequential and organized fashion.	Identifies limited types of responses at times without clarity of organization; at times, implies causation where not substantiated.	Fails to identify reactions and responses or consistently implies causation where not substantiated.
Analysis of reactions and responses:	Offers in-depth analysis and interpretation with application of breadth and depth of theory	Offers in-depth analysis and interpretation with application of theory	Demonstrates understanding of theory without application to reactions and responses	Fails to demonstrate theory nor application to theory

Implications of work with clients:	Opinions, conjectures, and goals, with references to work with clients; substantiated by analysis and synthesis of themes presented	Opinions, conjectures, and goals, with references to work with clients; presented but not well synthesized	References made to work with clients at times ambiguous and irrelevant	Ambiguous, irrelevant, or no reference to work with clients
Consistency and organization:	Ideas arranged logically to support thesis and follows required structure. Full use of transitional terms and sentences.	Ideas arranged logically to support thesis. For the most part, reader can follow line of reasoning.	Writing not arranged logically. Reader can figure out what the writer probably intends to convey.	Writing lacks semblance of logical organization. Reader cannot identify line of reasoning.
Voice/Tone:	Writing is compelling; engages and sustains interest with consistent tone and professional application.	Writing is generally engaging but occasionally with jargon, idiomatic, folksy, rambling, or missing self-observing stance.	Writing is dull and perfunctory with some interesting passages; difficulty in maintaining interest of reader	Writing is dull, perfunctory, with unprofessional tone and inappropriate applications.
APA style	Articulates position in a concise, well-arranged manner; free of writing errors and redundancy, and meets APA style criteria	Articulates position with little or no editing required; minimal repetition of words and/or ideas; mostly meets APA style criteria	Articulates position with spelling, punctuation, & grammatical errors; redundancy in words and/or ideas; does not meet APA style criteria	Spelling, punctuation, grammatical errors, and redundancy distract or impair readability. Includes red or green word document underlining not edited.

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> AND <ul style="list-style-type: none"> <li>• in appropriate APA format</li> </ul> AND <ul style="list-style-type: none"> <li>• provides <b>excellent</b> coverage of material</li> </ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> BUT <ul style="list-style-type: none"> <li>• is missing one component of APA format</li> </ul> OR <ul style="list-style-type: none"> <li>• coverage of material is <b>adequate</b></li> </ul>
C = 70 – 79	Paper has <ul style="list-style-type: none"> <li>• <b>poor</b> grammar/writing skills present</li> </ul> OR (one or more of the following) <ul style="list-style-type: none"> <li>• APA format is <b>inadequate</b></li> <li>• Insufficient number of references provided</li> <li>• <b>limited</b> coverage of material</li> </ul>
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> <li>• disorganized</li> <li>• coverage is not adequate</li> <li>• does not conform to APA format</li> <li>• there is evidence of <b>plagiarism</b></li> <li>• paper not submitted</li> </ul>

### Class Participation

Your participation in this class is essential for your own learning as well as the learning of your classmates. The emphasis of this class is in self-exploration and self-development through use of theory applied to self, particularly in the onsite component. The class structure includes group process exploration and illumination. Complete a self-evaluation of your Class Participation using the criteria that follow.

Your self-evaluation of Class Participation is **DUE Sunday, February 21 by email.**

### Class Participation Evaluation Criteria

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 to similarities 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

Note: Member goals include onsite participation, attendance and punctuality, and timely submission of assignments.

### Grading Scale

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

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

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Program Outcomes:** This course has a primary emphasis on Outcome Three

### **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.

### **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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> 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](http://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.