



Argosy University
San Francisco Bay Area Campus
Masters Program in Clinical Psychology
PC 6505 Group Counseling
2009

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Office Hours: By Appointment

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.

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): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Course Description:

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed

Course Purpose:

This course offers the student an overview of the theory and practice of group psychotherapy, with activities designed to help students acquire skills in group development, leadership styles and activities, and utilization of groups for diverse populations addressing a variety of issues.

Course Objectives:

Students will be required to demonstrate basic knowledge of the following topics and current evidenced based research regarding these topics by their performance during in-class discussions and activities, midterm and final exam.

1. Demonstrate knowledge of basic theory and principles of group process.
2. Learn exclusion criteria when starting a group.
3. Explore the ethical, "slightly unethical", legal, and "boundary" issues when recruiting group
4. members.
5. Be able to identify and practice managing "critical incidents".
6. Be able to identify, understand, and utilize the "antigroup" to avoid group deterioration and promote the progress and depth of group work.
7. Learn important skills which increase the potential to utilize "critical incidents" and the "antigroup" for transformation.
8. Explore transference and countertransference issues as they frequently develop in groups.
9. Develop leadership skills which facilitate group focus on current, in-group, here-and-now process.
10. Understand different group leadership styles for inpatient vs. outpatient populations.
11. Understand group design and leadership styles appropriate for special populations: elders, children, the culturally diverse, etc.

Course Relevant Program Outcomes, Competencies and Objectives:

Goal 1: The foundation for preparation of professionals who are capable of designing and effectively leading therapy groups for a diverse set of clients with diverse issues.

1. **Objective a:** Students will acquire a basic understanding of the current body of knowledge of basic theory and principles of group process, evidence based rationale for participant selection and exclusion and will learn how to identify and manage "critical incidents", and how conflict is utilized in groups for individual growth.

Competency: Students will demonstrate an understanding of the current knowledge of theories and principles of group process, group development, and the management of "critical incidents" and group conflict.

2. **Objective b:** Students will acquire an understanding of which groups best utilize group focus on current, in-group, here-and-now process, and will learn how to develop leadership skills which facilitate and manage here-and-now process.

Competency: Students will demonstrate an understanding of when and for which types of groups here-and-now process is appropriate and how such leadership skills may be acquired and utilized.

3. **Objective c:** Students will acquire an understanding of the differences in challenges leadership styles inherent in groups for inpatient and outpatient populations, as well as group design and leadership styles appropriate for special populations: elders, children, and the culturally diverse.

Competency: Students will demonstrate an understanding of the different leadership styles and group activities in groups for inpatient and outpatient populations, in addition to other diverse populations.

Goal 2: The preparation of professionals who understand the ethical, legal, and boundary issues, as well as potential transference and countertransference issues relevant to group design, recruitment, and leadership.

Competency: Students will demonstrate an understanding of the laws and ethics pertaining to group psychotherapy, as well as the potential transference, countertransference, and boundary issues likely to occur in group work.

Required Text:

Yalom, Irvin D. (2005). *The Theory and Practice of Group Psychotherapy*. New York: Basic Books. ISBN-13: 978-0-465-09284-0 ISBN-10: 0-465--09284-5

Required Readings:

Dreamtelling as a Request for Containment: Three Uses of Dreams in Group Therapy
Robi Friedman. *International Journal of Group Psychotherapy*. New York: Jul 2008. Vol. 58, Iss. 3; pg. 327, 18 pgs

Client Perception of Therapeutic Factors in Group Psychotherapy and Growth Groups: An Empirically-Based Hierarchical Model
Paul Dierick, Germain Lietaer. *International Journal of Group Psychotherapy*. New York: Apr 2008. Vol. 58, Iss. 2; pg. 203, 28 pgs.

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

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 and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments 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 the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. “Relevance” refers to being on topic and aware of others’ contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

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. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

20% *Written Assignments*
 30% *Midterm*
 40% *Final Exam*
 10% *Class Participation*
 100% Total

Grades:

A = 93-100
 A- = 90-92
 B+ = 87-89
 B = 83-86 B- = 80-82
 C+ = 77-79 C= 73-76
 F < 73

Grading Rubrics:

A-, B+, B-, C+, C- Will be calculated at the end of the class on a sliding scale, as calculated on a total point system.

Grade of A: Full attendance and active participation in class discussions and activities. Composite grade of A on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. All assignments turned in on time.

Grade of B: No more than two excused absences. Participation in class discussions and activities. Composite grade of B on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments.

Grade of C: No more than three absences. Minimal participation in class discussions and activities. Composite grade of C on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment. Late submission of assignments.

Grade of F: Multiple absences. Lack of class participation. Composite grade of less than C- on midterm, written assignments, and final presentation and paper, as calculated on a point system for each assignment.

Course Assignments

See details below

Midterm

The midterm will consist of some true/false, fill in the blank, and short paragraph answers. Students will be given a study prep sheet indicating points to be covered.

Final Exam:

The final exam will consist of fill in the blank, short paragraph, and choice of essay question.

Class topics, Readings, Assignments, Activities

Week	Date	Topics and Activities	Readings and Assignments
1		<p>Design of course, requirements, etc. <i>Discussion:</i> Your previous Experience with group therapy.</p> <p>Introduction to Group Therapy Basic structure and development of therapy groups.</p> <p><i>Confidentiality</i> issues in group work.</p>	
2		<p>Ethical, legal, and boundary issues of group recruitment</p> <p>The use of <i>psychodrama</i> in groups, illustrated with class experience: Recruiting Group Members</p> <p>Discussion of experience</p>	<p>Yalom: Chapters 1,2,3,</p> <p>File on Best Practice Guidelines</p>
3		<p>What creates change? Motivation issues Outpatient Groups Video: Yalom forms Outpatient Group Part 1 Discussion of Video</p>	<p>Yalom, Chapters 4,5,</p>
4		<p>The Power and Importance of Language: "Do we really understand our client's language?"</p> <p>Class Experience: The Geometric Design Game</p> <p>Macro and Micro- diagnostics: the effects of diagnosis</p> <p>Video: Yalom Outpatient Group Part 2</p>	<p>Yalom, Chapter 6,7</p>
5		<p>Comparison of Counseling Theories Critical Incidents</p> <p>Class Experiences: Moving Past "Stuckness"</p> <ul style="list-style-type: none"> • Timeline • Modeling 	<p>Yalom: Chapters 7,8,9 File on Counseling Theories File on Critical Incidents</p>

- 6 Managing Transference and Countertransference Yalom, Chapters 10,11,12
- Gestalt Approaches in Group Work
- Class Experience: Exploring Countertransference Utilizing Gestalt Techniques
- 7 Metaphor and Story in Group Work Yalom, Chapter 13
- Using dreams in Group Work
Using Psychodrama to Explore Dreams in groups
Friedman's article on Dreamwork in Groups (listed above)
- 8 Conflict and the "antigroup"
Class Experience: The "antigroup" illustrated with the technique of Sculpting
File on Antigroup
- Follow-up on Sculpting with Gestalt or Psychodrama techniques
- Midterm Exam**
- 9 Uses and Misuses of Humor In Groups Yalom, Chapter 14
- Exploring Diversity in Group Therapy
Video: Last Chance for Eden
- Discussion of Video
- Group Experience: Exploring Diversity
- 10 Therapist Self-Care during Conflict and Confrontation Yalom, Chapters 14,15
- Further work with Transference and Countertransference utilizing Sculpting, Gestalt And Psychodrama approaches
- Opportunities for Student Practice*
- 11 Review of differences between Inpatient and Outpatient Groups Yalom, Chapter 16
- Video: Yalom Inpatient part 1
Discussion of Video
- Group Experience: The Countertransference Game
- Opportunities for Student Practice*

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| 12 | Evidence based group therapy?
What works in therapy: What does
the research say?

Using art in group work

Ethical? Slightly Unethical behaviors?
Video: Yalom Inpatient Part 2

Discussion of Video

<i>Opportunities for Student Practice</i> | Yalom, Chapter 17

Handout on Scott Miller |
| 13 | <i>Begin Student Presentations and Discussions</i>

<i>Opportunities for Student Practice</i> | |
| 14 | <i>Student Presentations and Discussions</i>

<i>Opportunities for Student Practice</i> | |
| 15 | <i>Student Presentations and Discussions</i>

<i>Opportunities for Student Practice</i>

Class Evaluations
Class Closure | |

On-Line Resources

The Argosy Library has numerous databases you can search for full-text, peer reviewed articles.

EBSCO Database: <http://search.epnet.com> User ID: argosy Password: stanacampus

- ***Psychology & Behavioral Sciences Collection***
Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.
- ***Academic Search Elite***
 This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a

daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

LIRN Databases: <http://www.lirn.net/services.html> User ID: 54145

- ***Gale's Searchbank*:** Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.
- **PA General Research, 1986 to present.** 1800 full-text articles in arts, business, education and social sciences.
- **ProQuest:** Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.

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.