

ARGOSY UNIVERSITY San Francisco Bay Area**ADVANCED GROUP COUNSELING**
SYLLABUS: THEORY AND PROCEDURES**COURSE NUMBER: C 7433****INSTRUCTOR: Naomi O’Keefe, Ph.D.****PHONE: (415) 441-2429****E-MAIL: drnokeefe@sbcglobal.net****CLASS HOURS: Sat/Sun, 9 AM- 6:30 PM****SPRING I 2007: Weekends: 1/13/07-1/14/07 & 2/10/07-2/11/07****Weekly online instruction from 1/8/07 – 2/28/07****COURSE SYLLABUS****COURSE DESCRIPTION**

This course will study the theory and practice of group psychotherapy, focusing on understanding and developing advanced group leadership skills. Discussion and materials related leading groups for elders, children, and other diverse populations will be offered. Common critical incidents and special problems in group structure and development, including the recognition and management of “the antigroup”, will be addressed. Ethical, legal, and professional concerns and issues of diversity will be discussed. Students will be offered both didactic and experiential presentations on group development, process, and dynamics through lecture, videos, class discussion, and demonstrations of select theoretical approaches by the instructor in which students may elect to participate as both “group members” and “co-therapists”. Students will complete a final project of designing a specialized group for a chosen population.

REQUIRED AND RECOMMENDED TEXTS**REQUIRED:**

Kottler, Jeffrey A. Advanced Group Leadership. Pacific Grove, Ca: Brooks/Cole Publishing Co., 1994. ISBN 0-534-21150-X

**** YOU WILL ALSO RECEIVE FILES BY E-MAIL WHICH YOU ARE REQUIRED TO PRINT OUT, READ, AND BRING TO CLASS. The files summarize important course material and will also be the focus of some weekly “blended course design” discussions.**

RECOMMENDED:

Paleg, Kim and Jongsma, Arthur E. The Group Psychotherapy Treatment Planner. New York: John Wiley, 2000. ISBN 0-471-25469-X.

Donigian, Jeremiah, and Diana Hulse-Killacky. Critical Incidents in Group Therapy. 2nd ed. Belmont, Albany, NY, etc.: Brooks/Col . Wadsworth, 1999. ISBN 0-534-35727-X

Corey, Gerald. Theory and Practice of Group Counseling. Pacific Grove, Ca., Brooks/Cole-Thompson Learning, 2004.

Link, Ann L. Group Work with Elders: 50 Therapeutic Exercises for Reminiscence, Validation, and Remotivation. Sarasota, Florida: Professional Resource Press, 1997. ISBN 1-56887-030-2.

Velasquez, Mary Marden, Gaylyn Gaddy Maurer, Cathy Crouch, and Carlo C. DiClements. Group Treatment for Substance Abuse. New York: The Guilford Press, 2001. ISBN 1-57230-625-4

COURSE OBJECTIVES

1. Review and understand basic theory and principles of group process.
2. Review 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. Review and deepen leadership skills which facilitate group focus on current, in-group, here-and-now process.
10. Review the different group leadership styles for inpatient vs. outpatient populations.
11. Discuss group design and leadership styles with other special populations: elders, children, the culturally diverse, etc.
12. Be able to design and develop a group for your setting.

COURSE REQUIREMENTS

1. Assigned Readings: Read and be prepared to discuss and answer questions about the reading assignments prior to the weekend they are covered in class.
2. ***Full Attendance*** and active participation in class activities and discussion. Due to the largely in-class interactive and experiential nature of this course, ***DO NOT ASK TO BE ABSENT FOR ANY PART OF THIS COURSE***. Full attendance is ***required*** to pass this course. Excessive tardiness may result in a student needing to repeat the class.
3. Active Participation in between in-class meetings responses via e-mail.
2. Completion of a paper.
3. Class presentation of a paper. Be prepared to bring copies of your forms only for each class member.

5. Final Exam based on assigned readings, materials covered in class, “here-and-now” highlights of class discussions and experiences, vignettes of critical incidents and antigroup emergence requiring your interventions, and countertransference issues requiring your attention.

PAPER AND IN-CLASS PRESENTATION

Design a group for your setting, or a population of your special interest. Your 7-10 page paper (including the four forms) should include:

- (a). **Purpose and Nature of the Group:** Describe the purpose and nature of the group, makeup of participants, how they will be recruited and screened, and your exclusion and inclusion criteria. Where, when, how often, and how long will the group meet?

What restrictions or challenges will be presented if your group will serve clients of a specific clinic, HMO, or court?

- (b.) **Your chosen theory and style of group leadership.** How will the group’s work be accomplished?
- (c.) **Will you have a co-therapist?** If you actually have someone in mind, describe how you intend to work together. If there isn’t a “real” person available, you could “make one up”, modeling on a colleague or fellow student.
- (d.) **Forms: (bring copies for each of your fellow students)**

- **Group Flyer:** Create a one page inviting and ethically honest description of your group which you will give to clients for their information.

- **Informed Consent:** Create an informed consent form for you and your participants to sign. Include the pros and cons of group participation, and the expectations and responsibilities of both group members and you, the leader. Clarify what client can expect to happen in the group, the style of group work, boundaries of your availability outside of group. Note the limits of confidentiality, and the limits of your ability to enforce strict confidentiality either in inpatient settings, or in groups in general. Include fees, and how they will be paid.

Those designing groups for minors or persons under conservatorship will create 2 informed consent forms one for the legally responsible party, and a version which respects the intellectual capacity of the potential group participant.

- **Client’s evaluation:** Create a form that your group members can fill out at the end of each meeting in 5 minutes or less. (We will discuss this in class). Those working with minors or those under conservatorship or having other cognitive challenges will create

a form matching the age and intellectual capabilities of your participants.

- **Therapist's group meeting summary sheet** (record keeping).

- (e.) **First Meeting:** Describe how you would begin the first meeting. How will you directly or indirectly begin setting structure and modeling desired norms? Will you address potential absences? Tardiness?
- (e.) **Anticipate Critical Incidents:** Given the type of group, the specific population and the meeting place of your group, the expected issues your group addresses, and your chosen theory and style of group leadership, what problems and critical incidents do you anticipate? How do you intend to handle them?
- (f.) **Anticipate transference and countertransference issues.** Given the population you would be working with, what transference/countertransference issues do you expect, and how will you address and manage them?
- (g.) **Closure/Termination/Aftercare/Referrals:** how you will structure the ending of your group and what follow-up if any, would you offer? If your group would be under another authority (HMOs, the courts), how will you deal with those limitations and restrictions ethically with respect to follow-up?

Papers are due on the morning of the last Saturday of class. **NO EXCEPTIONS.** Presentations will be made on the same day in class, continuing on Sunday, if necessary. You will have about 15 minutes to present your paper, and then time to answer questions and discuss. Class and instructor will ask questions and you will be required to discuss and defend your design as it relates to concepts learned your readings and in class discussion and experiences. Remember to provide copies of your forms for each of your classmates.

GRADING

FULL ATTENDANCE IS REQUIRED TO PASS THIS COURSE

35 % of your grade reflects your class participation such as being active in discussions, asking questions, and demonstrating your knowledge of the readings both in class, and on discussion board postings. Punctuality and attendance strongly affect your participation grade. You will not be graded on your participation in any in-class mock group exercises.

35% of your grade reflects your in class presentation and paper.

30% of your grade reflects your final exam, which will be partly multiple choice, and partly short essays responding to group vignettes and your potential interventions.

REQUIRED READING PRIOR TO CLASS

PRIOR TO THE FIRST WEEKEND OF CLASS, READ AND BE PREPARED TO DISCUSS KOTTLER, PP. 3-204.

***PRIOR TO SECOND WEEKEND, READ AND BE PREPARED TO DISCUSS
KOTTLER, PP.207-307.***

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because 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.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.