Argosy University
COURSE SYLLABUS
PC6505
Group Counseling
Spring I: 3/1/07 – 4/21/07
Onsite weekends: 3/10-11/07, 4/14-15/07

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.
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> **Office Hours:**
>> Weekend of class: Before class, during lunch break, after class
>> Mondays 10am – 12noon
>> By appointment
>
> **Short Faculty Bio:**
>> My work draws primarily from extensive training in Emotionally Focused Therapy, Systems Centered Therapy, and somatic-based approaches. I am currently working on a dissertation towards completion of an EdD at Argosy University entitled *An Application of Systems Centered Training to Social Justice Theory: A Case Study of a Graduate Course in Social and Cultural Foundations in Counseling Psychology*. Additionally, I have a private practice in Berkeley working with couples, individuals, and groups.

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 by using several theoretical frameworks with applications of general principles to specific methods and populations. Content includes dialectics and 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 of coursework in MA Counseling Psychology

Required Textbook:

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

>   Purchase the Group Counseling Reader at Copy Central. Readers will be available by 12/15/06. Call ahead before pick-up to ensure a copy is in stock. Arrangements can be made to receive readers by mail. Contact information:
>>   Copy Central
>>   1553 Solano Avenue
>>   Berkeley, CA 94707
>>   510 527-5800

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)
Course length: 7.5 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0
Program Outcomes:
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 and members.
5) Knowledge and skills to identify symptoms and methods to manage anxiety in a group setting.
6) Ability to identify leadership styles that include how leaders make use of their authority role.
7) Knowledge and skills to identify and work with cognitive, somatic, and psychodynamic processes in a group setting.
8) Knowledge and skills to facilitate members to take on membership roles in group settings.
9) Sensitivity to cultural differences experienced in a group setting.
10) Ability to apply general principles to specific group methods and group populations including children, adolescents, illness, death, and the aging.

Reading and Online Assignment Table

Reading can be found in the class text or in the reader. Online assignments consist of posting responses to the reading onto the discussion board. Online assignments will be specified by email or by instructions online. **All posts are due at the end of the week (Sundays at 12:00 midnight).**

	Week	Readings	Assignments
1	3/1-3/4	Text Ch 1, 2; Reader Smith and Berg	Week 1 due 3/4
2	3/5 – 3/11	Text Ch 3, 4	Week 2 due 3/11
3	3/12 – 3/18	Text Ch 5; Reader Chen and Rybak	Week 3 due 3/18
4	3/19- 3/25	Text Ch 6; Reader Agazarian	Week 4 due 3/25
5	3/26 – 4/1	Text Ch 7; Reader Morran &Whittingham	Week 5 due 4/1
6	4/2 – 4/8	Text Ch 8, 9, 10	Week 6 due 4/8
7	4/9 – 4/15	Text Ch 11, 12; Reader Schechtman, Henderson and Gladding	Week 7 due 4/15

Grading Criteria
Class attendance and online participation is mandatory. Missing one day of onsite class results in automatic failure of class. Onsite, online, and email assignments are to be submitted by due dates by **12:00 midnight** for full credit.
Grades are determined by:
   1) Class Journal (Weekend #1 and Weekend #2): 20%
   2) Class Application Paper including self-evaluation: 50%
   3) Onsite and online participation including self-evaluation: 30%

Class Journal
Write daily notes about your experience of 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 onsite class. **Weekend #1 journal is due Sunday, Mar 18. Weekend #2 journal is due Sunday, Apr. 22.**

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 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 5 page, double-spaced, typed paper applying each of the 3 central themes presented in class to 1 (or at most 2) activities or interactions. Include the following:
   1) Introduction to let 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), and
5) Reflections of implications for your work with clients.
6) Completed self-evaluation of your Class Application Paper using the criteria that follow.

Class Application Paper is **DUE Sunday, April 22.**

Class Application Paper Evaluation Criteria (50 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Introduction: 5 points	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: 5 points	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: 10 points	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	Offers in-depth	Offers in-depth	Demonstrates	Fails to

reactions and responses: 15 points	analysis and interpretation with application of breadth and depth of theory	analysis and interpretation with application of theory	understanding of theory without application to reactions and responses	demonstrate theory nor application to theory
Implications of work with clients: 5 points	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: 5 points	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: 2 points	Writing is compelling; engages and sustains interest with consistent tone and professional application.	Writing is generally engaging but occasionally detached, pedantic, folksy, or rambling.	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.
Grammatical clarity: 3 points	Articulates position in a concise, well-arranged manner; free of writing errors and redundancy	Articulates position with little or no editing required; slight repetition of words and/or ideas.	Articulates position with spelling, punctuation, & grammatical errors; redundancy in words and/or ideas.	Spelling, punctuation, grammatical errors, and redundancy distract or impair readability. Includes red or green word

				document underlining not edited.

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, April 22.**

Class Participation Evaluation Criteria (30 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
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 (including active onsite/online attendance/ participation and timely submission of assignments).	Works toward shared goals in a mostly cooperative manner; at times with compliance or defiance; some missing participation/ attendance either onsite or online	Works toward shared goals mostly with compliance and defiance; missing participation/ attendance either onsite or online	Not cooperative in working toward shared goals; misses one day of onsite class
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	Displays sensitivity to similarities and differences with individuals	Displays some degree of sensitivity to similarities and differences with	Lacks sensitivity to similarities and differences with individuals

	individuals from varied backgrounds.	from varied backgrounds.	individuals from varied backgrounds.	from varied backgrounds.

Grading Scale

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

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, 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.