



Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP8060
Course Title: Group Psychotherapy
Department Name: Hawai'i School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Science
Term: Summer 2019
Course Credits: 3
Class Meeting Day: Thursday
Class Meeting Hours: 8:30 am to 4:00 pm
Class Location: Behavioral Sciences 101

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University Course Catalog 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 Overview

Students will be exposed to a variety of topics, including group dynamics and development, group leadership styles, group counseling and psychotherapy methods and skills, and related theories. Familiarity with the content of this course should help students meet the demands of work as a group facilitator/therapist. The structure of this course consists of lectures, exams, role-plays, discussions, exercises, and presentations. All students are expected to participate fully in each of these areas.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete approximately 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

HSPB Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University's clinical psychology doctoral program's purpose is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at HSPB is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Learning Outcomes

Instructor's Assumptions

All students have varying levels of experience, knowledge and expertise; therefore, all students bring something different and valuable to the class.

All students can both teach and learn from one another.

Learning is a shared responsibility.

There is a positive correlation between one's involvement and one's learning.

There are many truths and many roads that lead to change in groups.

By the end of the course students will:

- Know the definition, theory, methods and application of group psychotherapy. (Competency 5)
- Acquire an historical perspective and conceptual familiarity with theories, methods and research strategies in the field of group dynamics and its applications to individual therapy, education, organizational development and personal growth. (Competency 5)

- Demonstrate understanding of group theory and process, both in writing and through role plays. (Competencies 5 and 8)
- Acquire an understanding of group dynamics through direct participation in role-play exercises, and experiential group exercises. Understand the evolution of group structure and roles of therapists and clients. (Competency 8)
- Become familiar with the stages of group development and the particular leader, member, and process issues characteristic of beginning, experienced and terminating groups. (Objective 8)
- Acquire an understanding of the theoretical and practical issues that come with planning and implementing a group, including setting goals; selecting participants; and determining the size, setting, and duration of the group. (Competencies 5 and 8)
- Learn basic group leadership skills through reading, observation, participation, and practice with peer instructor feedback. (Competencies 5 and 8)
- Gain an understanding of variations in styles of group leadership, their effects on group behavior, and recognition of student's own leadership style through observation, participation and practice with peer and instructor feedback. (Competencies 5 and 8)
- Compare and contrast group interventions with individual therapy. (Competencies 5 and 8)
- Become familiar with ethical issues and training opportunities related to group therapy. (Competency 1)
- Know the implications of conducting group therapy with diverse populations of clients. (Competency 4)
- Be able to implement evidence-based group psychotherapy practices. (Competencies 5 and 6)

Course Components

Diversity component. Diversity will be addressed as a broad-based concept to include such issues as age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality of multiple populations. Diversity factors are often critical considerations in quantitative studies, which will be woven into both didactic and experiential learning. Furthermore, students will be encouraged to address and identify personal beliefs, assumptions, and expectations regarding diversity issues in order to support and strengthen their professional competence and self-understanding in their work with diverse individuals.

Critical thinking component. Throughout the course students will be encouraged and supported to apply critical thinking skills (i.e., deductive and inductive reasoning skills, logic, judgment, reflection, questioning) when reading, evaluating, and discussing research results and when completing required assignments (e.g., research proposal).

Ethics and professional behavior component. Throughout the course students will be expected and encouraged to discuss ethical and legal issues that emerge within the framework of the research process. Classroom discussions will be used to further the understanding and development of ethical principles and professional behavior of students, specifically within their role as a researcher.

Evidence-based practice component. The faculty of HSPP at Chaminade University strongly supports evidence-based practice but also recognizes the need to reflexively consider each client's unique needs in pacing and focusing the therapeutic process. The value of evidence-based practice has been underscored by research in the past two decades. Emergent findings regarding group psychotherapy and related research will be reviewed through lectures and discussions, a review of current empirical

literature, through the exploration of evidence-based approaches, and through roleplay practice.

Course Prerequisite: PP7045 Psychopathology

Required Learning Materials

Required Textbooks

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books. ISBN-13: 9780465092840

Additional Required Readings

1. Abell, R.V., Baird, A.D., Chalmers, K. A. (2017). Group singing and health –related quality of life in Parkinson’s disease, *Health Psychology, 36*(1), 55-64.
2. Chen, C. C., Kkad, D., & Balanzo, J. (2008). Multicultural competence and evidence- based practice in group therapy. *Journal of Clinical Psychology in Session, 64*(11), 1261-1278.
3. Delisgnore, A. (2008). Does prior psychotherapy experience affect the course of cognitive-behavioural group therapy for social anxiety disorder? *The Canadian Journal of Psychiatry, 53*(8), 509-516.
4. Dwyer, L.A., Hornsley, M.J., Smith, L., Oei, T.P.S., & Dingle, G.A.. (2011). Participant autonomy in cognitive behavioral group therapy: An integration of self-determination and cognitive behavioral theories. *Journal of Social and Clinical Psychology, 10*(1), 24-46.
5. Ilardi, D. L., & Kaslow, N. J. (2009). Social difficulties influence group psychotherapy adherence in abused, suicidal, African American women. *Journal of Clinical Psychology, 65*(12), 1300-1311.
6. Keller-Dupree, E.A., & Perryman, K.L. (2013). The effects of an expressive arts therapy group on female counselors in-training: A qualitative study. *Journal of Poetry Therapy: The Interdisciplinary Journal of Practice, Theory, Research, and Education, 26*(4), 223-235.
7. Kim, B.S.K., Omizo, M.M., & D’Andrea, M.J. (1998). The effect of culturally consonant group counseling on the self-esteem and locus of control orientation among Native American adolescents, *Journal of Specialists in Group work, 23*(2), 145-163.
8. Klilighan, D.M., & Klivighan, D.M. Jr. (2016). Examining between-leader and within leader processes in group therapy. *Group Dynamics: Theory, Research, and Practice, 20* (3). 145-163.
9. Kociunas, R., & Draganm T. (2008). The phenomenon of self-disclosure in a psychotherapy group. *Existential Analysis, 19*(2), 345-363.
10. Kocovski, N. L., Fleming, J. E., Hawley, L. L., & Huta, V. (2013). Mindfulness and acceptance-based group therapy versus traditional cognitive behavioral group therapy for social anxiety disorder: A randomized controlled trial. *Behavior Research and Therapy, 51*, 889-898.

11. Lemmens, G. M. D., Eisler, I., Derreck, P., Lietaner, G., & Demyttenaere, K. (2009). Therapeutic factors in a systematic in a systematic multi-family group treatment for major depression: Patients' and partners' perspectives. *Journal of Family Therapy*, 31, 250-269.

Recommended Texts

- Corey, G (2011). *Theory and practice of group counseling* (8th Ed.). Pacific Grove: CA, Brooks/Cole Publishing Co. ISBN: 9780534641740.
- Corey, G. (2012). *Theory and practice of group counseling – Student manual* (8th Ed.). Cengage Learning. ISBN: 0534536069; ISBN-13: 9780534536060.
- Corey, M. S. & Corey, G. (2013). *Groups process and practice* (9th Ed.). Brooks/Cole , Pacific Grove, CA: Publishing Co. ISBN-13: 9780495600763.

Important Journals

International Journal of Group Psychotherapy
Group Analysis
GROUP Social Work with Groups
Group Dynamics: Theory, Research, and Practice
International Journal of Action Methods: Psychodrama, Skill Training, and Role-Playing
Group & Organization Management
Journal for Specialists in Group Work
Small Group Behavior
The Counseling Psychologist
The Journal of Counseling Psychology
The Journal of Consulting and Clinical Psychology

Professional Organizations

Association for Specialists in Group Work American Group Psychotherapy Association Division 49 of APA: Group Psychology and Group Psychotherapy

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Course Requirements and Assignments

Attendance and Participation

In order to receive full credit for class participation and attendance, you must attend all the class sessions and be an active participant in the class discussions and role plays. Because of the emphasis on group involvement, experience, and process, attendance in class is essential. You are expected to prepare for each class session by reading all required material on the topics and by coming to class with questions and comments for discussion.

Missing more than 6 hours of instruction or 1-full day of instruction will result in a failing grade or you will be advised to withdraw from the class. No late assignments will be accepted.

The class will be involved in Mock Group Therapy Role Plays. Two students will act as co-therapists of a group of about 5-6 group therapy clients. The rest of the class will function as process observers of the group in order to give helpful and productive feedback to the group leaders and members. Everyone is expected to participate as a member of the role plays both as a group member or co-therapist. This is a very valuable method for students to learn to do group therapy and also to understand what it is like for their clients in group therapy as well.

Individual Paper/Presentation (10 points)

Each student will be assigned a group psychotherapy article to read, critique, and present to the class. Each presentation will be approximately 12-15 minutes and will summarize the article, present any relevance to evidence-based practice, and discuss implications/recommendations for clinical psychologists relevant to group psychotherapy. Students will write a one-page single space summary and critique of the article to be distributed to the class when presenting.

Experiential Exercise (20 points)

- A. Attend some type of support group (not at your place of employment) such as an open meeting of AA/NA/CODA, Al-Anon, OA/ACOA, PFLAG, Parents Without Partners, Tough Love and Chronic Medical/Mental Health Problem. Write a reaction paper (about 7- 8 pages) about your field experience, e.g., how it relates to group theories. Your paper should be an analysis of the group meeting in relation to the following dimensions, which you will use as a heading for this paper:
 1. The type, location, day and time of the meeting.
 2. The topic or theme of the meeting.
 3. Your feelings prior to the meeting, during the meeting, and after the meeting
 4. Procedures they use and norms they observed in their groups
 5. Member/participant roles Observations about the people attending the meeting (the roles of the members).
 6. Group leader roles – Observations about the leader in terms of group leadership roles. If there was no leader, what are your observations about the “leaderless” group?
 7. Therapeutic factors observed/utilized during the group
 8. Your overall impression of the experience and its efficacy – what have you learned from this experience?

NOTE: Be sure that the meeting you attend is listed as an “Open” meeting, which means that anyone interested can attend (versus a “Closed” meeting, which is for persons who identify themselves as

having the particular issue or addiction which the meeting addresses).

~~~~~OR~~~~~

B. You may interview a group facilitator, group psychotherapist, asking them about:

1. Procedures they use and norms they observed in their groups
2. Member/participant roles
3. Group leader roles
4. Therapeutic factors utilized during the group
5. Their overall impression of the experience and its efficacy

**Mid-term Paper (30 points): Movie – Broken Hearts Club**

A film that reflects group process will be shown in class. Write a 7-10 page reaction paper based on group process, member roles, and therapeutic factors observed. The mid-term will be evaluated based on its clarity, organization, thoroughness and the extent to which the class material is reflected and synthesized. You are expected to write your papers independently.

NOTE: you must include at least seven (7) skills/theoretical perspectives/therapeutic factors observed and reference with Yalom or some other source. NO WIKIPEDIA ALLOWED.

**Final Examination (40 points)**

The final examination will be closed book and notes essay responses to two questions of three. Students will respond to the first question and select one question of two and have 3 hours to complete the examination on the last day of class.

**Grading Requirements**

**Grading Criteria**

|                                 |     |
|---------------------------------|-----|
| Individual Article Presentation | 10  |
| Midterm Examination             | 30  |
| Experiential Exercise           | 20  |
| Final Examinations              | 40  |
| TOTAL                           | 100 |

**Grading Scale**

|                    |   |
|--------------------|---|
| Total Points = 100 |   |
| 90 – 100           | A |
| 80 – 89            | B |
| 70 – 79            | C |
| 69 and below       | F |

**Course Policies**

**Late Work Policy**

No late assignments will be accepted unless arranged before deadlines.



### ***Grades of "Incomplete"***

**Incompletes are strongly discouraged and are not automatically given when work is not turned in at the end of the semester.** I reserve the right to not give an incomplete grade and to assign a grade based on the material turned in at the end of the semester.

### ***Writing Policy***

All work submitted by Chaminade University students must meet the following writing standards:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism, below).

Scholarly writing: The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu 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.

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* (2010). 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.

### ***Instructor and Student Communication***

Questions for this course can be emailed to the instructor at michael.omizo@chaminade.edu. Response time will take place within two days.

### ***Cell phones, tablets, and laptops***

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### ***Disability Access***

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria

for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

### ***Title IX Compliance***

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### ***Attendance Policy***

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### ***Academic Conduct Policy***

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student

Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

**Plagiarism:** In an effort to foster a spirit of honesty and integrity during the learning process, the Hawaii School of Professional Psychology at Chaminade University of Honolulu 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, 6th Edition (2010)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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 Chaminade University of Honolulu Graduate Academic Catalog for further information regarding academic dishonesty and plagiarism.

**Schedule**

| Date        | Class Activities                                                                                                                                                                                                                                                                                            | Readings: Yalom & Leszcz Text              | Assignments Due                                                                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------|
| May 3 (1)   | Class Introductions<br>Course Overview<br>Course Syllabus Review<br>Introduction to Groups Dynamics<br>Group Psychotherapy Ethics<br>Evolution of a Group (Corey & Corey)<br>Interpersonal Learning<br>Group Cohesiveness<br>Therapists’ Tasks<br>Illumination of the Here-and-Now<br>Creation of a Culture | Chapters 2, 3, 5, 6, 7, 11                 | Select Article for Oral Presentation<br>Decide on which experiential to work on |
| June 6 (2)  | Therapeutic Factors (Yalom)<br>Selection of Clients<br>Composition of Therapy Groups<br>Logistics of Groups<br>Yalom DVD I- <i>Interpersonal Model, Techniques for Here and Now</i><br>Leadership Characteristics and Skills                                                                                | Chapters 1, 4, 8, 9, 10<br>Articles #8, #9 |                                                                                 |
| June 13 (3) | Stages of Groups (Yalom)<br>Group Ex- Stages of Groups<br>Resistance in Groups Role-Play<br>Midterm<br>Show Video – ( <i>Broken Hearts Club</i> )                                                                                                                                                           | Chapters 12, 16, 17                        |                                                                                 |

|             |                                                                                                                                                                              |                        |                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------|
|             | Yalom DVD II – <i>Demonstration of Interpersonal Model</i>                                                                                                                   |                        |                         |
| June 20 (4) | Evolution of a Group<br>Problem Clients<br>Group Ex- Problem Patients (student groups)<br>Yalom DVD-III – <i>Interview Role-Plays</i>                                        | Chapters 13, 14, 15    |                         |
| June 27 (5) | Midterm Paper Due ( <i>Broken Hearts Club</i> )<br>Debrief Paper<br>Corey and Corey – <i>Groups in Action Exercises</i><br><i>Theories and Stages of Group Psychotherapy</i> | Articles #3, #10, #11, | *Midterm Paper Due      |
| July 11 (6) | Experiential Project Paper Due<br>Debrief<br>Experiential Project Role-Play<br>Multicultural Competencies/Issues in Group Psychotherapy                                      | Articles 2, #4. #5, #7 | *Experiential Paper Due |
| July 18 (7) | Group therapy for diverse populations<br>Role Plays<br>Final Examination                                                                                                     | Articles #1, #6        | *Final Examination      |

**July 4, 2019 is a Holiday! No Class** □

## **Information on Small Group Experiences Informed Consent PP 8060 Group Psychotherapy**

Participation in both the didactic and experiential components is required for successful completion of this course. Throughout this class, you will be participating in various group experiences. These may include process groups, topic-focused groups, and/or group exercises from specific theoretical orientations. The goals of these group experiences are: (1) for you to experience what it's like to be a member of a group; (2) to increase your awareness of self, others, and interpersonal dynamics; and (3) for you to develop an understanding of how your own personal issues and styles of communication may influence your work as a group facilitator.

These groups are not intended to be in-depth, psychotherapy groups. The experiences, however, will hopefully increase your awareness of how you behave in group situations, how your behavior affects others, and how others' behavior affects you. Because of this, the group experience may raise issues for you and feel uncomfortable at times.

As noted, participation is required in ONE group but you are free to make decisions about what personal information you are willing to share as well as the depth of your disclosures. Your grade for this course will be based on the quality of your graded tests/assignments NOT upon the nature or level of your group disclosures or participation. Full participation in each group session should enhance your learning experience in group psychotherapy, but you will not be penalized if you choose to limit your participation. You decide how much or how little you will disclose and participate in these group experiences.

You have a responsibility as a student to try to get as much from this experience as possible. You also have the right to expect that the facilitator will protect you against undue peer pressure, physical threats, and intimidation. Each member should be aware of the requirements for membership: a willingness to invest oneself emotionally in the group, to disclose feelings about oneself and the other members, and to explore areas in which one would like to make personal changes. You will be expected to develop an individual goal and to communicate this to the group (ex.: "to increase my comfort level with giving feedback to others on how they impact me").

It is essential that we all respect the privacy of our colleagues. Please honor the confidentiality of information disclosed in both the small group experiences and the group class. Confidentiality is difficult to insure in such a large group and people may inadvertently breach confidentiality; it is up to each of us to maintain the integrity of our class, our groups, and our fellow group members by being aware of how we discuss our experiences outside of the small group and class meetings. Virtually all conversation in the small groups is confidential information to be exchanged only among members of that group. In the event a group member reveals information that leads to the suspicion of child abuse or neglect or to the intent to do harm to self or others, confidentiality must be breached to protect those in danger. General observations and insights about group process may be discussed outside the group, but not as an alternative to discussing such matters within the group as well.

I hope that your group experiences will be both enjoyable and educational. The guidelines discussed here are important for creating a safe environment for you as a student and group member. Please raise any questions or concerns that you have about the group experiences during the first in-class group and throughout the term.