



## **Course Syllabus**

Chaminade University Honolulu  
3140 Waiālae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP8060-01-7

**Course Title:** Group Psychotherapy

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** School of Education and Behavioral Science

**Term:** Summer I 2020

**Course Credits:** 3

**Class Meeting Day:** Tuesday

**Class Meeting Hours:** 9:00 am to 4:00 pm

**Class Location:** TBA

**Instructor Name:** Vilmarie Baez, PsyD

**Email:** [vilmarie.baez@chaminade.edu](mailto:vilmarie.baez@chaminade.edu)

**Phone:** 808-739-7430

**Office Location:** Behavioral Sciences Room 116

**Office Hours:** Tuesdays 10:30 am – 12:00 pm, Wednesdays 10:30 am - 12:00 pm, and Thursday by appointment only. Others days/time may be available, based on availability, upon request (email contact).

### **University Course Catalog Description and Overview**

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both first hand 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.

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 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 specified in the 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:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- 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 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 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 ('Ōlelo No'ēau 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'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim 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 the Hawai'i School of Professional Psychology 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.
11. Students will understand and apply the Marianist values in their professional practice.

### **Learning Outcomes**

1. Acquire a historical perspective and conceptual familiarity with definitions, theories, methods and research strategies in the field of group psychotherapy. (Competencies 5 & 6)
2. Demonstrate an understanding of group theory and process, both in writing and through role plays. (Competencies 5 & 8)
3. Become familiar with the stages of group development and the particular leader, member, and process issues characteristic of beginning, experienced and terminating groups. (Competency 8)
4. 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 & 8)
5. Learn basic group leadership skills through reading, observation, participation, and practice with peer instructor feedback. (Competencies 5 & 8)
6. Become familiar with ethical issues and training opportunities related to group therapy. (Competency 1)

7. Know the implications of conducting group therapy with diverse populations of clients. (Competency 4)
8. Be able to implement evidence-based group psychotherapy practices. (Competencies 5 & 6)

### **Required Learning Materials**

#### **Required Textbooks**

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). Basic Books.

Paleg, K & Jongsma, A. E. (2015). *The group therapy treatment planner* (2<sup>nd</sup> ed.). John Wiley & Sons.

#### **Additional Required Readings**

Bidgood, B.A., Wilkie, H., & Katchaluba, A. (2010). Releasing the steam: An evaluation of the supporting tempers, emotions, and anger management (STEAM) program for elementary and adolescent-age children. *Social Work with Groups*, 33, 16-174.

Brabender, V.M., Smolare, A.I., & Fallon, A.E. (2004). Introduction to group therapy. In John Wiley & Sons, *Essentials of Group Therapy* (pp. 1-18).

de Bruin, E.J., Bogels, S.M., Oort, F.J., & Meijer, A.M. (2015). Efficacy of cognitive behavioral therapy for insomnia in adolescents: A randomized controlled trial with internet therapy, group therapy and a wait list condition. *SLEEP*, 38(12), 1913-1926.

Hirvikoski, T., Waaler, E., Alfredsson, J., Pihlgren, C., Holmstrom, A., Johnson, A., Ruck, J., Wiwe, C., Bothen, P., & Nordstrom, A. (2011). Reduced ADHD symptoms in adults with ADHD after a structured skills training group: Results from a randomized controlled trial. *Behaviour Research and Therapy*, 49, 175-185.

Resick, P.A., Wachen, J.S., Mintz, J., Young-McCaughan, S., Roache, J.D., Borah, A.M., Borah, E.V., Dondaville, K.A., Hembree, E.A., Litz, B.T., & Peterson, A.L. (2015) A randomized clinical trial of group cognitive processing therapy compared with group present-centered therapy for PTSD among active duty military personell. *Journal of Consulting and Clinical Psychology*, 83(6), 1058-1068.

Rosner, R., Gudrun, L., & Geissner, E. (2011). Effectiveness of an inpatient group therapy for comorbid complicated grief disorder. *Psychotherapy Research*, 21(2), 210-218.

Uliaszek, A.A., Rashid, T., Williams, G.E., & Gulamani, T. (2016). Group therapy for university students: A randomized control trial of dialectical behavior therapy and positive psychotherapy. *Behaviour Research and Therapy*, 77, 78-85.

Wetherell, J.L., Afari, N., Rutledge, T., Sorrell, J.T., Stoddard, J.A., Petkus, A.J., Solomon, B.C., Leham, D.H., Liu, L., Lang, A.J., & Atkinson, J.H. (2011). A randomized, controlled trial of acceptance and commitment therapy and cognitive-behavioral therapy for chronic pain. *Pain*, 152, 2098-2107.

Whitfield, G. (2010). Group cognitive-behavioural therapy for anxiety and depression. *Advances in Psychiatric Treatment*, 16, 219-227.

### **Course Requirements & Assignments**

#### **Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials**

It is anticipated that in the course of students' graduate education in clinical psychology, they will have a variety of emotional experiences and reactions to didactic lectures, discussions of psycho-diagnostic and psychotherapy clinical case material, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contact with clinical material is understood to be an integral part of one's

professional responsibility. While it is encouraged that students share or discuss these experiences as appropriate and relevant to course material in the classroom, self-disclosure of emotional experiences should be at the discretion of each individual student and at a level with which each is comfortable. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. Appropriate self-disclosure is voluntary and requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is not the policy of this school. Throughout this course, self-disclosure will be considered voluntary. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or seek out formal support in the form of individual therapy.

### ***Attendance and Participation (10 points)***

In order to receive full credit for class participation and attendance, you should 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. **More than 6 hours absent will require an additional paper. More than 9 hours (the equivalent of 1.5 classes) will result in a deduction of 2 attendance/participation points.**

### ***Group Therapy Session Leader Assignment (30 points)***

Each student will lead a Mock Group Therapy Role Play (40-60 minutes). The session should be focused on a particular target issue or treatment. Session issues will be selected from a list of issues provided by the instructor. The student will develop and organize a plan, materials and handouts (when appropriate) for the session and write up a brief description. The student will act as a “therapist” for a group of about 5-6 students role playing 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 leader and members. All students participating in or observing the role play will maintain respectfulness for each other at all times. Everyone is expected to participate as a member of the role plays both as a group member or 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. A more detailed handout of this assignment will be provided by the instructor.

### ***Journal Club Presentation (15 points)***

Each student will be assigned a group psychotherapy article to read, critique, and present to the class. Each presentation will be approximately 20 minutes and will summarize the article, describe any evidence-based practice issues, and discuss implications/recommendations for clinical psychologists relevant to group psychotherapy. Students will then have approximately 10 minutes to engage their peers in a discussion about the article. Students will have the option of presenting a PPT (that will be shared with their peers) or writing a one-page single space summary and critique of the article (that will be shared with their peers). The PPT or written summary will be placed in the course share drive for students to access. A detailed outline with expectations for this assignment will be provided by the instructor.

### ***Weekly Quizzes (15 points)***

Students will complete 7 quizzes. Quizzes will reflect content covered in the readings, lectures, or presentations from the previous weeks class. For example, the quiz on 5/12/20 will reflect content from readings assigned on 5/5/20. All content from readings is eligible to appear on quizzes even if not

explicitly covered in class. While students will complete 7 quizzes, only 5/7 quizzes will count towards the students final grade. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Quizzes will consist of 6 multiple-choice questions, each worth a total of .5 points each. Each quiz will have a maximum total of 3 earned points.

**Final Examination (30 points)**

The final examination will be a take-home, open-book exam requiring students to complete a combination of multiple choice, short answer, and essay questions. Students must work alone on this assignment. The questions will address issues encountered in group therapy such as member selection, constructing a focused, group therapy treatment plan, or problems arising in group therapy vignettes. Students should expect the exam questions to reflect content covered in class readings, class lectures, and/or class presentations.

*In addition to scoring an overall grade of 80% or higher, to pass the course, a grade of 80% correct or greater must be achieved on the Final Exam. If a grade of 80% is not achieved an incomplete will be granted and, after remediation and within the requisite time period, a grade of 80% of greater must be achieved on the Final Exam to pass the course.*

**Grading Requirements**

**Grading Criteria**

Class Participation	10
Journal Club Participation	15
Weekly Quizzes	15
Leader of Group Therapy Session	30
Final Examination	30
TOTAL	100

**Grading Scale**

**Grading Scale** (final scores > .5 will be rounded up)

A = 90 – 100    B = 80 – 89    C = 70 – 79    F = 69 and below

**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.

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 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:** Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling

Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

**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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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 they should make arrangements to obtain missed information and 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

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 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 HSPP Program Catalog, 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 Program Catalog, 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. 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 an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** The following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

### Schedule

Date	Class Activities	Readings	Assignments Due
Wk. 1 5/5/20	Class Introductions Course Overview Course Syllabus Review “Sink or Swim” – APA Article <a href="https://www.apa.org/gradpsych/2010/11/skim">https://www.apa.org/gradpsych/2010/11/skim</a> History of Group Psychotherapy Therapeutic Factors (TF) Interpersonal Learning Yalom DVD Ia	Yalom (2005): Ch 1 & 2; Paleg & Jongsma (2015): PTSD; Brabender et al. (2004); Wetherell et al. (2011)	Select focus issue for mock group therapy session and schedule date and time
Wk. 2 5/12/20	Group Cohesiveness The Therapeutic Factors: An Integration Anger Control Problems Yalom DVD Ib and IIa	Yalom (2005): Ch. 3 & 4; Paleg & Jongsma (2015): Anger Control Problems; Bidgood et al. (2010)	Select Article for Presentation
Wk. 3 5/19/20	The Therapist: Basic Tasks The Therapist: Working in the Here and now	Yalom (2005): Ch. 5 & 6; Paleg & Jongsma (2015): ADHD; Hirivkoski et al.	Journal Club



	ADHD Yalom DVD IIb	(2011)	
Wk. 4 5/26/20	The Therapist: Transference and Transparency The selection of clients Borderline Personality Disorder Yalom DVD-III	Yalom (2005): Ch. 7 & 8; Paleg & Jongsma (2015): Borderline Personality Disorder; Uliaszek et al. (2016)	Morning Class Group Role Play _____ Afternoon Class Group Role Play _____ Journal Club
Wk. 5 6/2/20	The Composition of Therapy Groups Creation of the Group: Place, Time, Size, Preparation Chronic Pain	Yalom (2005): Ch. 9 & 10; Paleg & Jongsma (2015): Chronic Pain; Wetherell (2011)	<b>FINAL EXAMINATION SENT OUT</b>  Morning Class Group Role Play _____ Journal Club
Wk. 6 6/9/20	In the beginning The advanced group Depression & Anxiety	Yalom (2005): Ch. 11 & 12; Paleg & Jongsma (2015): Depression; Whitfield (2010)	Morning Class Group Role Play _____ Afternoon Class Group Role Play _____ Journal Club
Wk. 7 6/16/20	Problem Group Member The Therapist: Specialized Formats and Procedurals Aids Grief/Loss	Yalom (2005): Ch. 13 & 14; Paleg & Jongsma (2015): Grief/Loss; Rosner et al. (2011)	<b>FINAL EXAMINATION DUE</b>  Journal Club
Wk. 8 6/23/20	Specialized Therapy Groups Training the Group Therapist Parenting Problems	Yalom (2005): Ch. 15 & 17; Paleg & Jongsma (2015): Parenting Problems; Bennet et al. (2013); de Bruin et al. (2015)	