

Advanced Theory of Group Counseling

CPSE 748 // Winter 2023

Tuesdays, 8:00 – 10:50 a.m.; 1510 WSC

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Course Basics

This course is designed to provide advanced, in-depth exposure to group psychotherapy theory, research, and practice. In-class discussions and training experiences will emphasize group psychotherapy theory, skills, interventions, literature, and leadership issues. The course includes both academic and experiential components designed to prepare students to be competent leaders of psychotherapy groups. Students will also explore the role relationships play in the development and remediation of psychopathology.

Learning Outcomes

Group psychotherapy

Gain in-depth exposure to group psychotherapy.

Develop acquaintance with the group psychotherapy literature.

Prepare to be a competent leader of psychotherapy groups.

Roles of relationships

Understand the roles relationships play in the development and remediation of psychopathology.

Required Text & Readings

Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy, 6th edition.* New York: Basic Books.

Brown, N. W. (2006). Reconceptualizing difficult groups and difficult members. *Journal of Contemporary Psychotherapy, 36*(3), 145-150. <https://doi-org.erl.lib.byu.edu/10.1007/BF02729058>

Burlingame, G.M., Gleave, R., Erekson, D., Nelson, P.L., Olsen, J., Thayer, S., & Beecher, M. (2016). Differential effectiveness of group, individual, and conjoint treatments; An archival analysis of OQ-45 change trajectories. *Psychotherapy Research, 26*(5), 556-572. <http://dx.doi.org/10.1080/10503307.2015.1044583>

Burlingame, G.M., Whitcomb, K., & Woodland, S. (2014). Process and outcome in group counseling and psychotherapy. In J.L. DeLucia-Waack, C.R. Kalodner, & M.T. Riva (Eds.), *Handbook of group counseling and psychotherapy* (2nd ed., pp. 55-67). Thousand Oaks, CA: Sage.

D'Andrea, M. (2014). Understanding racial/cultural identity development theories to promote effective multicultural group counseling. In J.L. DeLucia-Waack, C.R. Kalodner, & M.T. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd ed., 196-208). Thousand Oaks, CA: Sage.

- Dehili, V.M. (2021, November 8). *Cultural awareness—color blind*. Division 49: Society of Group Psychology and Group Psychotherapy. <https://www.apadivisions.org/division-49/news-events/cultural-awareness>
- Kaklauskas, F.J. & Greene, L.R. (Eds.). (2020). *Core principles of group psychotherapy: An integrated theory, research, and practice training manual*. Routledge.
- MacNair-Semands, R.R. (2007). Attending to the spirit of social justice as an ethical approach in group therapy. *International Journal of Group Psychotherapy*, 57(1), 61-66.
- Marmarosh, C.L., Strauss, B., Forsyth, D.R., & Burlingame, G.M. (2020). The psychology of the COVID-19 pandemic: A group-level perspective. *Group Dynamics: Theory, Research, and Practice*, 24(3), 122-138. <http://dx.doi.org/10.1037/gdn0000142>
- Nitza, A. (2014). Selecting and Using Activities in Groups. In J.L. DeLucia-Waack, C.R. Kalodner, & M.T. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd ed., 95-106). Thousand Oaks, CA: Sage.
- Rapin, L.S. (2014). Guidelines for ethical and legal practice in counseling and psychotherapy groups. In J.L. DeLucia-Waack, C.R. Kalodner, & M.T. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd ed., 71-83). Thousand Oaks, CA: Sage.
- Singh, A.A., & Salazar, C.F. (2014). Using groups to facilitate social justice change: Addressing issues of privilege and oppression. In J.L. DeLucia-Waack, C.R. Kalodner, & M.T. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd ed., 288-300). Thousand Oaks, CA: Sage.

Attendance Policy (160 pts.)

As this class is highly experiential, attendance is essential. A substantial portion of the class grade will be based on attendance. In recognition that emergencies arise, one absence will be excused without penalty (though please make every effort possible to attend). Any additional absence will result in a loss of 30 points. Similarly, arriving late to class (as determined by the instructor) more than once will result in a loss of 5 points each time.

Participation Policy

1. Involvement in a process-oriented group outside of class:

Students are required to co-lead or observe a therapy group that includes significant process work. I am defining "significant process work," as "at least 50% of the work of the group includes the examination and discussion of the group members' relationships with each other and the group as a whole." I'm happy to answer questions about the suitability of any specific group, and encourage you to check with the current faculty leader of groups in which you are interested for more info about their specific groups. Learning activities related to this involvement in a process-oriented group outside of class include the following requirements:

- Come to class each week prepared to share a topic, question, problem, issue, etc. from your group experience.
- Keep a weekly journal of your involvement experience.

2. Process-oriented class activities/discussions:

Effective group leadership requires understanding and use of psychotherapy processes that are subtle, dynamic, interactive, multifaceted, complex, intuitive, and experiential. Group

experts have asserted that learning and understanding these group processes is best accomplished experientially (Yalom & Leszcz, 2020). Experiential learning demands that there be an experience, and that the students learn the material being taught from their own encounter with the ineffable qualities of the experience. Therefore, a significant portion of this class will involve experiential activities. To not include an experience that allows for discussion of here-and-now dynamics would be to provide inadequate training.

During each class period students will be expected to actively engage in some type of "team building" or other group-oriented activity. Following that activity, the class will discuss/process the activity and any here-and-now implications resulting from it. The class will use content from the activity and the resulting processing to observe and discuss group processes in general and specific terms.

Though such discussion/processing has the potential of being therapeutic, it is NOT therapy. Careful attention will be given to eschew personal divulgements of a historical nature or those intended to clarify or remediate personal problems or relationships outside of the "here and now" context. This experience will not be included in any grading or program evaluation.

The program and the professor are committed to abiding by the APA Ethical Principles of Psychologists and Code of Conduct, which are also incorporated into the Utah State licensing laws, which state:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others...

During the experiential component of this class, students will be expected to keep appropriate professional boundaries by:

1. Respecting any person's choice about how they respond and what they offer.
2. Limiting content to what is happening in the present and avoiding outside or historical information.
3. Remaining aware that cohort relationships will continue both inside and outside the class, and taking care to keep what one offers in that context.
4. Being willing to raise safety concerns that surface either in class, with the professor, or with the program director.
5. Maintaining confidential the experiential group component of the course.

Students will be expected to contribute to the learning experience by engaging group processes such as:

1. Being willing to keep the conversation dynamic and interactive by interrupting appropriately.

2. Being willing to speak about feelings and experiences (those a student chooses to share) without deception and secrecy.
3. Being willing to engage in difficult conversations directly without distracting the class from finding closure/resolution.

Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%

C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
E	0% to 59%

Assignment Descriptions

Readings (400 pts.)

There is a reading assignment for each class period. Each student will submit a reading log (see syllabus for due dates) stating whether or not they have completed the assigned reading and including reactions, questions, comments, applications, agreements, disagreements, etc. with the assigned text. Students will come to class each week prepared to discuss a topic from the reading.

Reading Logs Due:

- January 31: DeLucia-Waack Chapter 6; MacNair-Semands, 2007; Yalom & Leszcz Chapters 13, 1-4 (100 pts.)
- February 28: Yalom & Leszcz Chapters 5-9 (100 pts.)
- March 21: *Core Principles* Chapter 2; DeLucia-Waack Chapters 15 and 23; Dehili 2021 Div. 49 web article; Yalom & Leszcz Chapters 10-11 (100 pts.)
- April 5: Yalom & Leszcz Chapters 12,14, and 15; Brown, 2006; Marmarosh, 2020; DeLucia-Waack Chapter 5; and Burlingame, 2016 (100 pts.)

Group/Team Building Activities (50 pts.)

Due: As assigned

Each student will lead the class in two group or team building activities throughout the semester. These activities should have a strong here-and-now and experiential component that requires class members to interact with each other as a group. These activities will be the basis of the experiential/process component of our class.

Outside Group Involvement & Group Experience Journal (200 pts.)

Due: April 18

Each student is required to be involved in one of two ways with a therapy group outside of class throughout the semester: as a co-leader or as an observer. (I highly recommend you colead a therapy group for the valuable experience, but recognize that some scheduling and other issues outside your control may necessitate observing only.) In either case, the group in which you are involved must include significant process work. Each student will come to class each week prepared to share a topic, question, problem, issue, etc. from their group experience. This may also be a good place to write about your own experience in the group experiential portion of our class. Keep a weekly journal of your group involvement experience to be handed in at the end of the semester.

Group Experience Conceptualization Presentation (100 pts.)

Due: April 18

Each student will present a conceptualization of her or his group experience. The presentation could include observations of the differences between individual and group psychotherapy, perspectives on whether or not the group is utilizing the unique advantages of group psychotherapy, observations regarding the effectiveness of the group for encouraging psychological and behavioral changes, or other group issues.

A high level of creativity is expected in this presentation. Your task is to communicate the tone, dynamics, resistances, cohesion, working style, themes, alliances, or any other relevant and/or significant element of your group in an integrated experiential way (use words if necessary).

Point Breakdown

Assignments	Points
Attendance/Participation in Class Discussions	160
Reading Logs (4)	400
Group/Team Building Activities (2)	50
Outside Group Involvement and Group Experience Journal	200
Group Experience Conceptualization Presentation	100
Final Exam	140
TOTAL	1050

Schedule

Please see CONTENT section of Learning Suite for all chapter and article downloads except for Yalom & Leszcz, 2020.

Date	Class Topics	Readings	Assignments Due
Jan 10	Introduction and Syllabus	<p>The readings for this first day of class are not required. They just serve as guidelines for the introduction/orientation to this course. They are provided here for your reference, and I encourage you to at least skim them, but you do not need to write about them in your Reading Log.</p> <p>Yalom & Leszcz: Chapter 16</p> <p>APA Record Keeping Guidelines, Guideline 11: Multiple Client Records https://www.apa.org/practice/guidelines/record-keeping</p> <p>DeLucia-Waack Chapter 8: (Nitza) Selecting and Using Activities in Groups</p>	<i>Activity: Kristina</i>
Jan 17	Ethics Specialized Formats and Procedural Aids	<p>DeLucia-Waack Chapter 6: (Rapin) Guidelines for Ethical and Legal Practice in Counseling and Psychotherapy Groups</p> <p>Article: (MacNair-Semands, 2007) Attending to the Spirit of Social Justice as an Ethical Approach in Group Therapy</p> <p>AGPA & IBCGP Guidelines for Ethics</p> <p>Yalom & Leszcz: Chapter 13</p>	<i>Activity:</i>
Jan 24	Therapeutic Factors and Interpersonal Learning	Yalom & Leszcz: Chapters 1-2	<i>Activity:</i>
Jan 31	Group Cohesiveness and Integrating Therapeutic Factors	Yalom & Leszcz: Chapters 3-4	<p>Reading Log 1 Due: DeLucia-Waack Chapter 6; MacNair-Semands, 2007; Yalom & Leszcz Chapters 13, 1-4</p> <p><i>Activity:</i></p>
Feb 7	The Therapist: Basic Tasks and Working in the Here-and- Now	Yalom & Leszcz: Chapters 5-6	<i>Activity:</i>
Feb 14	The Therapist: Transference and Transparency	Yalom & Leszcz: Chapter 7	<i>Activity:</i>
Feb 21	MONDAY INSTRUCTION	NO CLASS TODAY	

Feb 28	Selecting Clients and Composing Groups, Creating the Group	Yalom & Leszcz: Chapters 8-9	Reading Log 2 Due: Yalom & Leszcz Chapters 5-9 <i>Activity:</i>
Mar 7	Multicultural Proficiency and Diversity in Group Therapy	<i>Core Principles of Group Psychotherapy</i> Chapter 2: (Kaklauskas & Nettles) Towards Multicultural and Diversity Proficiency as a Group Psychotherapist DeLucia-Waack Chapter 15: (D'Andrea) Understanding Racial/Cultural Identity Development Theories to Promote Effective Multicultural Group Counseling DeLucia-Waack Chapter 23: (Singh & Salazar) Using Groups to Facilitate Social Justice Change: Addressing Issues of Privilege and Oppression	<i>Activity:</i>
Mar 14	Multicultural Considerations Continued Catch/Recalibrate/Follow Up Day In class we may watch an episode of Season 1 of a YouTube series called Group. Watch Dr. Elliot Zeisel, a real-life master group therapist, play himself as Dr. Ezra leading an interpersonal process group. Group members are actors. Many episodes have strong language and portray a private practice group fairly accurately, albeit dramatized.	APA Division 49 - Society of Group Psychology & Group Psychotherapy Web Article by Vinny Dehili, 8 Nov 2021 Cultural Awareness--Color Blind	<i>Activity:</i>
Mar 21	In the Beginning and The Advanced Group	Yalom & Leszcz: Chapters 10-11	Reading Log 3 Due: <i>Core Principles</i> Chapter 2; DeLucia-Waack Chapters 15 and 23; Dehili 2021 Div. 49 web article; Yalom & Leszcz Chapters 10-11 <i>Activity:</i>
Mar 28	The Challenging Group Member	Yalom & Leszcz: Chapter 12 Article: (Brown, 2006) Reconceptualizing Difficult Groups and Difficult Members	<i>Activity:</i>
Apr 4	Online Psychotherapy Groups and the COVID-19 Pandemic Practice-Based Evidence	Yalom & Leszcz: Chapter 14 Article: (Marmarosh et al., 2020) The Psychology of the COVID-19	<i>Activity:</i>

		<p>Pandemic: A Group-Level Perspective</p> <p>DeLucia-Waack Chapter 5: (Burlingame, Whitcomb, and Woodland) Process and Outcome in Group Counseling and Psychotherapy</p> <p>Article: (Burlingame et al., 2016) Differential Effectiveness of Group, Individual, and Conjoint Treatments: An Archival Analysis of OQ-45 Change Trajectories</p>	
Apr 11	Specialized Therapy Groups APA Group Specialty Requirements and Certified Group Psychotherapist Requirements	Yalom & Leszcz: Chapter 15	<p>Reading Log 4 Due: Yalom & Leszcz Chapters 12,14, and 15; Brown, 2006; Marmarosh, 2020; DeLucia-Waack Chapter 5; and Burlingame, 2016</p> <p><i>Activity:</i></p>
Apr 18	Endings and the Final Group Session Distribute Take Home Final Exam		<p>Group Experience Journal</p> <p>Group Experience Conceptualization Presentations</p> <p><i>Activity:</i></p>
Apr 25	Hand in Final Exam by noon today		Final Exam Due