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


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 divulgences 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

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% to 92%</td>
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<tr>
<td>B+</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C+</td>
<td>77% to 79%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>70% to 72%</td>
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<tr>
<td>D+</td>
<td>67% to 69%</td>
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<tr>
<td>D</td>
<td>63% to 66%</td>
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<tr>
<td>D-</td>
<td>60% to 62%</td>
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<tr>
<td>E</td>
<td>0% to 59%</td>
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## 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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation in Class Discussions</td>
<td>160</td>
</tr>
<tr>
<td>Reading Logs (4)</td>
<td>400</td>
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<tr>
<td>Group/Team Building Activities (2)</td>
<td>50</td>
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<tr>
<td>Outside Group Involvement and Group Experience Journal</td>
<td>200</td>
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<tr>
<td>Group Experience Conceptualization Presentation</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>140</td>
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<tr>
<td>TOTAL</td>
<td>1050</td>
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# Schedule

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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</table>
| Jan 10 | Introduction and Syllabus                        | 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.  
Yalom & Leszcz: Chapter 16  
DeLucia-Waack Chapter 8: (Nitza) Selecting and Using Activities in Groups | Activity: Kristina                 |
| Jan 17 | Ethics Specialized Formats and Procedural Aids    | DeLucia-Waack Chapter 6: (Rapin) Guidelines for Ethical and Legal Practice in Counseling and Psychotherapy Groups  
Article: (MacNair-Semands, 2007) Attending to the Spirit of Social Justice as an Ethical Approach in Group Therapy  
AGPA & IBCGP Guidelines for Ethics  
Yalom & Leszcz: Chapter 13 | Activity:                         |
| Jan 24 | Therapeutic Factors and Interpersonal Learning   | Yalom & Leszcz: Chapters 1-2                                                                                                                                                                           | Activity:                        |
| Jan 31 | Group Cohesiveness and Integrating Therapeutic Factors | Yalom & Leszcz: Chapters 3-4                                                                                                                                                                           | Reading Log 1 Due: DeLucia-Waack Chapter 6; MacNair-Semands, 2007; Yalom & Leszcz Chapters 13, 1-4  
Activity:                                     |
<p>| Feb 7  | The Therapist: Basic Tasks and Working in the Here-and-Now | Yalom &amp; Leszcz: Chapters 5-6                                                                                                                                                                           | Activity:                        |
| Feb 14 | The Therapist: Transference and Transparency      | Yalom &amp; Leszcz: Chapter 7                                                                                                                                                                             | Activity:                        |
| Feb 21 | MONDAY INSTRUCTION                               | NO CLASS TODAY                                                                  |                                 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Activities</th>
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</table>
| Feb 28 | Selecting Clients and Composing Groups, Creating the Group | Yalom & Leszcz: Chapters 8-9  
Reading Log 2 Due: Yalom & Leszcz Chapters 5-9  
Activity: |
| Mar 7 | Multicultural Proficiency and Diversity in Group Therapy | Core Principles of Group Psychotherapy 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  
Activity: |
| Mar 14 | Multicultural Considerations Continued  
Catch/Recalibrate/Follow Up Day | APA Division 49 - Society of Group Psychology & Group Psychotherapy  
Web Article by Vinny Dehili, 8 Nov 2021  
Cultural Awareness--Color Blind  
Activity: |
| Mar 21 | In the Beginning and The Advanced Group | Yalom & Leszcz: Chapters 10-11  
Reading Log 3 Due: Core Principles Chapter 2; DeLucia-Waack Chapters 15 and 23; Dehili 2021 Div. 49 web article; Yalom & Leszcz Chapters 10-11  
Activity: |
| Mar 28 | The Challenging Group Member | Yalom & Leszcz: Chapter 12  
Article: (Brown, 2006) Reconceptualizing Difficult Groups and Difficult Members  
Activity: |
| 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  
Activity: |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Log 4 Due</th>
<th>Activity:</th>
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<tbody>
<tr>
<td>Apr 11</td>
<td>Specialized Therapy Groups&lt;br&gt;APA Group Specialty Requirements and Certified Group Psychotherapist Requirements</td>
<td><em>Yalom &amp; Leszcz: Chapter 15</em>&lt;br&gt;<em>Reading Log 4 Due: Yalom &amp; Leszcz Chapters 12, 14, and 15; Brown, 2006; Marmarosh, 2020; DeLucia-Waack Chapter 5; and Burlingame, 2016</em></td>
<td><em>Activity:</em></td>
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<td>Apr 18</td>
<td>Endings and the Final Group Session&lt;br&gt;Distribute Take Home Final Exam</td>
<td><em>Group Experience Journal</em>&lt;br&gt;<em>Group Experience Conceptualization Presentations</em>&lt;br&gt;<em>Activity:</em></td>
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<tr>
<td>Apr 25</td>
<td>Hand in Final Exam by noon today</td>
<td><em>Final Exam Due</em></td>
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