

Instructor/TA Info

Instructor Information

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Course Information

Description

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

This course is designed to give you in depth exposure to group psychotherapy, to help you become better acquainted with the group psychotherapy literature, and to prepare you to be a competent leader of psychotherapy groups.

Roles of relationships

The role that is played by relationships in the development and remediation of psychopathology will also be explored.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

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. 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 group coleadership/observation 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, 2005). Experiential learning demands that there be an experience, and that 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.

Attendance Policy

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.

Course Materials

Required Text:

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

Supplemental Readings (* indicates multicultural/diversity-specific readings):

- *Abernethy, A. (1998). Working with racial themes in group psychotherapy. *Group*, 22(1), 1-13. Retrieved January 6, 2021, from <http://www.jstor.org/stable/41718874>
- *Abernethy, A. (2002). The power of metaphors for exploring cultural differences in groups. *Group*, 26(3), 219-231. Retrieved January 6, 2021, from <http://www.jstor.org/stable/41719016> (<http://www.jstor.org/stable/41719016>)
- American Group Psychotherapy Association. (2007). *Practice guidelines for group psychotherapy*. New York: American Group Psychotherapy Association.
- 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. Strauss, B. Joyce, A (2012). Effectiveness and Mechanisms of Change in Small Group Treatments. In M. J. Lambert (Ed.), *Handbook of Psychotherapy and Behavior Change* (6th ed.). New York: Wiley & Sons
- Burlingame, G. & Baldwin, S. (2011). History of Group Psychotherapy. In *History of Psychotherapy* (2nd Ed.), Norcross, J., VandenBos, G & Freedheim, D. (Eds). Washington DC: American Psychological Association.
- Burlingame, G. M., Cox, J. C., Davies, D. R., Layne, C. M., & Gleave, R. (2011). The Group Selection Questionnaire: Further refinements in group member selection. *Group Dynamics: Theory, Research, and Practice*, 15(1), 60-74. <https://doi.org/10.1037/a0020220> (<https://doi.org/10.1037/a0020220>)
- Burlingame, G. M., Fuhrman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7(1), 3-12. <http://dx.doi.org/10.1037/1089-2699.7.1.3> (<http://psycnet.apa.org/doi/10.1037/1089-2699.7.1.3>)
- Burlingame, G. M., Gleave, R., Erekson, D., Nelson, P. L., Olsen, J., Thayer, S., & Beecher, M. (2015). Differential effectiveness of group, individual, and conjoint treatments: An archival analysis of OQ-45 change trajectories. *Psychotherapy Research*, 1-17.
- Burlingame, G., McClendon, D. & Alonso, J. (2011). Cohesion in group psychotherapy (chapter 4). In J. C. Norcross (Ed.), *A Guide to Psychotherapy Relationships that Work*. Oxford, England: Oxford University Press.
- *Burnes, T. R. & Ross, K. L. (2010). Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. *The Journal for Specialists in Group Work*, 35(2), 169-176. doi: 10.1080/01933921003706014 (<https://doi.org/10.1080/01933921003706014>)
- *Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology: In Session*, 64, 1261-1278. doi: 10.1002/jclp.20533
- *Chen, E. C., Thombs, B., & Costa, C. (2003). Building connection through diversity in group counseling: A dialogical perspective. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies* (2nd ed., 456-477). Thousand Oaks, CA: Sage.
- *Cornish, M. A., Wade, N. G., Tucker, J. R., & Post, B. C. (2014). When religion enters the counseling group: Multiculturalism, group processes, and social justice. *The Counseling Psychologist*, 42(5), 578-600. <https://doi.org/10.1177/0011000014527001> (<https://doi.org/10.1177/0011000014527001>)
- *Dalal, F. (1993). 'Our historical and cultural cargo and its vicissitude in group analysis': Response. *Group Analysis*, 26(4), 405-409. doi:10.1177/0533316493264003
- *Debiak, D. (2007). Attending to diversity in group psychotherapy: An ethical imperative. *International Journal of Group Psychotherapy*, 57(1), 1-12. <https://doi.org/10.1521/ijgp.2007.57.1.1>
- *DeLucia-Waack, J. L., Kalodner, C. R., & Riva, M. (Eds.). (2013). *Handbook of group counseling and psychotherapy, 2nd edition*. Sage Publications.
- Donigian, J. (1999). *Critical Incidents in Group Therapy (2nd edition)*. Brooks/Cole.
- Fuhrman, A. (1994). *Handbook of Group Psychotherapy – An Empirical and Clinical Synthesis*. John Wiley & Sons.
- *Graham-LoPresti, J.R., Gautier, S. W., Sorenson, S., & Hayes-Skelton, S.A. (2017). Culturally sensitive adaptations to evidence-based cognitive behavioral treatment for social anxiety disorder: A case paper. *Cognitive and Behavioral Practice*, 24(4), 459-471. <https://doi.org/10.1016/j.cbpra.2016.12.003> (<https://doi-org.erl.lib.byu.edu/10.1016/j.cbpra.2016.12.003>)
- Johnson, J. E., Burlingame, G. M., Olsen, J., Davies, D. R., & Gleave, R. L. (2005). Group climate, cohesion, alliance, and empathy in group psychotherapy: Multilevel structural equation models. *Journal of Counseling Psychology*, 52(3), 310-321.
- *Kivlighan, D. M. III, & Chapman, N. A. (2018). Extending the multicultural orientation (MCO) framework to group psychotherapy: A clinical illustration. *Psychotherapy*, 55(1), 39-44. <https://doi.org/10.1037/pst0000142> (<https://psycnet.apa.org/doi/10.1037/pst0000142>)
- McClendon, D. & Burlingame, G. (2011). Group climate: Construct in search of clarity. In R. Conyne (Ed). *Oxford Handbook of Group Counseling*. Oxford University Press.
- *McRae, M. B., & Short, E. L. (2009). *Racial and Cultural Dynamics in Group and Organizational Life: Crossing Boundaries*. Thousand Oaks: SAGE Publications.
- *McRae, M. B., Kwong, A., & Short, E. L. (2007). Racial dialogue among women: A group relations theory analysis. *Organisational*

& *Social Dynamics*, 7(2), 211.

*McRae, M. B. (1994). Interracial group dynamics: A new perspective. *Journal for Specialists in Group Work*, 19(3), 168-174.

doi:10.1080/01933929408414361

McRoberts, C., Burlingame, G. M. & Hoag, M. J. (1998). Comparative efficacy of group and individual group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 2(2), 101-117.

*Short, E. L., & Williams, W. S. (2014). From the inside out: Group work with women of color. *Journal for Specialists in Group Work*, 39(1), 71. doi:10.1080/01933922.2013.859191

*Sue, D.W. (2015). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race* (1st Ed.). Hoboken, NJ: Wiley.

Two-Issue Series on the Ethical Group Psychotherapist: *International Journal of Group Psychotherapy* (2006) 56(4) & (2007) 57(1).

*White, J.C. (1994). The impact of race and ethnicity on transference and countertransference in combined individual/group therapy. *Group*, 18(2), 89-99. doi:10.1007/BF01457420. Retrieved January 6, 2021, from <http://www.jstor.org/stable/41718754>

*Zaharopoulos, M., & Chen, E.C. (2018). Racial-cultural events in group therapy as perceived by group therapists. *International Journal of Group Psychotherapy*, 68(4), 629-653. doi: 10.1080/00207284.2018.1470899 (<https://doi.org/10.1080/00207284.2018.1470899>)

Assignments

Assignment Descriptions

Reading Log 1

Jan
25

Due: Tuesday, Jan 25 at 8:00 am

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.

Yalom & Leszcz Chapters 13, 1-4; and Burlingame, 2016

Reading Log 2

Feb
15

Due: Tuesday, Feb 15 at 8:00 am

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.

Yalom & Leszcz Chapters 5-9

Reading Log 3

Mar
22

Due: Tuesday, Mar 22 at 8:00 am

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.

Yalom & Leszcz Chapters 10-12; DeLucia-Waack Chapters 15 and 23 and two other multicultural articles; and Brown, 2006.

Reading Log 4

Apr
05

Due: Tuesday, Apr 05 at 8:00 am

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.

Yalom & Leszcz Chapters 14 and 15; Marmarosh, 2020; and DeLucia-Waack Chapter 5

Activity 2

Apr
12

Due: Tuesday, Apr 12 at 8:00 am

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.

Activity 1

Apr
12

Due: Tuesday, Apr 12 at 8:00 am

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

Apr
12

Due: Tuesday, Apr 12 at 8:00 am

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

Apr
19

Due: Tuesday, Apr 19 at 8:00 am

Each student will present a conceptualization of their 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 or presentable way (use words if necessary).

Final Exam due

Apr
19

Due: Tuesday, Apr 19 at 8:00 am

Take Home Final Exam Distributed April 14 (last day of class). Due April 18 (assigned final exam day/time). Please hand this exam in electronically (via email).

Attendance/Participation

Apr
19

Due: Tuesday, Apr 19 at 8:00 am

As this class is highly experiential, attendance is essential. A substantial portion of the class grade will be based on attendance.

As this class is highly experiential, attendance is essential. A substantial portion of the class grade will be based on attendance and contributions to the class discussions. Please plan to attend each class period and to participate actively in each class discussion.

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.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf> /view?searchterm=deliberation%20guidelines)

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topic	Readings Due	Assignments Due
Week 1			
T Jan 04 Tuesday	Introduction, Syllabus, & Ethics	<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, but you do not need to read them or write about them in your Reading Log.</p> <ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 16 • DeLucia-Waack Chapter 6: (Rapin) Guidelines for Ethical and Legal Practice in Counseling and Psychotherapy Groups • APA Record Keeping Guidelines, Guideline 11: Multiple Client Records (https://www.apa.org/practice/guidelines/record-keeping) • DeLucia-Waack Chapter 8: (Nitza) Selecting and Using Activities in Groups <p>(See CONTENT section of Learning Suite for DeLucia-Waack chapter downloads.)</p>	<i>Activity: Kristina</i>
Week 2			
T Jan 11 Tuesday	Specialized Formats and Procedural Aids	<ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 13 • Article: (Burlingame et al., 2016) Differential Effectiveness of Group, Individual, and Conjoint Treatments: An Archival Analysis of OQ-45 Change Trajectories <p>(See CONTENT section of Learning Suite for article downloads.)</p>	<i>Activity: Rory</i>

Week 3			
M Jan 17 Monday	Martin Luther King Jr Day		
T Jan 18 Tuesday	Therapeutic Factors and Interpersonal Learning	Yalom & Leszcz: Chapters 1-2	<i>Activity: Sami</i>
Week 4			
T Jan 25 Tuesday	Group Cohesiveness and Integrating Therapeutic Factors	Yalom & Leszcz: Chapters 3-4	Reading Log 1 Due: Yalom & Leszcz Chapters 13, 1-4; and Burlingame, 2016 <i>Activity: Ali</i>
Week 5			
T Feb 01 Tuesday	The Therapist: Basic Tasks and Working in the Here-and-Now	Yalom & Leszcz: Chapter 5-6	<i>Activity: Nate</i>
Week 6			
T Feb 08 Tuesday	The Therapist: Transference and Transparency	Yalom & Leszcz: Chapter 7	<i>Activity: Christina</i>
Week 7			
T Feb 15 Tuesday	Selecting Clients and Composing Groups, Creating the Group	Yalom & Leszcz: Chapters 8-9	Reading Log 2 Due: Yalom & Leszcz Chapters 5-9 <i>Activity: Julia</i>
Week 8			
M Feb 21 Monday	Presidents Day		
T Feb 22 Tuesday	Monday Instruction	NO CLASS TODAY	
Week 9			
T Mar 01 Tuesday	KRISTINA @ AGPA (American Group Psychotherapy Association) Connect 2022 annual meeting this week.	NO CLASS TODAY But, please watch any episode of Season 1 of this 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. https://www.youtube.com/watch?v=MVaz1EflpBQ&list=PLBLRnnp02DXc3vJFtr2eWgbC0sMPjOVdC	
Week 10			

T Mar 08 Tuesday	Multicultural Competency and Diversity in Group Therapy	<ul style="list-style-type: none"> • 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 <p>(See CONTENT section of Learning Suite for DeLucia-Waack chapter downloads.)</p> <ul style="list-style-type: none"> • Skim 2 additional articles, chapters, or books of your choice from reference list in CONTENT section in Learning Suite. 	<i>Activity: Rory</i>
Week 11			
T Mar 15 Tuesday	In the Beginning and The Advanced Group	Yalom & Leszcz: Chapters 10-11	<i>Activity: Sami</i>
Week 12			
T Mar 22 Tuesday	The Challenging Group Member	<ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 12 • Article: (Brown, 2006) Reconceptualizing Difficult Groups and Difficult Members <p>(See CONTENT section of Learning Suite for article downloads)</p>	<p>Reading Log 3 Due: Yalom & Leszcz Chapters 10-12; DeLucia-Waack Chapters 15 and 23 and two other multicultural articles; and Brown, 2006.</p> <p><i>Activity: Ali</i></p>
Week 13			
T Mar 29 Tuesday	Online Psychotherapy Groups and the COVID-19 Pandemic Practice-Based Evidence	<ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 14 • Article: (Marmarosh et al., 2020) The Psychology of the COVID-19 Pandemic: A Group-Level Perspective • DeLucia-Waack Chapter 5: (Burlingame, Whitcomb, and Woodland) Process and Outcome in Group Counseling and Psychotherapy <p>(See CONTENT section of Learning Suite for DeLucia-Waack chapter downloads.)</p>	<i>Activity: Nate</i>
Week 14			

T Apr 05 Tuesday	Specialized Therapy Groups APA Group Specialty Requirements and Certified Group Psychotherapist Requirements	Yalom & Leszcz: Chapter 15	Reading Log 4 Due: Yalom & Leszcz Chapters 14 and 15; Marmarosh, 2020; and DeLucia-Waack Chapter 5 <i>Activity: Julia</i>
Week 15			
T Apr 12 Tuesday	Endings and the Final Group Session Distribute Take Home Final Exam		Group Experience Journal Due <i>Activity: Christina</i>
W Apr 13 Wednesday			
Week 16			
T Apr 19 Tuesday	Present Group Experience Conceptualizations and hand in Final Exam: 8:00-11:00 a.m.		Final Exam Due Group Experience Conceptualization Presentations