

Instructor/TA Info

Instructor Information

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TA 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%
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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, 2020). 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.

Additional Chapter Excerpts (* indicates multicultural/diversity-specific readings):

*DeLucia-Waack, J. L., Kalodner, C. R., & Riva, M. (Eds.). (2013). *Handbook of group counseling and psychotherapy, 2nd edition*. Sage Publications.

Kaklauskas, F.J. & Greene, L.R. (Eds.). (2020). *Core principles of group psychotherapy: An integrated theory, research, and practice training manual*. Routledge.

Assignments

Assignment Descriptions

Reading Log 1

Feb
01

Due: Thursday, Feb 01 at 9:00 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.

DeLucia-Waack Chapter 6; Macnair-Semands, 2007; Yalom & Leszcz Chapters 13, 1-4

Reading Log 2

Feb
22

Due: Thursday, Feb 22 at 9:00 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
14**

Due: Thursday, Mar 14 at 9:00 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.

Core Principles Chapter 2; DeLucia-Waack Chapters 15 and 23; Dehili 2021 Div. 49 web article; Yalom & Leszcz Chapters 10-11

Reading Log 4

**Apr
04**

Due: Thursday, Apr 04 at 9:00 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 12,14, and 15; Brown, 2006; Weinberg, 2021; DeLucia-Waack Chapter 5; and Rosendahl, 2021

Attendance/Participation

**Apr
11**

Due: Thursday, Apr 11 at 9:00 am

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.

Outside Group Involvement & Group Experience Journal

**Apr
11**

Due: Thursday, Apr 11 at 9:00 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.

Activity 2

**Apr
11**

Due: Thursday, Apr 11 at 12:00 pm

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
11**

Due: Thursday, Apr 11 at 12:00 pm

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.

Group Experience Conceptualization Presentation**Apr
19**

Due: Friday, Apr 19 at 8:30 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: Friday, Apr 19 at 11:59 pm

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).

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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university

also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

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. (<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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

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	Assig
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Week 1			
Th Jan 11 Thursday	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> <ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 16 • 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>	Exper Consi <i>Activi</i>
Week 2			
Th Jan 18 Thursday	Ethics Specialized Formats and Procedural Aids	<ul style="list-style-type: none"> • 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 <p>If the above link doesn't work, please visit agpa.org and enter "ethics in group therapy" into the search window to access this page.</p> <ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 13 <p>(See CONTENT section of Learning Suite for DeLucia-Waack chapter and article downloads.)</p>	<i>Activit</i>
Week 3			
Th Jan 25 Thursday	Therapeutic Factors and Interpersonal Learning	Yalom & Leszcz: Chapters 1-2	<i>Activit</i>
Week 4			
Th Feb 01 Thursday	Group Cohesiveness and Integrating Therapeutic Factors	Yalom & Leszcz: Chapters 3-4	Read Readi DeLu MacN & Les <i>Activit</i>
Week 5			
Th Feb 08 Thursday	The Therapist: Basic Tasks and Working in the Here-and-Now	Yalom & Leszcz: Chapter 5-6	<i>Activit</i>

Week 6			
Th Feb 15 Thursday	The Therapist: Transference and Transparency	Yalom & Leszcz: Chapter 7	Activit
Week 7			
Th Feb 22 Thursday	Selecting Clients and Composing Groups, Creating the Group	Yalom & Leszcz: Chapters 8-9	Read Leszc Read Activi
Week 8			
Th Feb 29 Thursday	NO CLASS TODAY - KRISTINA @ AGPA Catch Up/ Recalibrate/ Follow Up Day on your own.	Check out an episode of Season 1 of a YouTube series called Group. Watch Dr. Elliot Zeisel, a real-life master group therapist, play Dr. Ezra (basically himself) leading an interpersonal process group. Group members are actors. Many episodes have strong language and portray a private practice group fairly accurately, albeit dramatized. Group Trailer https://www.youtube.com/watch?v=MVaz1EflpBQ&list=PLBLRnnp02DXc3vJFtr2eWgbC0sMPjOVdC Watch any episode you choose.	NO E TODAY
Week 9			
Th Mar 07 Thursday	CLASS CANCELLED TODAY		NO E TODAY
Week 10			
Th Mar 14 Thursday	Multicultural Proficiency and Diversity in Group Therapy In the Beginning and The Advanced Group	<ul style="list-style-type: none"> • <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 <p>(See CONTENT section of Learning Suite for <i>Core Principles</i> chapter and DeLucia-Waack chapter downloads.)</p> <p>APA Division 49 - Society of Group Psychology & Group Psychotherapy</p> <p>Web Article by Vinny Dehili, 8 Nov 2021 Cultural Awareness--Color Blind</p> <p>Yalom & Leszcz: Chapters 10-11</p>	Read Read Princ Waac 23; D articl Leszc Activit
Week 11			

Th Mar 21 Thursday	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>	<i>Activit</i>
Week 12			
Th Mar 28 Thursday	<p>Online Psychotherapy Groups</p> <p>Group Psychotherapy Research and Practice-Based Evidence</p>	<ul style="list-style-type: none"> • Yalom & Leszcz: Chapter 14 • Article: (Weinberg, 2021) Obstacles, Challenges, and Benefits of Online Group Psychotherapy • Article: (Rosendahl et al., 2021) Recent Developments in Group Psychotherapy Research • DeLucia-Waack Chapter 5: (Burlingame, Whitcomb, and Woodland) Process and Outcome in Group Counseling and Psychotherapy <p>(See CONTENT section of Learning Suite for articles and DeLucia-Waack chapter downloads.)</p>	<p>Check late 2 resou basec the Tr outco</p> <p><u>Evide Treati</u></p> <p>https://evidenc</p> <p>AWE!</p> <p><i>Activit</i></p>
Week 13			
Th Apr 04 Thursday	<p>Specialized Therapy Groups</p> <p>APA Group Specialty Requirements and Certified Group Psychotherapist Requirements</p>	Yalom & Leszcz: Chapter 15	<p>Read</p> <p>Read</p> <p>Leszc</p> <p>15; B</p> <p>2021;</p> <p>and I</p> <p><i>Activit</i></p>
Week 14			
Th Apr 11 Thursday	<p>Endings and the Final Group Session (Last Day of Class)</p> <p>Distribute Take Home Final Exam</p>		<p>Outsi</p> <p>Grou</p> <p><i>Activit</i></p>
Week 15			
W Apr 17 Wednesday	Last Day of Class		
Th Apr 18 Thursday	<p>Exam Preparation Day</p> <p>NO CLASSES</p>		

F Apr 19 Friday	Final Exam Day Group Experience Conceptualization Presentations: 8:30am - 10:00am Hand in Final Exam by 11:59pm today.		Grou Conc Presc Final
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