

COUNSELING PSYCHOLOGY 748

ADVANCED THEORY OF GROUP COUNSELING WINTER, 2015

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Required Reading: Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy* (5th edition). New York: Basic Books.

DeLucia-Waack, Gerrity, Kalodner & Riva (2005) *Handbook of Group Counseling and Psychotherapy*. Sage Publications.

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., 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.

Burlingame, G., Cox, J., Davies, D., Layne, C. & Gleave, R. (2010). The Group Selection Questionnaire: Further refinements in group member selection. *Group Dynamics: Theory, Research and Practice*.

Burlingame, G. M., Fuhriman, A. & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. Group Dynamics: Theory, Research and Practice.

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.

McClendon, D. & Burlingame, G. (2011). Group climate: Construct in search of clarity. In R. Conyne (Ed). *Oxford Handbook of Group Counseling*. Oxford University Press.

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 & Practice, 2 (2), 101-117.

Optional Reading: Fuhriman, Addie (1994). *Handbook of Group Psychotherapy – An Empirical and Clinical Synthesis*. John Wiley & Sons.

Donigian, J. (1999). *Critical Incidents in Group Therapy* (2nd edition). Brooks/Cole.

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

Course Requirements

1. Attend class each week and actively participate in presentations, discussions, role-plays, experiential learning and feedback.
2. Complete weekly reading assignments
 - A. Turn in reading log weekly.
 - B. It is expected that each student come to each class having read the assigned readings and share a topic, question, problem, issue, etc. from the reading.
3. You will be required to be involved with a therapy group throughout the semester in one of three ways outside of class: co-lead a group, be a participant in a group, or observe a group. This group must include significant process work.
 - A. It is expected that each student come to each class prepared to share a topic, question, problem, issue, etc. from their group experience.
 - B. It is expected that a group journal will be kept weekly.
4. Effective group leadership requires understanding of, attention to, and interventions utilizing, psychotherapy processes that are subtle, dynamic, interactive, multifaceted, complex, intuitive, and experiential. Therefore, a significant part of this class will include experiential exposure to these processes.
 - A. A portion of each class period will be spent sharing experiences from your group participation outside of class. We will use this content to observe and discuss group processes in general and specific terms. As is always the case, there will be parallel processes that surface in the “Here and Now” of such explorations. To not include these dynamics in our discussions would be to provide inadequate training. This processing is a supervision experience, therefore, it has an element of being potentially therapeutic, but it is not psychotherapy. 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, also incorporated into the Utah State licensing laws, which states:

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...

Each cohort has different expectations, fears, vulnerabilities, goals, levels of cohesion and cooperation, etc. Each cohort, therefore, has slightly different experiences. The expectation is that the content of the processing will be content from the group experience outside of class. As with any supervisory experience, there will be elements from that work that will be visible in our discussion of it. In order to demonstrate group processes, the class will highlight the elements of the work that arise, in a “here and now” way. 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.

Careful attention will be given to eschew personal divulences of a historical nature or those intended to clarify or remediate personal problems or relationships outside of the “here and now” context.

- B. During the experiential component of this class you will be expected to keep appropriate professional boundaries on the experience so that it can remain supervisory 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 your cohort relationships will continue, and taking care to keep what you offer 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 the experiential class discussions confidential

C. You 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 your feelings and experiences (those you choose to share) without deception and secrecy.
- 3) Being willing to engage in difficult conversations directly without distracting the class from finding closure/resolution.

5. Literature Review: It is important to become familiar with the current state of the literature in group psychotherapy. Therefore, important articles and chapters have been included in the weekly reading assignments. It is expected that, in addition to learning the material in the writing, you will attend to and comment upon the strengths and weaknesses in the works reviewed.

6. April 2: Group Experience and Presentation

You will be required to present a conceptualization of your group from your experience. The presentation could include observations of the differences between individual and group psychotherapy, whether or not the group is utilizing the unique advantages of group psychotherapy, and your observations regarding the effectiveness of the group for encouraging psychological and behavioral changes.

A high level of creativity is expected in your presentation. It is your task 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).

7. April 20: Final Exam (Monday 2:30 pm – 3:30 pm)

Course Outline

- Jan 8 1 – Psychotherapy (The Saying and the Said) - B & B 2011; B, S & J 2012 pp. 640-673
- Jan 15 2 – Ethics/Termination - International Journal of Group Psychotherapy (2006) 56 (4); (2007) 57 (1); DGKR-Chap. 11
- Jan 22 3 – Overview of Group Psychotherapy: Efficacy, Efficiency & Related Issues. – Differences between Group and Individual Psychotherapy: M,B,H, 1998; B,F,M, 2003; B,S,J 2012 pp. 1059-60; DGKR-Chap. 4.
- Jan 29 4 – Therapeutic Factors in Group Therapy: Yalom chps. 1-4; DGKR-Chap.2.
- Feb 5 5 – Therapist Tasks: Yalom chps. 5-7, 16-17; DGKR-Chap. 5,7, & 8.
- Feb12 6 – Group Structure: Purpose, Format & Pre-group Training: Yalom chp. 10; DGKR-Chp. 3.
- Feb 19 7 – Client variables: Selection & Composition: Yalom chps. 8-9; Burlingame et al 2010; Fuhriman chp. 3
- Feb 26 8 – Group Video: DGKR- Part VII;
- Mar 5 9 – Developing Dynamics of a Group: Yalom chps. 11-12; Johnson, et al (2005); M,B 2011; BMA, 2011; Fuhriman chp. 7
- Mar 12 10 – Measurement in Group: Core-R: Practice-Based Evidence – Certification (CGP)
- Mar 19 11 – Diversity in Group Therapy: DGKR- Part III; (Critical Incidents in Groups: Donigian)
- Mar 26 12 – Problem Patients: Yalom chp. 13 & Co-leader Relationships: Yalom chp. 14 (Critical Incidents in Groups: Donigian)
- Apr 2 13 – Group Experience Presentations
- Apr 9 14 – Group Experience Presentations
- Apr 20 Final (Monday 2:30 pm – 5:30 pm)

General Honor Code Statement

Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles.

As a matter of personal commitment, students, staff, and faculty of Brigham Young University are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will

Be honest

Obey the law and all campus policies

Live a chaste and virtuous life

Use clean language

Respect others

Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse

Observe the BYU Dress and Grooming Standards

Participate regularly in church services

Support others in their commitment to comply with the BYU Honor Code

Specific policies embodied in the Honor Code include: Academic Honesty, Dress and Grooming Standards, Residential Living Standards, and Continuing Student Ecclesiastical Endorsement.

In addition, BYU does not allow unlawful, discrimination based on race, color, national origin, religion, sex, age, veteran status, or disability. Assistance and grievance procedures are outlined in the Graduate Catalog.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities

Brigham Young University is committed to providing an accessible working and learning atmosphere for all students. If you have a disability which may require special accommodations, please contact the Services for Students with Disabilities (SSD) Office (1520 WSC, 422-2767, 422-0436 TTY). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may also contact the SSD Office or the Equal Employment Opportunity Office (D-282 ASB, 422-5895).