

CPSE 748 - Advanced Theory of Group Counseling

Winter 2017

Section 001: 26 MCKB: Thursdays 2:00 pm - 4:50 pm

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Course Description

This course is designed to provide an in depth exposure to group psychotherapy, to help students become better acquainted with the group psychotherapy literature, and to prepare students to be competent leaders of psychotherapy groups. Students will also explore the role that is played by relationships in the development and remediation of psychopathology.

Learning Outcomes

Group psychotherapy: This course is designed to give students in depth exposure to group psychotherapy, to help them become better acquainted with the group psychotherapy literature, and to prepare them to be competent leaders of psychotherapy groups.

Roles of relationships: Students will also explore the role that is played by relationships in the development and remediation of psychopathology.

Required Text

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy, 5th edition*. New York: Basic Books.

Supplemental Readings

- *Abernethy, A. D. (1998). Working with Racial Themes in Group Psychotherapy. *Group*, 24(1).
- *Abernethy, A. D. (2002). The Power of Metaphors for Exploring Cultural Differences in Groups. *Group*, (3). 219.
- *Brown, N. W. (2006). Reconceptualizing Difficult Groups and Difficult Members. *Journal Of Contemporary Psychotherapy*, 36(3), 145. doi:10.1007/s10879-006-9018-9
- American Group Psychotherapy Association. (2007). *Practice guidelines for group psychotherapy*. New York: American Group Psychotherapy Association.
- 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., 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*.
- 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.
- *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.
- *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.
- 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.
- Fuhriman, Addie (1994). *Handbook of Group Psychotherapy – An Empirical and Clinical Synthesis*. John Wiley & Sons.
- International Journal of Group Psychotherapy* (2006) 56(4) & (2007) 57(1) (Two-issue discussion of the ethical group psychotherapist)
- 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.
- *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.
- *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
- **Multicultural/Diversity Readings (Note: DeLucia-Waack, et al. has a large section on multicultural/diverse groups)*

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%

Grading Policy

200 points - Attendance/Participation

300 points - Reading Log/Class Discussion Topics

100 points – Group/Team Building Activities

200 points - Group Involvement (as co-leader, member, or observer), Class Discussion Topics, and Journal

100 points - Group Experience Presentation

100 points - Final Exam

1000 Points – Total

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 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, be a participant in, or observe a therapy group that includes significant process work.

- It is expected that each student will come to each class prepared to share a topic, question, problem, issue, etc. from their group experience.
- It is expected that a group journal will be kept weekly.

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 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, 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 the experiential class discussions confidential.

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.

Assignments

Reading (300 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 will come to class with a topic from the reading to discuss.

Reading Logs Due Dates:

February 2:	Yalom 1-4 (80 pts.)
February 16:	Yalom 5-7 & Multicultural (2 articles thoroughly, 3 skimmed) (80 pts.)
March 2:	Yalom 8-11 (80 pts.)
March 23:	Yalom 12-14 (60 pts.)

Group/Team Building Activities (100 pts.).

Due: As assigned

Each student will come up with and lead the class in 2 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 Involvement (as co-leader, member, or observer), Class Discussion Topics, and Journal (200 pts.).

Due: April 13

Each student is required to be involved with a therapy group throughout the semester in one of three ways outside of class: as co-leader of, as a participant in, or as an observer of a group. This group must include significant process work. It is expected that each student will come to each class prepared to share a topic, question, problem, issue, etc. from their group experience. It is expected that a group journal will be kept weekly.

Group Experience Presentation (100 pts.).

Due: April 13

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, whether or not the group is utilizing the unique advantages of group psychotherapy, and observations regarding the effectiveness of the group for encouraging psychological and behavioral changes.

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

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.

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.

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	Class/Reading Topics	Assignments
1/12	Introduction, Syllabus, & Ethics	
1/19	Differences b/t Group and Individual Psychotherapy; Efficacy & Efficiency	Activity: Danise
1/26	Therapeutic Factors in Group Therapy	Yalom: Chapters 1-2 Activity: Adam
2/2	Therapeutic Factors in Group Therapy (Continued)	Yalom: Chapters 3-4 Reading Log Due: Yalom 1-4 Activity: Micah
2/9	Therapist Tasks in Group Therapy and Working in the Here-and-Now	Yalom: Chapter 5-6 Activity: Alicia
2/16	Therapist Transference and Transparency; Multicultural Competency and Diversity in Group Therapy	Yalom: Chapter 7; Multicultural Articles (2 thorough, 3 skim) Reading Log Due: Yalom 5-7 & Multicultural Activity: Hannah
2/23	Client Selection and Group Composition	Yalom: Chapters 8-9 Activity: Clark
3/2	Creation and Beginning of a Group	Yalom: Chapters 10-11 Reading Log Due: Yalom 8-11 Activity: Micah
3/9	Group Video (Mark at AGPA)	
3/16	The Advanced Group and Problem Group Members	Yalom: Chapters 12-13 Activity: Adam
3/23	Specialized Formats and Procedural Aids	Yalom: Chapter 14 Reading Log Due: Yalom 12-14 Activity: Alicia
3/30	Practice-Based Evidence and Certification	Activity: Hannah
4/6	Group Experience Presentations	Activity: Danise
4/13	Group Experience Presentations	Group Experience Journal Due Activity: Clark
4/20	Winter Exam Preparation	
4/21 Friday	Final Exam: 26 MCKB 3:00pm - 6:00pm	