

Instructor/TA Info

Instructor Information

Name: Kristina Hansen

Office Location: 1534 WSC

Office Hours: Only By Appointment


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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.

Materials

Item	Price (new)	Price (used)
 <p><u>Theory & Practice Of Group Psychotherapy 5E - Required</u> by Yalom, I</p>	70.00	52.50

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%

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, be a participant in, 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 involvement experience.

2. Process-oriented class activities/discussions:

Effective group leadership requires understanding and use of psychotherapy processes that are subtle, dynamic, interactive, multifaceted, complex, intuitive, and experiential. Group experts have asserted that learning and understanding these group processes is best accomplished experientially (Yalom & Leszcz, 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...

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 class discussions.

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.

Assignments

Assignment Descriptions

Reading Log 1

Jan
31

Due: Thursday, Jan 31 at 2:00 pm

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 1-4

Reading Log 2

Feb
21

Due: Thursday, Feb 21 at 2:00 pm

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

Yalom 5-7 and Multicultural (2 articles of your choice from the list of supplemental readings read thoroughly, 3 skimmed)

Reading Log 3

Mar
14

Due: Thursday, Mar 14 at 2:00 pm

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 8-11

Reading Log 4

Apr
04

Due: Thursday, Apr 04 at 2:00 pm

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 12-14

Group Experience Conceptualization Presentation

Apr
19

Due: Friday, Apr 19 at 2:00 pm

Each student will present a conceptualization of her or his group experience. The presentation could include observations of the differences between individual and group psychotherapy, perspectives on whether or not the group is utilizing the unique advantages of group psychotherapy, observations regarding the effectiveness of the group for encouraging psychological and behavioral changes, or other group issues.

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

Activity 2

Apr
19

Due: Friday, Apr 19 at 3:00 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
19

Due: Friday, Apr 19 at 3:00 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

Attendance/Participation

**Apr
19**

Due: Friday, Apr 19 at 3:00 pm

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.

Outside Group Involvement & Group Experience Journal

**Apr
19**

Due: Friday, Apr 19 at 3:00 pm

Each student is required to be involved in one of three ways with a therapy group outside of class throughout the semester: as a co-leader, as a participant, or as an observer. This group 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. Keep a weekly journal of your group involvement experience to be handed in at the end of the semester.

Final Exam due

**Apr
19**

Due: Friday, Apr 19 at 6:00 pm

Take Home Final Exam

Point Breakdown

Categories	Percent of Grade
Readings	30%
Group/Team Building Activity	10%
Outside Group Involvement	20%
Group Experience Presentation	10%
Final Exam	10%
Attendance/Participation	20%

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful

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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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. 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.

Schedule

Date	Class Topics	Readings & Assignments
Week 1		
Th Jan 10 Thursday	Introduction, Syllabus, & Ethics	<i>Activity: Kristina</i>
Week 2		
Th Jan 17 Thursday	Differences between Group and Individual Psychotherapy Efficacy & Efficiency	Differences and Similarities Article Efficacy and Efficiency Article Activities Chapter (see Content section of Learning Suite for references) <i>Activity: Bango</i>
Week 3		
Th Jan 24 Thursday	Therapeutic Factors and Interpersonal Learning	Yalom: Chapters 1-2 <i>Activity: Adam</i>
Week 4		
Th Jan 31 Thursday	Group Cohesiveness and Integrating Therapeutic Factors	Reading Log 1 Due: Yalom 1-4 Yalom: Chapters 3-4 <i>Activity: Conner</i>

Week 5		
Th Feb 07 Thursday	Therapist Tasks and Working in the Here-and-Now	Yalom: Chapter 5-6 <i>Activity: Heidi</i>
Week 6		
Th Feb 14 Thursday	Therapist Transference and Transparency	Yalom: Chapter 7 <i>Activity: Jason</i>
Week 7		
Th Feb 21 Thursday	Multicultural Competency and Diversity in Group Therapy	Reading Log 2 Reading Log 2 Due: Yalom 5-7 & Multicultural articles/chapters Multicultural Articles (read 2 thoroughly, skim 3) <i>Activity: Jared</i>
Week 8		
Th Feb 28 Thursday	Group Video (Kristina at AGPA: I will not be in class today, but it would be a wise use of time (and usually much more fun) if students meet together during class time to watch the video together. And it's time you've already got set aside for this class. Just an idea. . . .)	Below are two separate links to the same video. If, for some reason, neither works, just go to BYU's HBLL website and search for "group therapy leszcz video" and it will be the first thing that comes up. Please plan to watch at least part 1. I hope you will find it instructive. http://byu.kanopystreaming.com/video/group-therapy-live-demonstration-0 https://search.lib.byu.edu/byu/record/elee.kan1098483?holding=rtys3bggyw&sub
Week 9		
Th Mar 07 Thursday	Client Selection and Group Composition	Yalom: Chapters 8-9 <i>Activity: Adam</i>
Week 10		
Th Mar 14 Thursday	Creation and Beginning of a Group	Reading Log 3 Due: Yalom 8-11 Yalom: Chapters 10-11 <i>Activity: Jared</i> Reading Log 3
Week 11		
Th Mar 21 Thursday	The Advanced Group and Problem Group Members	Yalom: Chapters 12-13 <i>Activity: Jason</i>
Week 12		

Th Mar 28 Thursday	Winter Instructor Ratings Open Specialized Formats and Procedural Aids	Yalom: Chapter 14 <i>Activity: Bango</i>
Week 13		
Th Apr 04 Thursday	Practice-Based Evidence and Certification	Reading Log 4 Due: Yalom 12-14 Practice-Based Evidence chapter (see Content section of Learning Suite for reference) <i>Activity: Conner</i> Reading Log 4
Week 14		
Th Apr 11 Thursday	Endings and the Final Group Session	<i>Activity: Heidi</i> Distribute Take Home Final Exam
Week 15		
Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)	
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019) Group Experience Conceptualization Presentations 1510 WSC 3:00pm - 6:00pm	Group Experience Journal Due Final Exam due Group Experience Conceptualization Presentation