

# Instructor/TA Info

## Instructor Information

**Name:** Kristina Hansen  
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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 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 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 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.

### Course Materials

#### Required Text:

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

#### Supplemental Readings (\* indicates multicultural/diversity-specific 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. 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://psycnet.apa.org/doi/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.
- (\*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)
- \*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.
- 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.
- \*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
- \*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) (<https://doi.org/10.1080/00207284.2018.1470899>)

## Assignments

### Assignment Descriptions

#### Reading Log 1

Jan  
28

Due: Tuesday, Jan 28 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.

Differences and Similarities Article

Efficacy and Efficiency Article

Activities Chapter

Yalom 1-4

#### Reading Log 2

Feb  
25

Due: Tuesday, Feb 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 5-7 and Multicultural (2 assigned chapters read thoroughly, 3 additional articles skimmed)

#### Reading Log 3

Mar  
17

Due: Tuesday, Mar 17 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 8-11

#### Reading Log 4

Apr  
07

Due: Tuesday, Apr 07 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 12-14

### Outside Group Involvement & Group Experience Journal

Apr  
14

Due: Tuesday, Apr 14 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. 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. 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 1

Apr  
14

Due: Tuesday, Apr 14 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 2

Apr  
14

Due: Tuesday, Apr 14 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.

### Attendance/Participation

Apr  
17

Due: Friday, Apr 17 at 10:00 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. 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.

### Group Experience Conceptualization Presentation

Apr  
17

Due: Friday, Apr 17 at 10:00 am

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).

### Final Exam due

Apr  
17

Due: Friday, Apr 17 at 10:00 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).

### Point Breakdown

Categories	Percent of Grade
Readings	34.29%
Group/Team Building Activity	4.76%
Outside Group Involvement	19.05%
Group Experience Presentation	9.52%
Final Exam	13.33%
Attendance/Participation	19.05%

## 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 sex discrimination against any participant in its education programs or activities. The university 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 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](mailto: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. 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 Employment Office at 801-422-5895, D-285 ASB for help.

## Schedule

Date	Class Topics	Readings & Activities	Assignments Due
Week 1			
T Jan 07 Tuesday	Introduction, Syllabus, & Ethics		<i>Activity: Kristina</i>
Week 2			
T Jan 14 Tuesday	Differences between Group and Individual Psychotherapy Efficacy & Efficiency Using Activities in Groups	<b>Differences and Similarities</b> Article <b>Efficacy and Efficiency</b> Article <b>Activities</b> Chapter (see Content section of Learning Suite for references)	<i>Activity: Lisa</i>
Week 3			
M Jan 20 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 21 Tuesday	Therapeutic Factors and Interpersonal Learning	Yalom & Leszcz: Chapters 1-2	<i>Activity: Anthony</i>
Week 4			
T Jan 28 Tuesday	Group Cohesiveness and Integrating Therapeutic Factors	Yalom & Leszcz: Chapters 3-4	<b>Reading Log 1 Due: Yalom &amp; Leszcz 1-4 and Differences . . . , Efficacy . . . , and Activities chapters.</b> <i>Activity: Rachel</i>
Week 5			
T Feb 04 Tuesday	Therapist Tasks and Working in the Here-and-Now	Yalom & Leszcz: Chapter 5-6	<i>Activity: Alex</i>
Week 6			
T Feb 11 Tuesday	Therapist Transference and Transparency	Yalom & Leszcz: Chapter 7	<i>Activity: Megan</i>
Week 7			
T Feb 18 Tuesday	<b>Monday Instruction</b>		

Week 8			
T Feb 25 Tuesday	Multicultural Competency and Diversity in Group Therapy	<p><b>Read</b> two assigned book chapters in Multicultural and Diversity Issues in Group (see Content section of Learning Suite for references).</p> <p><b>Skim</b> three additional articles from the list in the Additional Articles and Chapters (see Content section of Learning Suite for references).</p>	<p><b>Reading Log 2 Due: Yalom &amp; Leszcz 5-7 and Multicultural chapters (2) and articles (3 skim)</b></p> <p><i>Activity: Chunyue</i></p>
Week 9			
T Mar 03 Tuesday	Group Video Master Class	<p><a href="http://byu.kanopystreaming.com/video/group-therapy-live-demonstration-0">http://byu.kanopystreaming.com/video/group-therapy-live-demonstration-0</a></p> <p><a href="https://search.lib.byu.edu/byu/record/elee.kan1098483?holding=rty3bggyfw8sbut">https://search.lib.byu.edu/byu/record/elee.kan1098483?holding=rty3bggyfw8sbut</a></p>	<p>These are two separate links to the same videos, just in case one of them doesn't work. Please watch on your own the first 30 minutes (to the 30:00 minute mark) of Group Therapy: A Live Demonstration - Part 1. We will watch other parts of these in class.</p>
Week 10			
T Mar 10 Tuesday	Client Selection and Group Composition	Yalom & Leszcz: Chapters 8-9	<i>Activity: Lisa</i>
Week 11			
T Mar 17 Tuesday	Creation and Beginning of a Group	Yalom & Leszcz: Chapters 10-11	<p><b>Reading Log 3 Due: Yalom &amp; Leszcz 8-11</b></p> <p><i>Activity: Anthony</i></p>
Week 12			
T Mar 24 Tuesday	The Advanced Group and Problem Group Members	Yalom & Leszcz: Chapters 12-13	<i>Activity: Rachel</i>
Week 13			
T Mar 31 Tuesday	Specialized Formats and Procedural Aids	Yalom & Leszcz: Chapter 14	<i>Activity: Alex</i>
Week 14			
T Apr 07 Tuesday	Practice-Based Evidence and Certification	Practice-Based Evidence chapter (see Content section of Learning Suite for reference and pdf attachment on Digital Dialog)	<p><b>Reading Log 4 Due: Yalom 12-14 &amp; PBE chapter</b></p> <p><i>Activity: Megan</i></p>
Week 15			
T Apr 14 Tuesday	Endings and the Final Group Session	While there's not a reading due today, please go to Digital Dialog and answer the 3 questions there. We would have discussed these in class on the last day, but we'll have to make due with the digital version of such a discussion. I so appreciate your thoughts and feedback.	<p><b>Group Experience Journal Due</b></p> <p>Distribute Take Home Final Exam</p> <p><i>Activity: Chunyue</i></p>
Th Apr 16 Thursday	<b>Winter Exam Preparation (04/16/2020 - 04/16/2020)</b>		
F Apr 17 Friday	<b>First Day of Winter Final Exams (04/17/2020 - 04/22/2020)</b> 10:00 a.m. 1503 WSC		<b>Final Exam Due</b> <b>Group Experience Conceptualization Presentations</b>