



Summer 2022

# Group Psychotherapy

(PSY 6324.10)

MW 2–5pm

A 219

**Instructor:** Dr. Drew Curtis

**Office:** A204D

**Email:** drew.curtis@angelo.edu

**Office Hours:** Mon. & Wed. 1-2pm.; Virtual: Wed: 8:00-12p.m.

**Phone:** 325-486-6932

---

## Required Text:

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic.

## Recommended Text:

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Belmont, CA: Brooks/Cole.

## Course Description:

Review of the major theories and techniques of group counseling. Pre-practicum application of selected group counseling methods.

## Course Objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learn to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in counseling

## Student Learning Outcomes:

By the end of this course, you should:

1. Articulate a knowledge of historical and contemporary theories of group psychotherapy
2. Demonstrate a knowledge of therapeutic factors and mechanisms of change in group therapy
3. Identify appropriate goals for group therapy in a variety of settings with different client populations
4. Better understand group dynamics and describe models of group development
5. Engage in and learn from a training group experience
6. Reflect as a member or a therapist during and after a group experience on what is happening and on behavior and interventions that would effectively move yourself or the group toward identified goals

## Course Expectations

### Readings

It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.

**\*\*\*If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!**

### Policies/Expectations

1. Students are expected to take responsibility for their success in class. You are encouraged to be *active participants* in the education process by asking questions and being alert in class.
2. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
3. If you have any concerns related to this class, you are encouraged to speak with your instructor *in a timely manner*. **As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.** Please do not ask your instructor for a grade change, bump, or any alteration of your grade at the end of the semester. By asking your instructor to do this, you are fostering

a dynamic of opposition for your instructor.

4. Students will be expected to access the Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
5. The instructor reserves the right to use plagiarism prevention software.

### Class Sessions

- The majority of the class will be lecture, discussion, and experiential.
- Experiential means that we will often be practicing group counseling techniques through role-plays or training groups within class. This will often be demonstrated in the presence of your peers. You are expected to participate in experiential class role-plays or training groups.
- **A training group is not the same as a psychotherapy group.** Participants are encouraged to work on personal goals that will assist in their professional development as student-therapists and carefully select issues they do not mind sharing with classmates and a professor. For example, a training group might be a good place to work on interpersonal behaviors like being more outgoing or tendencies for perfectionism. It is not a good place to work on highly personal issues like addictions or recovery from childhood abuse. The ASU counseling center is a good place for these issues.
- Each class students will take turns as facilitators and participants. The professor will act as a consultant and will be available for coaching if the facilitators are unsure what to do next. The first session will be used to establish ground rules and introduce the theme of personal awareness.
- At the end of each group experience, students will have a few minutes to write notes about their own experience and to share process observations. This training group format has some advantages and some risks. The principle advantage is that each student has the opportunity to experience a group as both a facilitator and a participant with others who are learning about group dynamics. The risks of this training format include emotional discomfort and loss of confidentiality. Some of the risks of this training format are associated with the dual relationships that will occur as a result of the group process. You will move back and forth between being a participant and facilitator. Your fellow participants will be classmates. Your professor will observe the group and coach the facilitators. You have probably dealt with these risks in other psychology classes when deciding how much to self-disclose in a class discussion or deciding whether to describe a personal problem in a role play. There are things we can do together to lower these risks. We can all be careful about protecting one another's confidentiality. We can be careful not to choose activities that feel too risky. You can monitor your own comfort and let the group know if there is a question you don't want to answer or an area you don't want to explore. Participation in the training group is not graded so that students don't feel pressured to disclose in a way that is uncomfortable.
- Class attendance is **mandatory**
- You **MUST** take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

*\*DISCLAIMER: This class may examine a variety of cultural and personal issues and subjects students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.*

### Communication

- Email is the best way to contact your instructor.
- All emails should include this course name in the subject line.
- All emails should include your first and last name.

## Grades

**Professionalism/Reading Reactions/Participation:** Professionalism, participation, and prompt attendance are key elements of competencies needed for therapists. Thus, it is very important that you attend class, actively volunteer, participate in discussion, and maintain a high level of professionalism when responding to your instructor and peers. Students will prepare, prior to each class, a response of discussion questions/reactions based on their readings. These questions/responses are meant to help you prepare for class discussions and as such you should read assigned readings prior to class. Discussions may be based upon reading. Thus, failure to do these assignments will negatively impact your participation grade. Additionally, doing the assignment but not participating or speaking in class or speaking in an unprofessional manner will result in a loss of points or no points for the class. Professionalism/reading reactions/participation will be graded for 8 class periods. Participation will not be graded in the first class and your lowest participation grade will be dropped (meaning that you missed class that day). Thus, if you miss more than one class you will receive a 0 for the class and it will count in your grade for the semester. Grades will be assigned as excellent (10 pts), adequate (7 pts), inadequate (4 pts), or fail (0 pts) or any range in between. To receive an 'excellent' you must be present for the entire class, complete the reaction form with meaningful reactions, and participate fully in all in-class activities (meaning that you volunteer for role-plays and demonstrations), including providing your fellow classmates with appropriate, meaningful feedback, and maintain a high level of professionalism in response and demeanor. Some in-class activities will be based on knowledge or competency. In order to receive an 'excellent' on those days you must successfully and accurately complete the activity. If you are absent or if you refuse to participate in the in-class activities, you will automatically receive a 'fail' for the day (0pts.).

### Quizzes

There will be 8 quizzes given throughout the semester. Each quiz will be worth 10 points and you will have no more than 10 minutes to complete the quiz given at the beginning of the class. The quiz will ask questions from the previous class. **NO MAKE-UP QUIZZES.**

### Student Presentations

The Yalom text and the professor's lectures will focus on an *Interpersonal* approach to group therapy in depth. However, there are other theoretical approaches (e.g., Corey, 2012) and you will have an opportunity to explore these alternative approaches in your group presentations. Your presentation should cover three main topics: (A) Theoretical approach to group therapy, (B) Key strategies used in this approach, and (C) Research support. Presentations will focus a specific psychotherapy theory. Your presentation should draw upon at various sources (e.g., a chapter from Corey; two other theoretical sources; at least one research study). After a PowerPoint presentation summarizing the approach (50 points), you will have a chance to facilitate our training group using skills and activities drawn from the approach you presented (50 points; each co-leader will be graded separately for their skills).

### Group Observation Paper

Each student will be asked to find a group outside of class and observe a group meeting (either behind a one-way mirror or actually sitting in the room). Be sure that you have permission to sit in on the group prior to attending a group. Be sure you have spoken with a group leader or a supervisor. A supervisor at your practicum site may allow you to sit-in and/or observe an already existing group. Other possibilities include:

- Alcoholics Anonymous (see <http://nwta66.org/districts/district14/sanangelo/>)
- Other Resources: <http://www.gosanangelo.com/lifestyle/vital-signs-community-health-and-support-groups-in-the-concho-valley-ep-439088780-356053851.html>

The paper should be organized in three sections with sections headings:

- 1) Description. First, describe the group. What type of group are you observing: Psycho-educational, self-help, process, or therapy? Open or closed? Drop-in or fixed? Write a paragraph describing the group.

- 2) Conceptualization. Second, conceptualize the group. What is happening in the group? What processes are occurring in the group? How might you use theory learned in the course to describe the process of the group?
- 3) Treatment Planning. Third, plan interventions for the group. If you were leading the group, where would you go next? What topics might you address? What might be difficulties for you as an individual given your knowledge and growing awareness of your own group process?

This paper should be in APA style and correctly cite both of the assigned texts. This paper cannot be turned in late.

### Course Point Distribution:

Assignment	Points	Final Grades:
<b>Reading Reaction/Participation (8):</b>	80 pts. (10 pts. each)	<b>A = 315-350</b>
<b>Student Presentations:</b>	100 pts.	<b>B = 280-314</b>
<b>Quizzes (8):</b>	80 pts. (10 pts. each)	<b>C = 245-279</b>
<b>Group Observation Paper:</b>	90 pts.	<b>F = &lt; 244</b>
<b>Total Points Possible =</b>	<b>350 pts.</b>	

### Tentative Schedule

Date	Topic	Chapter
6/6	Introduction & American Group Psychotherapy Association Practice Guidelines for Group Psychotherapy	1
6/8	Therapeutic Factors, Interpersonal Learning, & Training Groups	1, 2, & 15
6/13	Therapeutic Factors & Group Cohesiveness	3 & 4
6/15	The Group Therapist	5 & 6
6/20	The Group Therapist: Transference & Transparency	7
6/22	Client Selection & Creating the group	8 & 9
6/27	Stages of Groups	10 & 11
6/29	Problem Group Members & The Therapist	12
7/4	<b>Holiday</b>	
7/6	Specialized Groups	13-15
7/11	Group Presentation: Psychoanalytic	6 (C)
7/13	Group Presentation: Psychodrama	8 (C)
7/18	Group Presentation: Gestalt	11 (C)
7/20	Group Presentation: Cognitive Behavioral	13 (C)
7/25	Integration/Final Group	
7/27	<b>Group Observation Paper Due</b>	

\*\*Syllabus is subject to change at the discretion of the instructor\*\*  
(C) = Corey chapters

**Make up policy for exams:** Make up exams will **ONLY** be allowed for emergency situations (in other words, a doctor's appointment is not an emergency). It is the student's responsibility (BY EMAIL WHEN POSSIBLE) to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible. Make-up exams will cover the same material, but are in a format of the instructor's choice, such as **ORAL** or comprehensive fill in the blank/essay exams.

## Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>i</sup>

## Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>ii</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is: Dallas Swafford: Director of Student Disability Services, Office of Student Affairs, 325-942-2047, [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu), Houston Harte University Center, Room 112

## Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>iii</sup> for more information.

## Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>iv</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>v</sup>

## Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>vi</sup> for more information.

## Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner: Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form), Face to face: Mayer Administration Building, Room 210, Phone: 325-942-2022, Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

### End of Syllabus

---

<sup>i</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>ii</sup> <https://www.angelo.edu/services/disability-services/>

<sup>iii</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>iv</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>v</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>vi</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>