

Argosy University
San Francisco Bay Area Campus
Doctoral Program in Clinical Psychology
Group Psychotherapy PP8060
Summer Session One, 2009

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Course Description: This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership and leadership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

Course Objectives:

By the time you complete this course you will be able to:

1. Facilitate a therapy group at beginner competency, as evidenced in reflection papers.
2. Identify the major concepts related to group dynamics and their impact on psychotherapy group processes.
3. Discuss an understanding of the practice of various therapeutic methods and interventions related to group psychotherapy.
4. Identify and discuss ethical issues and dilemmas specific to the practice of group psychotherapy. Students will demonstrate their ability to self-monitor through participation, reflection papers and a final paper that requires them to discuss potential ethical issues that may arise in a group they create.
5. Discuss an understanding of, and a capacity to create and maintain, relationships with a diverse group of clients through class discussions and evidence-based research.

Course Relevant Program Outcomes, Competencies and Objectives (NEW)

Goal 2: *The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.*

Objective a) Students will acquire an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.

Competency: students will demonstrate this understanding through participation, class discussion participation and written papers. See rubrics for specific performance elements that will be used to evaluate the level of competency obtained in these areas.

Objective b) Students will acquire an understanding of, and demonstrate competence in, a variety of therapeutic methodologies, including empirically supported therapeutic interventions.

Competency: students will demonstrate competency in this area through participation, text based class discussion and a final research paper. See rubrics for specific performance elements that will be used to evaluate the level of competency obtained.

Required Texts:

Kottler, Jeffrey A. (2009). *Learning Group Leadership: An Experiential Approach*. 2nd Edition. Sage: ISBN 1-412-95371-5

Motherwell, L.; Shay, J. (2004). *Complex Dilemmas in Group Therapy: Pathways to Resolution*. Routledge: ISBN 0-415-94819-3

From Kottler, page 23, describing a group of psychotic clients:

<i>Leader:</i>	Who would like to tell us about something you did since our last meeting that made you feel really good?
<i>Kimba:</i>	I whacked off.
<i>Tanya:</i>	Gross!
<i>Michael:</i>	Whacka . . . Whacka . . . Whacka . . .
<i>Leader:</i>	Okay guys. Enough of that.
<i>Tanya:</i>	But that idiot . . .
<i>Leader:</i>	Remember our rules about no name calling and no sex talk just to shock people?
<i>Kimba:</i>	But it did feel pretty good. And that's what you asked us.
<i>Leader:</i>	All right. Listen up everyone. One person talks at a time. Kimba, you volunteered first so you get to tell us about one thing you accomplished since our last session.
<i>Kimba:</i>	[Sulks and looks down]

What would you do next if you were leading this group?

I would like to share a few words of explanation about the primary Kottler text. Normally, I have taught from Kottler's 1993 Advanced Group Leadership. His 2009 publication has 3 advantages for doctoral level students:

- (1) It is one-third the price.
- (2) It is easier to read, despite a sometimes elementary tone. I do not always agree with Kottler's interventions (and encourage you to think critically about them, too) but many are sound and he offers terrific examples of the dilemmas that can plague the new group psychotherapist.
- (3) His discussion includes issues facing both group members and group leaders.

In addition to saving you money and being faster to read, I hope that this third aspect of the book may protect you from what are, in my opinion, the two most common causes of leader-derived clinical incidents in groups:

- group leaders who have never experienced a group as a member, and
- group leaders who believe that being a member was sufficient training to lead groups

Of the two, the former situation is more anxiety provoking to the group leader, but I believe that the latter is often more dangerous to the group members. In this course, I hope to help you to avoid both situations.

Additional Required Reading:

Agazarian, Y. Functional Subgrouping in Systems-Centered Groups and the Theory from Which It Emerged. In S. Gannt and Y. Agazarian (Eds.), *SCT in Clinical Practice (ch. 4)*. Livermore, CA: Wingspan.

Andrews, R. (1999). Being the only. In (Eds.) A. Cooke, A. Craig, B. Greig and M. Brazzel, *Reading Book for Human Relations Training*. NTL Institute.

Brown, V. B.; Najavits, L. M.; Cadiz, S.; Finkelstein, N.; Heckman, J.P.; Rechberger, E. (2007). Implementing an evidence-based practice: Seeking Safety Group. *Journal of Psychoactive Drugs*, 39(3), 231-240.

Davies, D., Burlingame, G., Johnson, J., Gleave, R., & Barlow, S. (2008, June). The effects of a feedback intervention on group process and outcome. *Group Dynamics: Theory, Research, and Practice*, 12(2), 141-154.

Dayton, T. (2004). *The Living Stage: A Step-by-Step Guide to Psychodrama, Sociometry and Group Psychotherapy* (pp. 21-46, 61-72). Deerfield, FL: HCI, 350p.

Erickson, D. (2003). Group cognitive behavioural therapy for heterogeneous anxiety disorders. *Cognitive Behaviour Therapy*, 32(4), 179-186.

- Gans, J. (2005). A Plea for Greater Recognition and Appreciation for our Group Members' Courage. *International Journal of Group Psychotherapy*, 55(4), 575-593.
- Gemmell, M. (2000). Managing the dynamics of having "nothing to say" in small groups. In (Ed.) E. Biech, *The 2000 Annual: Volume 2 Consulting*, Jossey-Bass.
- Gemmell, M. (1989). The dynamics of scapegoating in small groups. *Small Group Research*, 20(4), 406-418.
- Grossmark, R. (2007, July). The edge of chaos: Enactment, disruption, and emergence in group psychotherapy. *Psychoanalytic Dialogues*, 17(4), 480-499.
- Holmes, S., & Kivlighan, D. (2000, October). Comparison of therapeutic factors in group and individual treatment processes. *Journal of Counseling Psychology*, 47(4), 478-484.
- Kirkham, K. (1993). Dimensions of diversity: A basic framework in (Eds.) F. Bernotavicz, R. Barringer & and Clasby, M. *Addressing issues of diversity: A sourcebook*. Edmund S. Muski Institute of Public Affairs, University of Southern Maine.
- Kivlighan, D., Markin, R., Stahl, J., & Salahuddin, N. (2007, September). Changes in the ways that group trainees structure their knowledge of group members with training. *Group Dynamics: Theory, Research, and Practice*, 11(3), 176-186.
- Kösters, M., Burlingame, G., Nachtigall, C., & Strauss, B. (2006, June). A Meta-Analytic Review of the Effectiveness of Inpatient Group Psychotherapy. *Group Dynamics: Theory, Research, and Practice*, 10(2), 146-163.
- Knauss, L. (2007). Legal and ethical issues in providing group therapy to minors. In (Eds.) R. Christner, J. Stewart and A. Freeman, *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems (pp. 65-85)*. New York: Routledge.
- Lasky, Gina B.; Riva, Maria T. (2006). Confidentiality and Privileged Communication in Group Psychotherapy. *International Journal of Group Psychotherapy*, 56(4), 455-476.
- Livingston, L (2006). No Place to Hide: The Group Leader's Moments of Shame. *International Journal of Group Psychotherapy*, 56(3), 307-323.
- Livingston, M. and Livingston, L. (2006). Sustained Empathic Focus and the Clinical Application of Self-Psychological Theory in Group Psychotherapy. *International Journal of Group Psychotherapy*, 56(1), 67-85.
- Luft, J. (1999). The Johari Window. In (Eds.) A. Cooke, A. Craig, B. Greig and M. Brazzel, *Reading Book for Human Relations Training*. NTL Institute.

Marshak, R.; Katz, J. (2001). Covert processes: How to recognize and address the hidden keys to unlocking the hidden dimensions of individuals, groups and Organizations. *OD Practitioner*, 33(2), 1-10.

Miller, F. (1999). Opening the Johari Window. In (Eds.) A. Cooke, A. Craig, B. Greig and M. Brazzel, *Reading Book for Human Relations Training*. NTL Institute.

Oei, T., & Browne, A. (2006). Components of Group Processes: Have They Contributed to the Outcome of Mood and Anxiety Disorder Patients in a Group Cognitive-Behaviour Therapy Program?. *American Journal of Psychotherapy*, 60(1), 53-70.

Ogrodniczuk, J., Joyce, A., & Piper, W. (2007, March). Effect of patient dissatisfaction with the therapist on group therapy outcome. *Clinical Psychology & Psychotherapy*, 14(2), 126-134

Rosenthal, L. (2005). Castouts and Dropouts: Premature Termination in Group Analysis. *Modern Psychoanalysis*, 30(2), 40-53.

Rioch, M. (1970). Group relations: Rationale and technique. In R. MacKenzie (Ed.), *Classics in Group Psychotherapy* (pp. 258-268), 2nd Edition. Guilford/AGPA.

Ryan, M., Nitsun, M., Gilbert, L., & Mason, H. (2005, December). A prospective study of the effectiveness of group and individual psychotherapy for women CSA survivors. *Psychology and Psychotherapy: Theory, Research and Practice*, 78(4), 465-479.

Schein, E. (1999). What to observe in a group. In A. Cooke, A. Craig, B. Greig and M. Brazzel (Eds.), *Reading Book for Human Relations Training*. NTL Institute.

Smokowski, Paul R.; Bacallao, Martica. (2009). Entre Dos Mundos: youth violence prevention: Comparing psychodramatic and support group delivery formats. *Small Group Research*, 40(1), 3-27.

Weber, R. (1999). The group: Opportunity and reality. In (Eds.) A. Cooke, A. Craig, B. Greig and M. Brazzel, *Reading Book for Human Relations Training*. NTL Institute.

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

*These readings can be found on-line through Argosy's online resources, the American Psychological Association's Website, or other web searches. The syllabus contains links detailed below to Argosy's online resources.

Of interest:

Schermer, V.; Pines, M. (1994). *Ring of Fire: Primitive Affects and Object Relations in Group Psychotherapy: International Library of Group Psychotherapy and Group Process* (ch. 2-3). Routledge.

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks ***will*** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in ***late will automatically be lowered one full grade.*** Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

10% of your grade will be based on your attendance. You are expected to attend all class sessions- to be on time and to come to class prepared to discuss the material assigned for that day. If you must miss a class, contact me in advance at jay@familytherapysf.com. *More than 2 missed classes will result in a failing grade for the course.*

30% of your grade will be based on your class preparation and participation. You are not required to disclose personally in class, though you always have that option. You are required to participate in class, and will lose grading points if you cannot demonstrate that you've read and assimilated the readings that are assigned for each class through thoughtful questions, reactions & opinions. *If it becomes clear that readings are not being completed, quizzes about the assigned readings will be assigned without warning as part of your preparation & participation grade.*

30% of your grade will be based upon your reflection journals, which will be a measure of your level of engagement in, and learning from, the course material. Your reflection journal assignments are entirely confidential. They will teach you more (and be easier for me to grade accurately) if they are personally disclosing of (a) your own assessment of what is transpiring at the subgroup and group levels in the experiential portions of class, and (b) your own here-and-now reactions (thoughts, feelings, attributions, impulses, memories, etc.) in class to what you observe to be transpiring. *To protect your confidentiality, please do not forget to password protect your reflection journal files if typing them upon public computers, or to remove them to secure locations once you have finished typing them.*

30% of your grade will be based upon a final paper of 10-12 pages. Your paper can be about treatment of a population of your choice using the psychotherapy group model of your choice, as long as you approve it with the professor first.

30% *Participation & preparation for class*
 30% *Reflection journals*
 30% *Final Paper*
 10% *Attendance*

Grades:

A = 93-100
 A- = 90-92
 B+ = 87-89
 B = 83-86
 B- = 80-82
 C+ = 77-79
 C = 73-76
 F < 73

Grading Rubrics:**Preparation and Participation Rubric**

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (Below C)
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asking questions more than twice per class.	Student proactively contributes to class by offering ideas and asking questions twice per class.	Student contributes to class by offering ideas and asking questions once per class.	Student only contributes to class rarely or at teacher's instigation.
Preparation for Class	Synthesizes evidence in assigned texts to create or connect new ideas.	Uses evidence in the text to expand on, analyze, or critique an idea.	Understands relationship between text and dynamics/ideas presented in class	Cannot locate evidence in support of an idea under discussion.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of ideas of others.	Student listens when others talk, both in groups and in class.	Student seldom listens when others talk, both in groups and in class; sometimes interrupts or dominates.	Student rarely listens when other talk, both in groups and in class; frequently interrupts or dominates.
Deepening the Learning	Able to ask a question that stimulates a deeper level in the discussion; asks questions to clarify others' positions or course readings.	Able to ask a question that connects the current discussion to bigger themes or ideas; connects the readings with what transpires in class.	Able to ask a question that relates the readings to current and previous discussions.	Unable to generate meaningful questions.
Preparation	Student is always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is rarely if ever prepared for class with assignments and required class materials.
Points (30)	23-30	15-22	8-14	0-7

Paper Rubric:

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (below C)
Mechanics	No errors; accurate use of APA Style for citations and references	A few distracting errors Some minor difficulties ; some errors in APA style for citations and references	Many major mechanical errors; numerous problems with incorrect use of APA Style for citations and references	Lack of editing and proofreading resulting in multiple errors; lack of use of APA style for citations and references
Logic	Major points are supported by strong examples.	Major points are given thin support only.	Major points are given superficial support.	Major points are unsupported.
Ideas	Ideas are engaging, insightful, and illustrate understanding.	Ideas are good but obscured by unclear writing or lack of information.	Ideas do not go beyond the obvious, or are randomly presented.	Ideas are incoherent and undeveloped.
Style	Writing is clear, inspiring, and done with flair.	Writing is O.K. but contains few surprises.	Writing lacks energy, is narrow and unimaginative.	Writing is unclear
Organization	Contains clearly developed paragraphs in a logical sequence.	Contains mostly clearly developed paragraphs, but is unclear in places.	Most of the paper is unclear and difficult to follow, with some areas of clarity	Is disorganized and difficult to follow.
Points (30)	23-30	15-22	8-14	0-7

Reflection Journal Rubric:

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (below C)
Individual	Shares clearly and honestly what is transpiring in class dynamics, with questions or insight about their own reactions AND those of others	Shares clearly and honestly what is transpiring in class dynamics, with questions or insight about their own reactions OR those of others	Student is not clear about what is transpiring in class dynamics, asks few questions or offers insufficient insights	Student is not clear about what is transpiring in class dynamics, does not ask questions or offer any insights
Interpersonal	Student is aware of, and writes intelligibly about, their own impact upon interactions occurring in class.	Student is aware of, and writes intelligibly about, interactions occurring in class.	Student writes vaguely about interpersonal interactions occurring in class	Student seems unaware of what is transpiring in class.
Group observation	Student can clearly describe group-level phenomena occurring in class dynamics, using their own reactions, course readings and lectures as data to understand what transpires	Student can observe and somewhat describe group-level phenomena occurring in class dynamics, using some but not all of their own reactions, course readings and lectures	Student can sometimes describe group-level phenomena occurring in class dynamics, but seems unclear as to the data underlying their formulation at the group level	Student is mostly unable to describe group-level phenomena occurring in class dynamics, or does so wrongly on a regular basis.
Group intervention	Student regularly asks about observed interventions, or generates multiple interventions to address group-level phenomena observed in class.	Student sometimes asks about observed interventions, or generates multiple interventions to address group-level phenomena observed in class	Student occasionally asks about observed interventions, or generates multiple interventions to address group-level phenomena observed in class	Student hardly asks about observed interventions, or generates multiple interventions to address group-level phenomena observed in class
Points (30)	23-30	15-22	8-14	0-7

Class Topics, Readings and Assignments (example below:)

	Topics	Readings	Assignments
5/12	Introductions, overview Inception and intake	None	
5/14	Intrapersonal processes Rules of communication	Kottler Ch. 1 Lasky : Confidentiality... Knauss : Confidentiality with minors... Motherwell & Shay , pp. 1-20 Schein : What to Observe in a Group	
5/19	Interpersonal processes	Kottler Ch. 2 Grossmark : The edge of chaos... Gans : Plea for appreciation Motherwell & Shay , pp. 21-38 Luft : The Johari Window... Miller Opening the Johari Window...	Weekly journal due
5/21	Leading a group Treatment by attitude	Kottler Ch. 3 Gemmel : Nothing to say... Livingston : Sustained empathic focus... Motherwell & Shay , pp. 39-50	
5/26	Group processes	Seiff-Haron : Enhancing performance... Kottler Ch. 4 Motherwell & Shay , pp. 51-72 Weber : The group: Opportunity and reality...	Weekly journal due
5/28	Group processes	Kottler Ch. 7 Rosenthal : Castouts and Dropouts... Gemmel : Scapegoating in small groups... Motherwell & Shay , pp. 73-96 Andrews : Being the only...	
6/2	Group processes	Kottler Ch. 12 Kirkham . Group member diversity... Marshak : Covert processes... Motherwell & Shay , pp. 97-126	Weekly journal due
6/4	Group processes	Kottler Ch. 5 Davies et al : The effects of feedback... Livingston : No place to hide... Motherwell & Shay , pp. 127-152	

6/9	T-group & Tavistock	Kottler Ch. 8, 9 Rioch: Group relations... Ogrodniczuk: Dissatisfaction with therapist... Holmes et al: Comparison of factors... Motherwell & Shay , pp. 153-176	Weekly journal due
6/11	Psychodrama	Kottler , Ch. 10 Kivlinghan: Changes with training... Dayton: The living stage... Motherwell & Shay , pp. 176-192	

6/16	SCT	Kottler Ch. 13 Agazarian: Systems-Centered Group Therapy... Smokolski: Psychodrama with kids... Motherwell & Shay , pp. 193-228	Weekly journal due
6/18	Trauma	Kottler Ch. 14 Brown et al: Seeking Safety Ryan, et al: Women CSA survivors... Motherwell & Shay , pp. 229-248	

6/23	Seeking Safety	Kottler Ch. 16 Motherwell & Shay , pp. 248-270 Kosters et al: A meta-analytic review...	<i>Final paper due</i>
6/25	Anxiety	Oei & Brown: anxiety disorder patients... Erickson: Groups for anxiety disorders Course Evaluations	

On-Line Resources

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features **34,872** full-text journals and **over 38,500** electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog at <http://library.argosy.edu>. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and

provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.