NATIONAL UNIVERSITY

**PSY 628 GROUP THERAPY**

**(25532)**

Syllabus and Course Schedule

Instructor: **Caroline Paltin, Ph.D**., Licensed Clinical Psychologist, Assistant Professor, Regional Lead Psychology Faculty, National University Costa Mesa, Dept of Psychology, College of Letters and Sciences

 **(714) 429-5133**

 **cpaltin@nu.edu**

[**www.carolinepaltinphd.com**](http://www.carolinepaltinphd.com)

 **www.mindfullifefocuscommunity**

**Textbook:**

|  |  |  |
| --- | --- | --- |
|  | 978-1-305-86570-9 |  |
|  |  |  |  |

Group Process & Practice. Marianne Corey, Gerald Corey & Cindy Corey

|  |  |
| --- | --- |
| **Course:** | PSY628 - Group Therapy |
| **Text:** | For the correct edition of the textbook assigned to a specific class, go to: [http://www.nutextdirect.com](http://www.nutextdirect.com/) |
| **This course meets Tuesday and Thursday, April 10, 12, 17, 19, 24, 26, May 5, 3 5:30-10pm and Saturday, May 5th.** **Course Description:** A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups. |
| **Course Learning Outcomes:*** Analyze orally and in writing the major theoretical frameworks for group process and therapeutic change with diverse client populations within contemporary mental health.
* Apply methods of group intervention that uphold professional standards of ethics, values, and laws related to mental health practice.
* Design a group psycho-educational experience appropriate to diverse client populations.
* Demonstrate entry-level mastery of core facilitation skills for effective group process.
* Match client profile and need with different group approaches including (but not limited to) interpersonal, psychodynamic, cognitive-behavioral, psycho-educational, structured skills development, and support group process.
* Demonstrate capacities for self-reflection, openness to feedback, psychological mindedness, and personal growth and development necessary for safe and effective group practice.
 |
| **Specified Program Learning Outcomes:*** Master of Arts in Counseling Psychology
	+ Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.
	+ Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
	+ Demonstrate mastery of the core competencies required of all helping relationships.
	+ Develop culturally appropriate strategies and treatment plans for successful interventions with diverse client groups in various clinical contexts.
	+ Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.
	+ Integrate professional and personal development through self-reflection and personal psychotherapy, emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.
	+ Uphold current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
 |
|  |

**Students with Disabilities:** Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

**Writing Across the Curriculum:** Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: <http://nu.libguides.com/citations>

**National University Library:** National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of Library resources:

URL: [http://www.nu.edu/library](http://library.nu.edu/).

Contact the Library:

* RefDesk@nu.edu
* (858) 541-7900 (direct line)
* 1-866-NU ACCESS x7900 (toll free)

Use the Library Training Tools (on the Library Homepage) for additional help

* Recorded class presentations
* Tutorials & Guides (APA/MLA, Peer-Review, and more)

**Plagiarism:** Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Ethics:** Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

**Technology:** Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

**Diversity:** Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

**Civility:** As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

* Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
* Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
* There are to be no offensive comments, language, or gestures

**Recommended Supplemental Reading:**

Alonso, A. &  Swiller, H. T. (1993).  *Group therapy in clinical practice.* Washington,           D.C.: American Psychiatric Press.

Corey, G. (2004). Theory and practice of group counseling (6th ed.). Belmont, CA: Brooks/Cole.

Kaplan, H.I. & Sadock, B.J. (1993). *Comprehensive group psychotherapy.*            (3rd Edition). Baltimore: Williams & Wilkins.

 Ormont, L. R. (1992).  *The group therapy experience: From theory to practice*.            New York: St. Martin's Press.

Yalom, I. D. (1995).  *The theory and practice of group psychotherapy.* (4th Ed.)           New York: Basic Books.

Vinogradov, S. & Yalom, I. D. (1989).  *Concise Guide to Group Psychotherapy*.          Washington, D.C.:American Psychiatric Press.

*International Journal of Group Psychotherapy*.  This is available by joining the           American Group Psychotherapy Association (AGPA).

<http://www.iagp.com/about/ethicalguidelines.htm> Website for the International Association for Group Psychotherapy - Ethical Guidelines

http://www.agpa.org/ Website for the American Group Psychotherapy Association

**COURSE CONTENT AREAS**:

 •Types and stages of group process; group formation.

 •Application of major theoretical approaches to group psycho therapy including Psychoanalytic, Gestalt, Person-Centered, Existential, Transactional Analysis, Behavioral, Alderian, Reality, Psychodrama and Rational Emotive.

 •Demonstration of group facilitation skills.

 **COURSE EVALUATION:**

Experiential exercises/

Group participation : 8pts

Quizzes (2) : 24pts

Journal Process(2) 6pts

Research Integrative

Assignment and

demonstration: 22pt

Final Exam: 65pts

Total Points Possible : 125pts

**EXTRA CREDIT ASSIGNMENT**: Students may receive up to 3 extra credit points for attendance of a self-help group outside of course and the submission of a 1 page reaction paper regarding their experience. Students must provide verification of attendance.

**Course Grading**

A

125 -118

B+

112-109

C+

100-96

D+

86-82

A-

116-113

B

108-105

C

95-92

D

81-77

B-

104-101

C-

91-87

D-

76-72

**Definition of Grades:**

**Undergraduate Courses**

**A**

Outstanding Achievement

*Significantly exceeds standards*

**B**

Commendable Achievement

*Exceeds standards*

**C**

Acceptable Achievement

*Meets standards*

**D**

Marginal Achievement

*Below standards*

**F**

Failing \*

**Graduate Courses**

**A**

Outstanding Achievement

**B**

Commendable Achievement

**C**

Marginal Achievement

**D**

Unsatisfactory \*

**F**

Failing \*

* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

**ABILITIES, KNOWLEDGE AND SKILLS OUTCOMES:**Abilities are tasks that therapists should be able to perform. In order to do so, therapists have to draw on relevant knowledge and skills. In this syllabus, abilities are listed as broad categories of performance that also function as class goals and that are further broken down into the sub-categories of knowledge and skills. The knowledge and skills sections are more specific in stating criteria for evaluation of these components.

Abilities to be demonstrated in class role-plays, exercises, or written assignments.

Related to diagnosis, evaluation, and outcomes assessment:

 • Screen potential group members for inclusion in group.

 • Assess the stage of group process.

Related to psychotherapeutic interventions:

 • Demonstrate competency in entry level group therapy skills.

 • Foster effective communication in groups.

 • Understand features unique to each theoretical orientation and

 utilize them when designing interventions.

 • Choose a specific theoretical orientation to be used in group

 therapy.

 Related to psychotherapeutic relationship and context:

 • Recognize and deal effectively with transference and counter-

 transference.

 • Examine one's own cultural biases and limitations.

Knowledge to be demonstrated using objective formats.

Related to diagnosis, evaluation, and outcomes assessment:

 • Demonstrate understanding of the types of group therapy and

 counseling and the differences between them.

 • Know the stages of group process.

 • Understand the issues in the screening and selection of members

 for specific groups.

 Related to psychotherapeutic interventions:

 • Know the major theoretical approaches to group psychotherapy

 including Psychoanalytic, Adlerian, Psychodrama, Existential,

 Person-Centered, Gestalt, Transactional Analysis, Behavioral,

 Rational Emotive, and Reality.

 • Know the factors involved in choosing the appropriate theoretical

 orientation and related interventions for specific problems in group

 therapy.

 • Understand the role of the group leader.

 • Know the basic counseling skills as they apply to group process.

 Related to psychotherapeutic relationship and context:

 • Know and understand the ethical considerations related to group

 psychotherapy.

 • Know and understand issues of diversity as they apply to group

 process.

 • Skills to be practiced in class.

Related to diagnosis, evaluation, and outcomes assessment:

• In role play, develop and implement therapeutic interventions based on the stage of group process.

• In role play, design and utilize therapeutic interventions based on the type of group being facilitated.

• In role-play, implement therapeutic interventions based on assessment of group process.

 Related to psychotherapeutic interventions:

 • In role play, practice group facilitation skills.

 • In role-play, demonstrate co-facilitation of group therapy.

 Related to psychotherapeutic relationship and context:

• In role play, demonstrate capacity for empathetic facilitation of group process.

COURSE COMPONENTS and GRADED ASSIGNMENTS:

Each student will co-facilitate a minimum of one group session during the class month which will be under the direct supervision of the instructor. Each student will participate in a month-long group as a group member. Each student has the option of also observing a self help group outside of class. Each student will keep and submit a journal of their experiences as a co-facilitator, group participant, and observer. More than two absences will result in the student withdrawing from, or failing in, the class.

Course Assignments:

**Experiential exercises/Group participation** : This course emphasizes experiential role-play formats to learn necessary skills under the guidance of the instructor. Each student will lead or co-lead a group in a particular theoretical orientation. Over the weeks as the group progresses, we will examine the stages of a group formation and development in the context of these differing theoretical modalities and assess the nature of group relationships as they are facilitated within these different orientations to our work.

**Quizzes (2) :**  There will be two 12 question multiple choice/true false quizzes given, in order to assess comprehension of course material and to provide the student with a sample of the testing format to be expected on the final exam.

**Journal Process(2)** :Students will submit two journal reactions to the group of at least 1 page in week 2 and week four of class. These will provide thoughts and reflections on the in-class group process, and what the student is learning, as well as how this integrates with readings. One of these journals should also include your overview of your own experience as a group leader. You may use the self evaluation forms which will be available for download from the webpage as assistive tools in reflecting on this process. Just as you would be sensitive and

**Research Integrative Assignment and demonstration:** An integral requirement of this course is the practice of facilitating a group session. Students will be assigned dates to facilitate a group session during the month. Group therapy models will be assigned in the first night of class as well as dates for facilitation of groups.

 In addition to this, students will research various types of group therapy and submit a research paper minimum of 5-7 pages in length answering questions to be provided in a handout. Research must be based in scholarly journals, peer reviewed articles, and texts in the area of interest. A handout regarding this assignment will be provided. **The** **written portion of this assignment will be due on the last Saturday of the course**, but it is strongly encouraged that you begin your research early and that you utilize the material in preparation for your group facilitation. This assignment will be discussed further in class on the first evening.

Facilitating a group therapy session is a difficult endeavor, and requires your serious preparation and attention to ethics and methods. Please be prepared for your day to lead group.

 **Final Exam:**  The Exam is multiple choice, true/false and brief essay. Materials for the exam will be drawn from the text, lectures, and presentations. A study guide and detailed reading list will be provided. There will be *NO MAKE-UP EXAMS.* DUE DATES ON ALL ASSIGNMENTS AND EXAMS ARE NON-NEGOTIABLE.

This course requires self-observation and exploration of the self as a tool in the

therapeutic process. Students are encouraged to manage resulting awareness of

issues needing further exploration in a responsible manner, seeking consult with an appropriate therapist or mental health professional as needed, in keeping with personal and professional development.

Please see me if you have any questions, curiosities, or encounter any problems during this course. I will make every effort to be available to assist in clarifying material and facilitating completion of assignments. You are strongly encouraged to meet with the instructor regarding *any* problems you encounter in this course. I can most easily be reached on my voicemail 714-429-5133 or email at cpaltin@nu.edu We will refer to this syllabus throughout the course. It is your contract with the instructor, and you are expected to be familiar with the requirements, assignments and due dates.

You may also visit my website for information related to the course. I try to keep downloads of handouts, study guides and useful and interesting supplemental materials here, and I update it frequently. Please feel free to visit www.carolinepaltinphd.com and go to the “Graduate Student’s Corner” page. Scroll down to the PSY 628 Section.

General web sites: http://www.apastyle.org/fifthchanges.html Updates for APA Manual http://www.nu.edu/Academics/StudentServices/WritingCenter.html NU Writing Center Web Page http://webster.commnet.edu/apa/index.htm APA Writing Guidelines

**I**

**Incomplete** A grade given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

**W**

**Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

**Plagiarism:** Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Ethics:** Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

**Technology:** Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

**Diversity:** Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

**Civility:** As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

 • Conflicting opinions among members of a class are to be respected and responded to in a professional manner.

 • Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations

 • There are to be no offensive comments, language, or gestures

**Students with Disabilities:** Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

**Writing Across the Curriculum:** Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: http://library.nu.edu/FindResources/ReferenceTools/citations.html

**National University Library:** National University Library supports academic rigor and student academic success by providing access to scholarly books and journals both electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians are available to provide training, reference assistance, and mentoring at the San Diego Library and virtually for online or regional students. Please take advantage of Library resources:

URL: http://library.nu.edu.

Contact the Library:

 • RefDesk@nu.edu

 • (858) 541-7900 (direct line)

 • 1-866-NU ACCESS x7900 (toll free)

Use the Library Training Tools (on the Library Homepage) for additional help

 • Recorded class presentations

 • Tutorials & Guides (APA/MLA, Peer-Review, and more)

PSY 628 Course Schedule

This schedule is tentative and may be adjusted at the Instructor’s discretion in order to accommodate assignments and topics

Date Daily Topics, Required Readings and Assignment Due Dates

T 04/10 Introduction to the Course: Introduction to Group Work

 Assigned Group Leader

 Watch part of groups in action

 Lecture Humanistic and Existential

 Humanistic client centerd Group 2 leaders

 1.\_Paltin 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Readings: Chapters 1,2

TH 04/12 Group Ethics and Disucssion of Gestalt and Psychoanalytic

 Gestalt demo Paltin

 Watch part of groups in action

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chapter 2

T 04/17 Introduction Continued Ethics Continued Stages in Group Development;

 Psychoanalytic / Psychodynamic

 Watch groups in action

 Discuss Countransference

 Theoretical Overview

 Video Presentation Yalom

 Group Demonstration –

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Readings: Chapter

TH04/19 Feder Method Demonstration

 Process Group

 Discussion of Polster’s Proposal of Life Focus Groups

 Group Demonstration – Dr. Paltin,

 Bud Feder’s Gestalt Group Therapy Approach

Special Topics Discussion of The Therapist as a tool in therapy

Group Demonstrations – Life Focus Communities, beyond the psychotherapy office

Transference and Countertransference

 Discussion of use of Psychodrama

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Readings: Chapters

T 04/24

 CBT demonstrations by two students

 Due Date Journal # 1

 Quiz #1

 Readings: Chapters

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TH 04/26

 Psychodrama and expressive therapies demos

 Expressive Therapies

 Readings: Chapters

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

T 05/01 Alternative for extra credit : attend a self help or

 Twelve step group and write about in journal

 Discussion of use of Psychodrama

 Group Demonstrations –

 DUE DATE: Journal Reaction #2

 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Readings: Chapter

TH05/03 Tentative Guest speaker

 Improv as therapy

 substance abuse groups

2 group demos

# QUIZ 2

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 DUE DATE: Journal Reaction # 2

 Readings: Chapters

Sat 05/05 Final Exam Time TBD

 DUE DATE: Last day to turn in Integrative research assignment