

PC 657 - GROUP THERAPY

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Available by Appointment

Fall Semester 2015
Thursday, 6:30-9:20
G-133

COURSE DESCRIPTION:

This course offers a theoretical and experiential perspective in group therapy for professional counselors and other helping professionals. The class will provide instruction in group therapy theory and practice, stages in the development of a therapy group, and techniques relevant to broad issues and problems in counseling and psychotherapy. This course will address specialty groups and persons in specific demographic categories. Prerequisite: PC-500 or PC-555. 3 credit hours.

Objectives:

By the end of the course, the student will be able to:

1. Articulate the theoretical foundation of group therapy and how it differs from individual therapy.
2. Describe the curative factors of groups.
3. Describe the characteristics of an effective group facilitator.
4. Describe the developmental stages of a working group.
5. Demonstrate facilitating a group therapy session.
6. Articulate the experience of participating in group process.
7. Articulate the dynamics of some specialty groups and/or approaches to group psychotherapy.

READING SCHEDULE (Other readings will be scheduled through the term)

February 5 – Introduction and Overview

12 Yalom, Chs 1-4

19 Yalom, Chs 5-7,

26 Yalom, Chs 8-10, 16

March 5 Feder, *Gestalt group therapy*

	12	Yalom, Chs 11-13
	19	Yalom, Ch 14-15, 17
	26	NO CLASS
April	2	NO CLASS
	9	Supplemental Reading
	16	Supplemental Reading
	23	Supplemental Reading
	30	Supplemental Reading
May	7	Supplemental Reading SUPPLEMENTAL BOOK RESPONSE DUE
	14	JOURNAL DUE
	21	FINAL EXAM

TEXTS

Yalom, I.(2005). *The Theory and Practice of Group Psychotherapy*. (5th edition). NY: Basic Books.

Feder, Bud (2006). *Gestalt group therapy*. New Orleans: Gestalt Institute Press.

SUPPLEMENT (select **THREE**)

Feder, B. (2008). *Beyond the hot seat revisited*. New Orleans: Gestalt Institute Press.

Moon, Bruce (2010). *Art-based group therapy*. Springfield, IL: Charles Thomas.

Rutan, S. *et al* (2014). *Psychodynamic group psychotherapy*. (5th edition). NY: Guilford.

Vannicelli, Marsha (1992). *Removing the roadblocks*. NY: Guilford.

EVALUATION AND COURSE REQUIREMENTS

Regular class attendance is essential. This is particularly the case in this class since the bulk of the learning will grow out of participation in a working group. A

student who misses a class is responsible for securing class notes, class activities, or syllabus changes from a classmate. ***Students are provided one absence for personal and/or emergency reasons. Absences may affect the final grade.***

Class participation is expected. Students also learn from each other. Students are expected to participate actively in class discussions, small group work, and experiential exercises. Students must be ready to learn, ask questions, and to explain what they do not understand. Class participation is defined as active involvement in class discussions, including constructive comments, criticisms, and questions.

Assignments:

- 1. Experiential Exercise.** Participate in the group process experience during the course and maintain a journal reflecting your response and processing of the experience. Reflections on the reading and its application to the experience are ***expected***. Your thoughts and feelings regarding the whole of the course and its attendant processes should be included also.

This journal is due May 14th.

- 2. Supplemental Book Responses.** Select ***three*** books from the ***Supplemental Book List*** and read them for specific application to the material considered during the course. Upon completion of the reading, write a paper that will present the following ***for each book***:

1. A critical analysis of how the book relates to the overall material of the course or a particular aspect of the course. Bring your best thinking and creativity.
2. A description of how your knowledge base and repertoire of therapy skills is expanding and refining as a result of a critical read of the book. Focus on your awareness of your developing professional identity and skill set.
3. Present a summary of how you engaged the book personally and the challenges it presents as you reflect on your overall participation in the course.

You may approach this assignment as three papers, one detailing each book or one integrated paper engaging the material from all three in one statement. Either way, this will take some pages.

This paper is due May 7th.

- 3. Mid-term Exam**

- 4. Final Exam**

Evaluation and Grading:

Participation in Experiential Exercise (with Journal)	50%
Supplemental Reading Response	25 %
Mid-term	15 %
Final Examination	10 %

METHESCO Policies

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To

receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.