

UTAH STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY 6220
GROUP COUNSELING &
PSYCHOTHERAPY

Fall Semester, 2006

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The purpose of this course is to provide an introduction to the theory and method of group counseling and psychotherapy. The text attempts to provide a model and theoretical rationale to help the therapist analyze the meaning of processes in therapy groups. What do various events and dynamics mean in a group and how does the therapist use them for the benefit of the group? The text also provides information on specific functions of group interaction and on basic organizing and maintenance tasks which a group leader needs to perform. Thus the course is designed to provide a general framework for the introductory student to use as a basis for thinking about how to go about formulating and starting a therapy group, and how to keep it going once it has started. Special problems and issues in therapy group management will also be covered.

Text: Yalom, D. & Leszcz, M. (2005). The theory and practice of group psychotherapy, 5th edition. New York: Harper-Collins.

Introduction

Human beings are a social species. It is through our interactions with other people, or the lack of interactions, that we become emotionally disturbed, mentally unhealthy, behaviorally disordered, personality disordered, insane or crazy. Biochemical disturbances in the brain are the cause of disorders like schizophrenia, mania, and bipolar disorder (cycling between mania and depression), and depression and anxiety have a biochemical component. Almost every other diagnosis in the Diagnostic and Statistical Manual IV (DSM-IV) has a "human interaction" etiology. Therefore, to quote Dr. Reed Morrill, a professor of this instructor, since "we don't get crazy by ourselves and we don't get well by ourselves," group therapy makes sense as a way of helping people overcome their social and emotional problems.

In the 100 years that group therapy has been formally used by mental health professionals, groups have taken many forms but the therapeutic skills taught in the basic counseling and psychotherapy class are essential in any kind of group therapy. Therefore, the group class always follows the basic psychotherapy class. Yet to be an effective group leader/facilitator, additional skill and knowledge is required, hence, a course specifically about group therapy.

What can you expect to gain from a group therapy class that is above and beyond what you learned in the basic counseling and psychotherapy class? Specifically, you will

learn skills, knowledge, and understanding that will help you feel comfortable forming a new group, facilitating group interaction, and terminating a group. Generally, you will grow in your ability to be a therapeutic person, a therapist.

How will you know when you have successfully learned the skills and understanding required to be a therapeutic person? You most certainly will not learn all of the skills and understanding needed to be a good group therapist during this class. The skills and depth of understanding required to be a good group therapist takes time and it takes experience being a group therapist. There is a discrepancy between the expected level of skill that a student needs to be a good therapist and the actual level of skill that you will attain in this class. It takes time to grow personally to fit the role, and to develop the skills and understanding involved in the complex process of helping other people grow emotionally and socially. In this class, then, you will be exposed to the key concepts of group therapy and will have opportunity to observe group therapy and to facilitate a “mock” group. You will begin to deal with the gap between the expected and the actual skill and understanding levels in practicum and in assistantships. Practicum and assistantships give you the opportunity to practice the skills introduced in classes under the close supervision of a skilled therapist.

Objectives

Psychology 6220: Group Counseling/Psychotherapy presents instruction aimed at providing students with an understanding of both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

1. Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles.
3. Theories of group counseling, including commonalities distinguishing characteristics and pertinent research literature.
4. Developmentally appropriate group counseling orientation and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, including use of data.
5. Approaches used for school-related group work, including task groups, psychoeducational groups, and therapy groups.
6. Individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all.
7. Understanding ethical and legal considerations for engaging clients of all ages in group work.

Grading Criteria

Four quizzes at 25 pts. each	100 pts.
Term Paper	50 pts.
Group Outline	20 pts.
Work Group Product	30 pts
Group Visits	30 pts
Total	230 pts.

209 - 230 pts.	A
207 - 208	A-
205 - 206	B+
186 - 204.	B
184 - 185	B-
182 - 184	C+
163 - 181	C
161 -162	C-
80 - 109	D
Below 80	F

Research Paper

A **research paper** on some aspect of group therapy or counseling of approximately 20 references or equivalent (usually 12 to 15 pages). **Due on November 20.** A book on a particular topic may be used as a reference as well as research papers. The paper should be more than just a summary. I would also like an analysis/critique/personal reaction at the end of your paper. A list of journals where articles on Group Therapy are most likely to be found is below. Toward the end of the semester, I would hope you would take time to share what you learned when time is scheduled or during discussions.

Your research paper is to be written in **APA** format. A word of warning: the APA manual is confusing regarding indentation style on the reference page. If you read carefully, you will know that a hanging indent is the correct format. Note the textbook reference on the first page.

Examples of Topics

- Gestalt Group Therapy
- Psychodrama
- Play Group Therapy
- Group Therapy with Adolescents
- Role Playing as a Group Therapy Agent
- The Leadership Function in Groups

Research on Some Specific Application of Group Therapy

Journals with Articles on Group Therapy

- Adolescence
- Behavior Research and Therapy
- Child and Family Behavior Therapy
- Family Process
- Group and Organizational Studies
- * International Journal of Family Therapy
- * International Journal of Group Psychotherapy
- Journal of Applied Social Psychology
- Journal of Clinical Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- * Journal of Group Psychotherapy
- * Journal of Marital and Family Therapy
- Journal of School Psychology
- Journal of Sex and Marital Therapy
- Psychotherapy

Quizzes

There will be five announced in-class quizzes on the reading and lectures.

Group Outline

The group outline is your opportunity to develop a psycho-educational group curriculum for a group that you might lead in your school or other work setting. The following components must be provided:

1. Rational of the need for the group.
2. Group leaders.
3. Logistics of the group.
 - a. Space to be used.
 - b. Number of students.
 - c. Age/grade of students.
 - d. Time of day of the group.
 - e. Duration of the group.
4. Group goals.
5. Outline of the group by session.
6. References used in the development of the group.

Provide enough detail that I or a classmate could take your outline and do the group from it.

DUE: October 2nd.

Work Group Product:

You will be randomly assigned to one of two work groups. Your group will be given a task to complete as a group, and a written and verbal report on the findings of your group will be scheduled.

Group Experience:

Since group is experiential by nature, a part of the class grade will be for group interaction. Find a group to be a member of for a minimum of **three** visits. At the end of the three groups, write a summary of your experience on one page and send it to the instructor.

Suggestions for Study

It is mandatory that you read and study the chapters in the text. The Yalom text is excellent and most serious students of group psychotherapy find it interesting and enjoyable to read. The reading assignments are about sixty pages per week, which is not unreasonable in a graduate class. Time in the course is scheduled to discuss the reading and the concepts from the reading. **Write down discussion questions as you read the chapters.** This is the time to talk about specific concepts from the text, so please feel free to bring it up. Your instructor's philosophy and methods are consistent with Yalom's so basic truths, beliefs, and methods will intertwine throughout the lectures, readings, and group interaction.

To be effective as a counselor/therapist, you must view yourself as a **tool of your trade**. All professionals have tools that they use to accomplish their work. The most important tool a counselor/therapist has is themselves. Being a mentally healthy person and a therapeutic person are extremely important aspects of a good counselor/therapist. You are encouraged to continue to develop and fine tune this very important aspect of the tool of your trade, **you**.

CLASS SCHEDULE

- August 28**
Week 1 Discuss “group”
Lecture: A Conceptualization of Human Brain Functioning and Mental Health
Assignment: Read chapters 1 & 2, text
Read chapter 2, Cory on electronic reserve
- September 7** **NO CLASS**
- September 11**
2 Discuss chapters 1 & 2
Discuss Cory, ch.2, Ethical and Professional Issues
Review and continue the Conceptualization of Human Brain Functioning and Mental Health
Assignment: Read chapter 3 & 4, text; &
Hill Interaction Matrix
- September 18**
3 Discuss chapter 3 & 4
Discuss Hill Interaction Matrix (H.I.M.)
Lecture: Basic Human Interaction Skills
Assignment: Prepare for Quiz # 1, on chapters 1, 2, 3, and 4 plus lecture
- September 25** **QUIZ # 1**
4 Discuss H.I.M./ practice using H.I.M.
Lecture: Basic Human Interaction Skills
Assignment: Read chapters 5 & 6
Turn in group outline next week
- October 2** **TURN IN GROUP OUTLINE**
5 Discuss chapters 5 & 6
Lecture: Basic Human Interaction Skills
A Social Skills Group Outline
Assignment: Read chapter 7 & 8
H.I.M. practice sheet #1
- October 9**
6 Discuss chapters 7 & 8
Lecture: Basic Human Interaction Skills
Assignment: Prepare for Quiz # 2, ch.5, 6, 7, & 8 plus lecture
- October 16** **QUIZ # 2**
7 Groups with adolescents
Group experience
Assignment: Find one research article on group work with adolescents

Be prepared to discuss in class

- October 23** Groups with adolescents
 Group experience
8 **Assignment:** Read chapters 9 & 10
- October 30** Discuss chapters 9 & 10
9 Group Therapy and the facilitator as a therapeutic person
 Groups with children
 Group experience
Assignment: Read chapter 11 & 12
 Complete research paper
- November 6** **TURN IN RESEARCH PAPER.**
10 Discuss chapters 11 & 12
 Groups with children
 Group experience
Assignment: Prepare for Quiz #3, chs. 9, 10, 11, & 12.
- November 13** **QUIZ #3**
11 Video/ Yalom
 Group experience
Assignment: Prepare for Quiz # 4
- November 20** **QUIZ # 4**
12 Video/ Yalom
- November 27** Yalom video
13 **Group experience**
- December 4** Yalom video
14 **Group experience**

THE FEAR OF BEING LOVED

Rev. Andrew Greeley

It is a very difficult thing to be loved. If we permit others to love us, we leave ourselves at their mercy. They have the right to make claims on us. We belong to them— even at those times when we would rather not have anything to do with them or with anyone else. We want to be alone and they will not leave us alone. We want to feel rotten and miserable and they persist in admiring us. We want to have no ties from which we cannot shake loose, and they tie us down. We want to be mediocre and they insist that we are great. We want to be angry and harsh and they appeal to us for gentleness and sensitivity. We want to be moody and they invite us to come and play and laugh with them.

For to be loved means to belong to others. There are two reasons we are afraid of giving ourselves over into the possession of others. We are afraid that we will lose ourselves in the process, and we really don't believe that they love us. The second is usually the cost of the first.

It is a paradox of human behavior that only the man who is in possession of himself can give himself to others. Further, he does not lose himself in the process but rather becomes even more himself. He respects and accepts himself, and he knows how to give himself to others without violating his own dignity and privacy. In his eagerness to respond to the demands of those who love him, he does not try to give away that which none of us have the right to give — our integrity as a human person. He does not confuse a loving response with doormat behavior. He does not think of love as martyring oneself to the neurotic demands of others. He insists on treating those who love him as responsible agents even if they do not want to be responsible. And he does not respond to their love by attempting to take control of their lives, since he knows that only a very weak lover has to reassure himself of the potency of his own love by such behavior.

Those who love us perceive, however dimly, that we are capable of self-possession. The best that is in them does not want a permanent paternalistic relationship (though heaven knows their neuroses frequently do want such a parent-child relationship). They see that we are good and noble and lovable.

We do not want to believe them, partly because of the burdens and responsibilities that come from such a belief, and mostly we are afraid that it is not true. They have been deceived; if they knew us as we really are, they would know that we are unlovable and not worthy of their faith or trust. They may have confidence in our ability to handle a fully responsible and adult loving relationship; we know better. We are not good enough, not nearly as good as our lovers would like to think we are.

So we escape from love. We suppress the evidence that we are loved. We become lonely and isolated, cut ourselves off from the demands of love, and find escape in its counterfeits — exploitation, manipulation, pretense, romanticism — which may persuade us that we really love, when deep down we fear that we do not and cannot. Those who love us have been "taken in." We are not going to permit that to happen to us. We are not going to be taken in by their affection or by our own mediocrity and evil masquerading as good.

That we are so reluctant to believe that we are worth loving is something of a mystery. Our childhood experiences are at the root of it; perhaps our religious training has reinforced self-rejection. The fears of the awesome responsibilities which would come from recognizing our worth makes matters even worse.

At the root of our self-depreciation is the ultimate temptation of man – cynicism. We are afraid of being "chumped." We are afraid to believe that people love us for what we are. That would be too good to be true. Better to be unhappy than to appear naive. Better to pass up a chance at joy than to take the chance and find out that joy is an illusion.

Most Good News is too good to be true. It is true just the same.

Hill Interaction Matrix Practice Sheet - #1

Members present: Bob, JM-Jeanette, Al, George, Arlen, Agnes, Alice, visitor, Therapist.

1. TH: How about the other two?
2. Bob: They'll be over.
3. JM: You should sprout wings, cupid.
4. Bob: What makes you say that?
5. JM: Because you think you are cupid. Because you are in misery you want others to be in misery.
6. Bob: You think I am in misery?
7. JM: Oh, yes you are.
8. Bob: _____ it was.
9. JM: What?
10. Bob: That last....
11. JM: When you talked on your home life.
12. Al: Well, George, I think we have a problem here with you and I that we can straighten out a bit and that's your dislike or distrust or hate for me....fear of me. Maybe we can work that problem out. You know why exactly you fear me?
13. Geo: No...cuz I'm scared you're going to get mad at me.
14. Al: Has anybody big ever kicked you around?
15. Geo: No...a...very...have a feeling you may be a pretty good guy. I guess you are. I always been kind of scared of you.
16. Al: I wondered because there's fear in me too, George. I still haven't got rid of it.
17. Al: People who are afraid generate fear.
18. JM: Sure seems that way doesn't it?
19. Al: Um humm.
20. JM: I think of fear as having a positive valence of about 4.
21. Geo: I think it's the other way around. I don't know I...

Hill Interaction Matrix Practice Sheet # 2

Write the letter of the item and your rating in the column at the left.

Bob-(1) There is something I am missing in this group.
(2) I thought the leaders would help us know what to do and how is the best way to do it.

Darlene-(3) Me too! How can the blind lead the blind?
(4) What is the leader supposed to do?

Bob-(5) Right. We are paying good money and what are we getting for it!?

Alice-(6) I would feel too scared to say something like that.
(7) I would be afraid that you would be mad at me.

Betty-(8) I am afraid that Bob would ridicule me if I were to say the wrong thing.

Bob-(9) When have I ever ridiculed anyone in here?

Dan-(10) Bob, you do have a very commanding glower.

Bob-(11) That is not true!
(12) Give me an example of when I have been judgmental!

Betty-(13) It is not what you say, it is what you don't say.
(14) You never seem to feel anything.

Bob-(15) I do too feel! I am the same as all of you!

Betty-(16) Last week Darlene was very upset and I don't think you even cared how she felt.

Bob-(17) I did too care about Darlene.
(18) I think her ex-husband was a lout.
(19) I am glad that you left him, Darlene.
(20) You don't understand me, Betty.

