

University of Texas at Tyler
Department of Psychology and Counseling
PSYC 5345.001 Group Counseling and Therapy
Course Syllabus: Fall 2023
Meeting Times: Monday 5:30-8:45
BEP 250 – In Class Format

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Course Catalogue description: An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes 10 hours of interactive group experience.

- I. Student Learning Outcomes (SLO's):** Upon completion of this course, students will:
- Develop an understanding of the basic principles of group dynamics, group process, and group therapy.
 - Learn about the theoretical foundations of group therapy.
 - Examine the major theoretical approaches to group therapy.
 - Develop the rudimentary skills necessary for forming and conducting a therapy group.
 - Learn about the therapeutic factors and how they contribute to group effectiveness.
 - Identify the characteristics and functions of effective group leaders.
 - Explore several theoretical, practical, and ethical concerns involved in the practice of group therapy.
 - Learn how knowledge, skills and abilities are important to working with clients with multicultural backgrounds in group therapy.
 - Have direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
 - Understand the history of group therapy as well as current institutional settings for group therapy.
 - Explore recent developments in group therapy including group therapy for treatment resistant clinical populations.
- II. Methods of Instruction:** The course will be held in-person in a traditional format. This traditional format consists of completing reading assignments, reading reflections, and journal reflections before class in order to maximize experiential learning during in-person class time. In-person class time will be dedicated to short lectures, small group discussions, group role-plays, and group presentations. Students will utilize course

material through group role plays, group presentation, experiential reflections, reading reflections, and a semester project.

III. Required Text:

Brabender, V. (2002). *Introduction to Group Therapy*. New York: Wiley.

ISBN: 978-0-471-37889-1

Selected Papers (TBA)

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Required Supplemental Reading: Available on Canvas:

Arntz, A., Jacob, G. A., Lee, C. W., Brand-de Wilde, O. M., Fassbinder, E., Harper, R. P., ... & Farrell, J. M. (2022). Effectiveness of predominantly group schema therapy and combined individual and group schema therapy for borderline personality disorder: A randomized clinical trial. *JAMA psychiatry*, 79(4), 287-299.

Brabender, V. (2006). The ethical group psychotherapist. *International journal of group psychotherapy*, 56(4), 395-414.

Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology*, 64(11), 1261-1278.

Dies, R. R. (2003). *Group psychotherapies*.

Ferreira, M. G., Mariano, L. I., de Rezende, J. V., Caramelli, P., & Kishita, N. (2022). Effects of group Acceptance and Commitment Therapy (ACT) on anxiety and depressive symptoms in adults: A meta-analysis. *Journal of affective disorders*, 309, 297-308.

MacKenzie, K. R. (1994). Where is here and when is now? The adaptational challenge of mental health reform for group psychotherapy. *International Journal of Group Psychotherapy*, 44(4), 407-428.

Overholser, J. C. (2005). Group psychotherapy and existential concerns: An interview with Irvin Yalom. *Journal of Contemporary Psychotherapy*, 35, 185-197.

Roberts, D. L., & Penn, D. L. (2009). Social cognition and interaction training (SCIT) for outpatients with schizophrenia: a preliminary study. *Psychiatry research*, 166(2-3), 141-147. (Excerpt)

Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy. Basic books excerpt.

Recommended Reading:

Evans, W. R., Walser, R. D., Drescher, K. D., & Farnsworth, J. K. (2020). The moral injury workbook: Acceptance and commitment therapy skills for moving beyond shame, anger, and trauma to reclaim your values. New Harbinger Publications.

Farrell, J. M., Shaw, I. A., & Shaw, I. (2012). Group schema therapy for borderline personality disorder: A step-by-step treatment manual with patient workbook. John Wiley & Sons.

Westrup, D., & Wright, M. J. (2017). Learning ACT for group treatment: An acceptance and commitment therapy skills training manual for therapists. New Harbinger Publications.

Chapters xx from
Personality disorder and complex PTSD
Culturally informed group therapy

IV. Grades:

Reading Reflections	100 points
Non-Roleplay Engagement	100 points
Support Group Character Build	150 points
Role Play Journal Reflections	100 points
Role Play Engagement	200 points
Role Play Character Presentation	150 points
Semester Project	200 points

Total = 1,000

A: 900-1,000 B: 800-899 C: 700-799 D: 600-699 F: < 600

V. Assignments:

Reading Reflections (100 Points): Reading reflections will vary in length and submitted on canvas before the beginning of each class. Reflections will apply reading material to address scenarios and questions. A grading rubric will be provided.

Non-Roleplay Engagement (100 points): Attendance as well as participation in group discussions will comprise this portion.

Group Role Play Character Build. (150 points): Students will build and submit their own character for use in role-play experiential learning. **It is Critical That None of The Clinical Aspects of Your Character are Real for You Personally.** Most importantly, it would be highly unethical for us to engage in actual group therapy in the class. Also, a primary learning objective is to become aware of group transference and counter-transference by witnessing how actions and demeanors of other group members prompt emotional reactions based on experiences and perspectives of the students real self. This will stand out much more clearly when role-playing a character not the student's real self and roleplaying suspected reactions based on comprised character experiences and perspectives. The submitted role play character document be in Case Study format, between 1500 and 2500 words in length and will comprise the following elements: Psychosocial and Educational History Childhood to Present, Summary of Developmental Issues and Attachment Style, A List of Maladaptive Cognitions, Physiological Health Concerns, Multicultural Identity- Explore and Define Your Own Student Actual Self Multicultural Identity, A list of Functional and Non-Functional Coping behaviors, a Description of Psychological Distress Variables and a Description of at least one DSM-IV Disorder. Co-occurring disorders including SUD's are encouraged. A grading rubric will be provided.

Role Play Journal Reflections. (100 points): Students will submit written journal entries of at least 100 words in length on Canvas before the beginning of each class. Journal entries will address specific topics each week. A grading rubric will be provided.

Role Play Engagement: (200 points): Students will be graded on how well each student engages in role play activities. Quality will be valued over quantity of participation. Objectives for each role-play activity will be stated in advance.

Role Play Presentation: (150 points): Each member will present for 3 minutes on who their character was, how their character interacted with the group and how mindful self-monitoring went, and how this exercise may be improved in the future.

Semester Project: (200 points): Each student will design their own group therapy and submit in a document of at least 4000 words a summary of: the Treatment Setting, Target Population, Client recruitment and Selection Procedure (to include an ideal balanced group and also a more realistic group selection procedure which accounts for institutional demands), a brief description of each participant, a description of one session through each of four stages of development focused on process rather than just content, a sample therapy note for one client through each stage of development and a description of termination and termination concerns.

VIII. Course Policies:

Attendance: Due to the experiential nature of this course, attendance is essential. If necessary, students may miss one class without a university approved absence acquired through student services and not face penalties related to their grade (students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will miss a class. It is the students' responsibility to obtain all notes and

handouts missed during their absence. A second non-university approved absence will result in a deduction of points from the total grade. In the event that a student has three unapproved absences or misses two group therapy role plays an in progress may be issued for a grade in this course. Students who are not physically present and engaged for the entirety of the class will be considered absent from that class meeting. Please note: it is the student's responsibility to drop this course, if necessary.

Readings and Assignments: It is the students' responsibility to complete all required readings prior to coming to class. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due at the beginning of class on the date specified on the syllabus. Late assignments may be accepted at a point deduction. Extensions may be granted at the discretion of the instructor if requested by the student prior to the due date of the assignment.

Participation: The experiential nature of the course requires participation from all students. Class discussion, experiential learning activities, and role play groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

Professionalism: At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see *Master's Student Handbook*), engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to UT Tyler's Academic Integrity Policy. As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

IX. University Policies:

Accessibility:

Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability,

including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

X. CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.utt Tyler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem. You may also visit the Help Link on Canvas

Plug-ins and Helper Applications

UT Tyler Canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your Canvas course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

NOTE: Mozilla Firefox is the recommended browser for Canvas. (URL:

<http://www.mozilla.org/en-US/firefox/new/>)

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: <http://get.adobe.com/reader/>)
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. (URL: <http://www.java.com/en/download/>)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: <http://get.adobe.com/flashplayer/>)
- **QuickTime** allows users to play back audio and video files. (URL: <http://www.apple.com/quicktime/download/>)
- **Windows Media Player** allows you to view, listen and download streaming video and audio. (URL: <http://windows.microsoft.com/en-US/windows/products/windows-media-player>)
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: <http://www.real.com/>)

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

(URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>)

Tentative Course Schedule

Date	Topics Covered	Readings & Assignments (bold)
Module 1 8/21	Syllabus Overview, Introductions, Discussion	Course Discussion, Getting to Know Each Other, Syllabus Review
Module 2 8/28	History and of Group Therapy and Therapeutic Models	MacKenzie, K. R. (1994). Article Dies, R. R. (2003). Group psychotherapies. Brabender Chapter 1
9/4	Labor Day No Class	Labor Day No Assignments due
Module 3 9/11	Fundamentals of Group therapy	Brabender Chapters 2 Group Role Play Character Build Due, Reading Reflection 1 Due Reading Reflection 2 Due
Module 4 9/18	Group Composition, Selection, and Preparation	Brabender Chapters 7, 8 Reading Reflection 3 due
Module 5 9/25	Stages of Group Development	Brabender Chapter 3,4 Reading Reflection 4 due
Module 6 10/02	Mechanisms of Change	Group Role Play 1 Reading reflection 5 due
Module 7 10/16	Multicultural Awareness and Ethics in Group Therapy	Brabender Chapter 9 Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural Brabender, V. (2006). The ethical group psychotherapist Group Role Play 2 Reading reflection 6 due
Module 8 10/23	The Therapist and the Group	Brabender Chapters 5,6 Group Role Play 3 Reading reflection 7 due
10/30	Interpersonal Model	Brabender Chapter 10 Overholser, J. C. (2005). Group psychotherapy and existential Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy. Reading reflection 8 due
11/06	CBT and other models	Brabender Chapter 12 Group Role Play 5 Reading reflection 9 due

11/13	Group Schema Therapy for BPD	Arntz, A., Group Schema Therapy Reading reflection 10 due
11/20		Thanksgiving Break
11/27	Wrap Up	Short Group Role Play Termination Group Role Play Presentations Semester Project Due Reading reflection 12 due
12/4	Finals No Class	All Late Assignments with permission Due by 5 pm