



**Psychology 5150 Group Therapy**  
**Fall, 2018 Syllabus**  
**Catherine Deering, Ph.D., ABPP, CGP**

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**Office:** Laboratory Annex Building 116A

**Office Hours:** Tuesdays 12:30- 1:30 PM; 3:30-4:30 PM; Wednesdays 1:30-3:30 PM (online); Thursdays 12:30 PM- 1:30 PM; 3:30-4:30 PM; and by appointment

**Email:** [kittydeering@clayton.edu](mailto:kittydeering@clayton.edu) Please email me directly at this address. Do not use the D2L email.

**Instructor's Website:** <http://faculty.clayton.edu/kdeering>

**PSYC 5150, Group Therapy (3-0-3)** An exploration of the theory and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups. Experiential exercises will be included. Pre-requisite: Admission to M.S. program in Clinical Psychology.

**Class Times:** Tues/Thurs. 2:10 PM; 3:25 PM G233; Lab Groups in CSU Counseling Center Group Room.

**Textbooks:**

Yalom, I. & Leszcz, M. (2005). The Theory and Practice of Group Psychotherapy, 5<sup>th</sup> Ed., NY: Guilford Press. (Required)

Brown, N. (2011). Psychoeducational Groups: Process and Practice. NY: Routledge/Taylor Francis. (Required)

**Learning Outcomes:** The following are the mission statement and the 5 learning outcomes for the M.S. Program in Clinical Psychology.

The Mission of the Masters program in Clinical Psychology is to prepare students to be competent, ethical practitioners of psychological services in the community. Students will develop skills in psychological assessment, and in a variety of therapeutic modalities, including individual, family, couples, and group therapy. Students will be able to apply knowledge from various theoretical frameworks (e.g., cognitive, behavioral, psychodynamic, humanistic) to intervene effectively with a wide variety of psychological problems. The program emphasizes learning to consider the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. Students will be expected to develop self-awareness, empathy, and compassion for the people struggling with mental health problems. This program will prepare graduates to work in a broad range of mental health settings. The program will also prepare students who wish to pursue doctoral training in clinical or counseling psychology. Graduates of this program will be able to:

- use critical thinking skills to assess mental health and implement effective interventions using a variety of therapeutic modalities and theoretical approaches (e.g., cognitive, behavioral, psychodynamic, humanistic).
- understand and apply ethical standards to the provision of psychological services in the community.
- demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.
- interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.
- use interpersonal and written communication effectively and professionally.

### **Course Objectives:**

- Describe how to structure, prepare for, and lead therapy groups in clinical settings.
- Apply theory to assess and understand group dynamics.
- Evaluate the role you typically play in groups and expand your repertoire of leader and member behaviors.
- Develop an appreciation for the unique benefits of group therapy for clients with various concerns and issues.

### **Course Requirements:**

1. Psychoeducational Group Presentation (30% of grade)
2. Lab Group Reaction Papers (20% of grade)
3. Final Exam (30% of grade)
4. Class Participation (20% of grade)

**Psychoeducational Group Presentation:** Students will prepare and deliver a class presentation on psychoeducational group leadership. Students will be assigned two chapters from the Brown (2011) textbook on *Psychoeducational Groups: Process and Practice*. You will have one 75 minute class period to present a summary of the assigned material, integrating examples of how the theory and techniques apply to a group that you are currently running in your practicum setting. The goal is to apply the theory to understand the group process and to critique your own work. You will be expected to engage the class in a discussion of the material by asking well-prepared questions. A key requirement of this presentation is that you should present it as if you are running a psychoeducational group. That means you should engage the class in discussion by doing interactive exercises and asking questions along the way.

**Lab Group Participation and Reaction Papers:** Group therapy training emphasizes an experiential approach to learning where students discover how group processes work by being members of training/demonstration groups. Students in this course will participate in a series of lab group sessions held in the CSU Counseling Center Group Room. I will lead the first lab group session, and then each student will have the opportunity to lead one subsequent session. These are not therapy groups, and students are cautioned not to self-disclose material that they do not wish to share. Confidentiality will be expected for all present but cannot be guaranteed. The lab group session can be designed around a theme, with examples provided from the textbook by Fehr (2010) *101 Interventions in group therapy*. Students may borrow Fehr's book from me to review possible themes. Any theme selected from this book or found elsewhere must be reviewed with me at least one week prior to the lab session for approval. Each lab group session will be 45 minutes long, followed by a class review and discussion. Students will submit a 2 page reaction paper after each session, discussing the process and dynamics observed and experienced in the group. The reaction papers should discuss your reactions to the group session, your observations about the group process, application of theory from class, and critique of the group leadership. You should note whether or not you would utilize similar leadership styles and techniques in your own practicum settings and why/why not. Please use only the initials of group members to safeguard confidentiality.

**Final Exam:** There will be a cumulative final exam in this course. The exam will be essay format. The material will cover the readings, as well as components of the class discussions and presentations.

**Class Participation:** In a graduate course, you are expected to be an active participant in every class discussion. The quality of the discussion is dependent on each student reading all assigned materials and coming to class ready to comment on what you have read. Of course, if you are absent you cannot participate. Students will be allowed one unexcused absence in this course. After that, each absence will result in a letter grade deduction in the class participation grade (e.g., one absence= 90% maximum grade; two absences= 80% maximum grade, etc.). Lateness or leaving early are disruptive to the class and detract from participation. Each instance of lateness or leaving early will result in a 5 point deduction from the class participation grade. In addition, students will be evaluated on the quality of their participation. This part of the grade is more subjective, and based on my analysis of how substantive your comments are and whether or not your comments reflect thorough understanding and analysis of the readings. Opinions are important and welcomed, but they are not sufficient to earn a strong grade in class participation. Evaluation, application, and critical thinking about the readings are the most important indicators of high quality class participation. Class attendance rates set the limits on the maximum class participation grades. After those grades are determined, additional points will be deducted based on the quality of your class participation. In order to be excused from class, you must contact me before class and provide written documentation that is evidence of a compelling emergency.

**Course Policies:** Students must abide by policies in the Clayton State University Student Handbook <http://www.clayton.edu/Portals/46/docs/student-handbook.pdf> and <http://www.clayton.edu/Portals/5/BasicUndergraduateStudentResponsibilities.pdf>.

USE OF LAPTOP COMPUTERS DURING THIS CLASS (EVEN TO TAKE NOTES) IS NOT ALLOWED unless the student has documentation from the Disability Services Office indicating the need.

USE OF CELL PHONES AND TEXTING DURING CLASS IS NOT ALLOWED. Please turn your phone to vibrate.

*Attendance:* Attendance is necessary in order to maintain a good grade in this course. Students are responsible for all material presented in class, which includes material that is not found in the textbook. The professor cannot supply notes to students who miss class. If you must miss a class, you are responsible for asking another student to fill you in on what occurred in class.

*Disruption of the Learning Environment:* CSU policies for disruptive student behavior may be found at <http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf>

*Weapons on Campus:* Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

*Computer Skill Prerequisites:* Students must be able to use all aspects of GeorgiaVIEW, the Windows™ operating system; and send and receive e-mail using Outlook™ .

*Laptop Computer Access:* Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. See <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy> Students will not be using laptop computers in the classroom for this course.

*Mid-term Progress Report:* The mid-term grade in this course reflects approximately 10% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar. The last day to withdraw without academic accountability is Friday, October 5, 2018.

*Cheating:* Students are expected to abide by the policies in the CCSU college catalog. Students are to do their own work unless an assignment is clearly designated as a group and/or collaborative activity. Cheating on a test or assignment will result in a grade of zero for the assignment, which may result in a failing grade for the course. Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved and NO CELL PHONES ARE TO BE USED DURING TESTS: this will be considered cheating will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures: <http://adminservices.clayton.edu/judicial/>

*Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 225, 770-961-3719, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).*