

**Department of Psychology
Lakehead University**

**Psychology 5731 FA – Group Therapy
2016 Fall Session – Course Outline**

Instructor:	Dr. Mandy McMahan
Office:	Thunder Bay Regional Health Sciences Centre Adult Mental Health 684-6447 mcmahanm@tbh.net
Class:	AT -2003 Mondays 7:00 p.m. – 10:00 p.m.
Office Hours:	By appointment

Course Description:

This course is designed to provide an advanced level of knowledge of group psychotherapy, covering current theory, research, and practice. Students will be exposed to group therapy through theoretical classroom discussions and presentations, and through actual group therapy experiences.

Evaluation:

Theoretical Paper (30% of final mark)
Practical Oral Presentation (30% of final mark)
Group Experience (12% of final mark)
Reaction Papers (18% of final mark)
Paper presentation (10%)

Readings:

Corey, M.S., & Corey, G. , & Corey, C. (2013). Groups: Process and practice. (9th ed.). Toronto: Thomson.

Articles listed below in lecture schedule.

Optional text: Yalom, I., & Leszcz, M. (2005). The theory and practice of group psychotherapy. (5th ed.). New York: Basic Books.

Theoretical Paper: (30% of final mark)

Each student will be required to submit a paper, based on a literature review, focusing on the theory and research of a **specific** type of group therapy that focuses on a **specific** population.

- The paper must be a typed, double-spaced, APA-style paper no more than 12 pages in length, excluding title page and references. Please submit electronically to my e-mail above.
- Papers will be marked on the basis of content, organization, flow, logical and critical thinking, writing style, coverage of the relevant literature, and **focus on group issues**.
- The topic for the paper must be submitted in writing by October 3 and **MUST BE APPROVED BY THE INSTRUCTOR**.
- Remember, the paper must focus on the theory and research of a specific type of **GROUP THERAPY**.
- Students must submit copies of their paper to the instructor no later than 1 week prior to their presentation.
- Late papers will be deducted 5% per day, or part thereof.

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Practical Oral Presentation: (30% of final mark)

Following from their paper, students must complete a 50 minute presentation on the specific group therapy they have chosen. The presentation is to be **practical**, so as to provide their classmates with a clear model of how to run that type of group.

- The dates for the group presentations will be set in class by the instructor.
- Remember, your classmates will have read your paper prior to your presentation. As such, your presentation should give them something extra and practical that they can take away with them.
- Presentations will be marked on the basis of presentation style, clarity and flow, coverage of relevant literature, focus on groups, practicality for classmates, and creativity.

Group Experience: (12% of final mark)

All students must participate in a minimum of 6 hours of Group Therapy. Participation can be through leading, co-leading, or viewing a therapy group.

Reaction Papers: (18% of final mark)

Students must complete a minimum of 9 reaction papers. Reaction papers are short (1 to 2 pages) reports that simply express your reaction to an experience. You are expected to have 7 papers reacting to a class experience and 2 to a group therapy experience. Your class-related reaction papers must be submitted to me via e-mail within 48 hours following the class. One hour of class time will be allocated for this task. Your group-related reaction papers must be submitted within 1 week following the group.

Paper presentation: (10% of final mark)

Students will select/be assigned one class in which they will briefly/conversationally present a recent paper related to the class topic that week. Marks will be given for distributing the paper on time (at least 4 days in advance of the class) and your ability to facilitate and guide discussion within the class.

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Tentative Lecture Schedule

- September 12 Course Introduction**
- 19 Basics of Group Therapy and Therapeutic Factors**
Text: Chapter 1
Articles:
1. Rioch, M.J. (1970). The Work of Wilfred Bion on Groups. *Psychiatry*, 33, 56-66.
2. Connors, J.V., & Caple, R.B. (2005). A review of Group Systems Theory. *The Journal for Specialists in Group Work*, 30(2), 93-110.
3. Mackenzie, K.R. (1997). Advances in group psychotherapy. *Current Opinion in Psychiatry*, 10, 239-242.
4. Burlingame, G.M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7(1), 3-12.
5. von Mensenkampff, B., Ward, M., Kelly, G., Cadogan, S., Fawsit, F., & Niamh, L. (2015). The value of normalization: Group therapy for individuals with brain injury, *Brain Injury*, 29:11, 1292-1299.
- 26 The Therapist – Basic Tasks**
Text: Chapter 2
Articles:
1. Marshal, R.J. (2003). Use of group therapist's personality via the countertransferences. *Group*, 27(2-3), 107-120.
2. Harwood, I. (2003). Distinguishing between the facilitating and the self-serving charismatic group leader. *Group*, 27(2-3), 121-129.
3. Harwood, I., & Eyberg, S.M. (2004). Therapist verbal behaviour early in treatment: Relation to successful completion of parent-child interaction therapy. *Journal of Clinical Child and Adolescent Psychology*, 33(3), 601-612.
- October 3 Ethics and Group Cohesion**
Text: Chapter 3
Articles:
1. MacNair-Semands, R.R. (2000). Examining the Beneficial Components of Groups: Commentary on Estabrooks and Carron (2000) and Terry et al. (2000). *Group Dynamics: Theory, Research, and Practice*, 4(3), 254-258.
2. Marmarosh, C., Holtz, A., & Schottenbauer, M. (2005). Group cohesiveness, group-derived collective self-esteem, group-derived hope, and the well-being of group therapy members. *Group Dynamics: Theory, Research, and Practice*, 9(1), 32-44.
3. Ogrodniczuk, J.S., & Piper, W.E. (2003). The effect of group climate on outcome in two forms of short-term group therapy. *Group Dynamics: Theory, Research, and Practice*, 7(1), 64-76.
4. MacNair-Semands, R.R. (2002). Predicting attendance and expectations for group therapy. *Group Dynamics: Theory, Research, and Practice*, 6(3), 219-228.
5. Yalom, I.D., & Rand, K. (1966). Compatibility and cohesiveness in therapy groups. *Archives of General Psychiatry*, 15, 267-275.

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Tentative Lecture Schedule cont.

October	10	No Class
	17	The Group Process – Formative and Transition Stages Text: Chapters 5, 6, & 7 (also includes sections for next week)
	24	The Group Process – Problem Patients, Working Stages and Termination Text: Chapter 7, 8, & 9 Articles: 1. Gans, J.S., & Alonso, A. (1998). Difficult patients: Their construction in group therapy. <i>International Journal of Group Therapy</i> , 48(3), 311-326. 2. Schlachet, P.J. (1998). Discussion of ``difficult patients``. <i>International Journal of Group Therapy</i> , 48(3), 327-333. 3. Cramer Azima, F.J. (1998). Discussion of ``difficult patients``. <i>International Journal of Group Therapy</i> , 48(3), 335-338. 4. Wright, F. (1998). Discussion of ``difficult patients``. <i>International Journal of Group Therapy</i> , 48(3), 339-345. 5. Wennberg, P., Weinryb, R.M., Saxon, L., Goransson, S., Bush, M., & Skarbrandt, E. (2004). Personality, levels of psychological distress and premature termination of psychodynamic group therapy: Results from a prospective longitudinal study. <i>Group Analysis</i> , 37(2), 179-185. 6. Gray, A. (2001). Difficult terminations in group therapy: A self psychologically informed perspective. <i>Group</i> , 25(1/2), 27-39. 7. McCallum, M., Piper, W.E., Ogrodniczuk, J.S., & Joyce, A.S. (2002). Early process and dropping out from short-term group therapy for complicated grief. <i>Group Dynamics: Theory, Research, and Practice</i> , 6(3), 243-254. 8. Shapiro, E.L., & Ginzberg, R. (2002). Parting gifts: Termination rituals in group therapy. <i>International Journal of Group Psychotherapy</i> , 52(3), 319-336.
October	31	Student Presentations
November	7	Student Presentations
	14	Student Presentations
	21	Student Presentations
	28	Student Presentations
December	5	Student Presentations

Laptop use:

Laptops may not be used during discussion or presentation portions of the class. Just as in a therapy group, we must practice the skills contributing while being present, receptive, and reflective.

Time will be allotted at the end of each class for you to use laptops/tablets and type notes and write your reflection papers.

Accommodations:

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>