

## **PSYC-538: Group Psychotherapy**

Alumni Hall 0333

Wed 12:00 pm-2:50 pm

### **Instructor Information**

Professor: Eunyoe Ro, Ph.D.

Email: [ero@siue.edu](mailto:ero@siue.edu)

Office Hours: Tuesdays 1 pm – 2pm; Wednesday 10-11; and by appointment.

### **Course Information**

Welcome! This course is designed to provide a basic introduction to group psychotherapy, such as its principles and applications (e.g., various types of group therapy). As this is a graduate course, students are expected to participate in meaningful discussion based on their thorough reading/understanding of the class material.

### **Course Objectives**

After successfully completing this course, you are expected to:

- Understand group therapy principles.
- Understand the commonalities and differences across various group psychotherapies.
- Understand how group therapy is used in clinical settings.
- Become acquainted with using a group therapy manual.

### **Required Texts and Readings**

#### Required Text

- Yalom, I. D. (2005). *The theory and practice of group therapy* (5<sup>th</sup> ed.). New York, NY: Basic Books.
- Linehan, M. M. (2015). *DBT Skills Training Manual* (2<sup>nd</sup> ed.). *Theory and practice of group counseling* (9<sup>th</sup> ed.). New York, NY: The Guilford Press.

## Course Requirements and Grading Criteria

Grades will be based upon performance on the following activities.

Graded Activity	Points
<b>Exam</b>	100
<p><b>Discussion Questions and Responses Submission:</b></p> <p>For each class, you are expected to submit <u>one</u> discussion question for each Yalom chapter (total 11 chapters, excluding the Preface) and each Linehan chapter (total 10 chapters). Two things need to be done: (1) You should type your discussion question into an excel spreadsheet – link posted on BB) by <u>Tues 3pm</u> each week so that everyone will have a chance to read them before class. (2) Also, everyone is expected to choose 2 questions by others, draft an answer, and <u>email me</u> your responses. Discussion question submission is worth 4 points per week (4 points x 10 weeks = 40 points) &amp; your answer draft is also worth 4 points (4 x 10 weeks = 40 points). If you submit Discussion Questions and Responses but miss a class and cannot participate in class discussion, you may not receive full points.</p>	80
<p><b>In-Class Group Presentation on Class Topics:</b></p> <p>Your group will be responsible for presenting Linehan chapter(s) and leading class discussions/interactions/mock group therapy sessions. You will be presenting twice this semester. Please do not read off your slides. Please understand the content as a presenter.</p> <ul style="list-style-type: none"> <li>• <u>Grading Rubric</u> <ol style="list-style-type: none"> <li>a. Presentation / PowerPoint Content (10 points)</li> <li>b. Presentation Style (20 points)</li> <li>c. Leading Class Discussion/Interactions (20 points)</li> </ol> </li> </ul>	100
<p><b>Group Paper:</b></p> <p>You will pair up with a classmate(s) and pick a group therapy technique to write your paper on. Once you've chosen a topic, <u>please get instructor's approval (e.g., submit your topic + references via Assignment folder in BB)</u>. You will discuss the therapy technique and present its empirical evidence showing efficacy/effectiveness.</p> <ul style="list-style-type: none"> <li>• <u>Presentation Grading Rubric</u> <ol style="list-style-type: none"> <li>a. Description of the treatment technique (20)</li> <li>b. Empirical studies (3-5 studies) summary and integration (20)</li> <li>c. Presentation Quality (10)</li> </ol> </li> <li>• <u>Paper Grading Rubric</u> <ol style="list-style-type: none"> <li>a. Description of the treatment technique (20)</li> <li>b. Empirical studies (3-5 studies) summary and integration (20)</li> <li>c. Critical evaluation of the scientific evidence of the technique (20)</li> <li>d. Discuss how common therapy factors emerge (20)</li> <li>e. Writing quality (10 points)</li> <li>f. APA style (10 points)</li> </ol> </li> </ul>	150

**Course Expectations:**Discussion Questions

Points may be deducted if you only submit your questions/responses but do not participate in class discussions.

Exam and Paper

The paper should be submitted via Assignment folder in Blackboard. The paper should be *typed, 12-point font, double-spaced*. Late assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case-by-case basis.

The exam will be in a take-home format. More information will be provided as we approach the exam date.

Other Noteworthy Points

- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can email me to set up an appointment to meet via Zoom.
- You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates and impede my ability to cover the material in an efficient manner.

**Departmental Policies**Department of Psychology Policy on Withdrawal and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source

or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

### Statement on Disabilities

If you have a documented disability that requires academic accommodations, please go to Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in the Student Success Center, Room 1270; you may contact them to make an appointment by calling (618) 650-3726 or sending an email to [disabilitysupport@siue.edu](mailto:disabilitysupport@siue.edu). Please visit the DSS website located online at [www.siu.edu/dss](http://www.siu.edu/dss) for more information.

### Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will receive **no points** for your assignment.

### Writing Center Information

The SIUE Writing Center assists students and faculty/staff across the curriculum, and at all levels, to further develop their writing skills in order to become confident and independent writers and thinkers. Through individual consultations the Writing Center will help students to: brainstorm on a topic, organize thoughts, outline an assignment, develop support, integrate research, learn a “style” of writing, identify and fix errors, and much more. Please keep in mind that the Writing Center will not simply fix mistakes or write a paper for a student; instead, the consultants will teach students how to improve their work. For more information, or to schedule a 30-minute consultation, please call our front desk (650-2045), visit our website ([siue.edu/lss/writing](https://siue.edu/lss/writing)), or stop by our main location – SSC 1254 (inside the Academic Advancement Center).

### Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

<b>Class Schedule</b>			
*Schedule subject to change at the discretion of the professor			
<b>WK</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	1/10	Introduction	Yalom Preface
2	1/17	Rationale and Therapeutic Factors	Yalom 1-4
3	1/24	Therapist Factors	Yalom 5-6
4	1/31	Video	
5	2/7	Therapist Factors	
6	2/14	Client Factors	Yalom 8, 13
7	2/22	Group Therapy Process	Yalom 10,11
8	2/28	EXAM – format TBD	
	3/7	Spring Break	
9	3/13	DBT Orientation	Linehan 1, 2, 3 (Presentation: 2)
10	3/20	DBT General Skills	Linehan 4, 5, 6 (Presentation: 2)
11	3/27	DBT Mindfulness Skills Also DUE: Please submit your group paper ideas + three empirical articles' references via email to Dr. Ro.	Linehan 7 (Presentation: 4)
12	4/3	DBT Interpersonal Effectiveness Skills	Linehan 8 (Presentation: 4)
13	4/10	DBT Emotion Regulation Skills	Linehan 9 (Presentation: 4)
14	4/17	DBT Distress Tolerance Skills	Linehan 10 (Presentation: 4)
15	4/24	Group Paper Presentations (about 20 minutes per group + discussions)	
16	Finals Week	Group Paper Due: Tuesday, 11:59pm	