NAROPA UNIVERSITY
PSYS 683 Sections A & B
Graduate School of Psychology
Somatic Counseling Psychology Program
Group Process and Dynamics – 3 Credits
Spring Semester 2013

Instructors:
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Class Time/ Location:
Classes are held on Thursdays from 11 am - 1:50pm beginning January 17, 2013 and ending May 2, 2013. Make up day if needed is May 9th. Classes are held on Paramita Campus in VIRYA.

ERES Password: InItTogether

Methods of Instruction:
Lecture/ Discussion – 45%
Experiential – 30%
Media – 25%

Course Requirements:
Pre-Requisite(s):
• Somatic Psychology students only (Dance/Movement Therapy and Body Psychotherapy) or instructor’s approval

Course Description:
This course introduces beginning Dance/Movement Therapists and Body Psychotherapists to the skills they will need to lead clinically focused therapy groups. These skills include an understanding of: group formation, the developmental stages of groups, group norms, multicultural issues in groups, methods for soliciting and integrating minority member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experientials and student-led group facilitations.
Graduate School of Psychology Licensure Statement:
Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate’s application for licensure. It is important that learners are aware of their responsibilities regarding licensure and certification. Advisors are available to discuss professional and career matters with learners and graduates.

Course Goals and Objectives:

Departmental Goal 1: Theoretical Knowledge
Students will understand and articulate theories central to group psychotherapy, as well as theories and research specific to group work in dance therapy and body psychotherapy.

Objective 1: Students will be able to describe major theories of group dynamics, group leadership and group development and be able to apply these to the leading of dance/movement therapy groups and/or body psychotherapy groups.

• Students will be able to identify strategies for developing a group and selecting group members as evidenced by classroom discussion and successful completion of papers.
• Students will be able to identify Corey’s four (4) stages of group development as evidenced by classroom discussion and the successful completion of papers.
• Students will be familiar with Yalom’s stages of group development as evidenced by classroom discussion and the successful completion of papers.
• Students will be able to identify and articulate models for Dance/Movement Therapy and Body Psychotherapy in groups as evidenced by classroom discussion and experientials.

Departmental Goal 2: Clinical Skill
Students will consistently demonstrate the necessary clinical skills to pursue a career in counseling and dance/movement therapy or body psychotherapy.

Objective 2: Students will be able to effectively lead an ongoing group in either the body psychology or dance therapy fields.

• Students will be able to identify appropriate clinical interventions and facilitation skills reflective of effective group leadership as evidenced by classroom discussion and successful completion of papers.
• Students will be able to identify group themes in terms of task, process, and psychodynamics as evidenced by classroom discussion and successful completion of papers.
Departmental Goal 3: Professional Identity
Students will learn and manifest the standards of ethical and professional practice for the fields of counseling and either dance/movement therapy or body psychotherapy.

Objective 1: Students will demonstrate the knowledge of and ability to practice the professional ethics and standards for body psychotherapists, dance/movement therapists and professional counselors.
- Students will practice ethical guidelines in class as evidenced by creation of and adherence to group agreements.
- Students will understand the basic ethical requirements of group psychotherapy such as: screening and selection of group members; preparing people for group; establishing safety through group norms, boundaries, and confidentiality; referrals; and termination. Knowledge will be demonstrated through classroom discussion and successful completion of papers.

Departmental Goal 4: Diversity and Service
Students will internalize and manifest pluralism and multicultural competency as an integral part of clinical and professional practice, and will be prepared to be of service to the under-served and disadvantaged members of their community and society.

Objective 1: Students will possess a basic understanding of and ability to practice multicultural counseling skills, as well as skills with clients of difference including but not limited to: class, race, gender, religion, ethnicity, political affiliation, ability, age, sexual orientation, and gender expression.
- Students will show awareness of multicultural issues in classroom discussions, experientials and papers.
- Students will demonstrate awareness of personal motives and obstacles through classroom discussion, experientials, and papers.
- Students will be able to identify qualities of an effective leadership style/treatment philosophy for each of the populations discussed in class.
- Students will be able to identify specific considerations to regard when working with diverse populations as evidenced by classroom discussion and successful completion of assigned readings.

Required Text Books and Readings:
E-Reserves To access online: www.naropa.edu -> Inside Naropa -> Allen Ginsberg Library -> Online Sourcebooks/ Electronic Reserves ->Search by course #, course title, or instructor’s name, password: InItTogether


Recommended Text Books and Readings:


**Course Requirements and Grading Policy:**

1. **Attendance Policy:** Attendance will be taken at the beginning of each class. Three tardies equals one absence. More than one absence will lower your grade. If you observe a spiritual or religious holiday that falls on a day when class is scheduled, you will receive an excused absence if you inform the instructor by the third week of class. Students are responsible for all material covered in the course, regardless of absences.

2. **Participation:** Evidenced by involvement in experiential exercises, engagement in class discussions, and contribution of relevant and/or original thinking. Completion of reading assignments will be evidenced by active participation in discussions; i.e. asking questions, drawing connections, disagreeing, critical thinking, etc. All relevant reading assignments must be read prior to coming to class.

3. **Reflection paper (10%):** Integrating class concepts with experiential exercises and readings. 2-3 pages, addressing assigned questions (see course content). Please integrate relevant readings into this paper. **Due February 21.**

4. **Group Observation (5%):** Each student is responsible for attending a group led by a professional dance/movement therapist or body psychotherapist. The student is responsible for completing an observation form and having it signed by the facilitator of the group. (Form is in E-Reserves.) **Due March 7.**

5. **Group Timeline and Relational Meeting Reflection Paper (25%):** This assignment has three parts: a timeline, a relational meeting, and a reflection paper. Using an arts-based approach (art materials/ mediums, creativity) create a timeline of your experiences with groups. This timeline should include all significant group experiences (groups that you were a member of as well as groups that you facilitated). After reviewing and reflecting on your timeline write a 2-page reflection paper that explores the emerging patterns or themes that you notice. How might your past experiences in groups influence your perception of them now? How might they influence your choice of a practicum site? For the second part of this assignment have a relational meeting with a mental health professional who is doing the kind of group work you might be
interested in doing. Write a 1-page reflection on the meeting including what you learned and what was most valuable about the conversation. **Timeline and Reflection Paper due March 14.**

6. **Group Lead (35%):** Students will work in groups of 5 to 6 people, to practice, outside of class, the group leadership skills covered in class. Each group will have six 60-minute meetings (one meeting per group member…if your group has 5 members, then you will meet 5 times). The meetings will be facilitated by a different person each time and should address the group’s developmental and emotional needs. Following each 50-minute lead, the group will have 10 minutes to debrief. Please use a journal to record reflections about your own lead as well as notes about what you are learning from your peers and their leads. Each group must turn in a tracking sheet recording their meetings. (Attached at end of syllabus.) In addition, each student is responsible for videoing the group session that they lead. Following the session, the student will review the video and choose a 15-minute segment of the video to share with the instructor during a 30-minute meeting. Students are responsible for scheduling the meeting with the instructor and should arrive with specific questions or requests for feedback related to the segment of video they have chosen to share. Missed meetings will count as an absence. **Tracking sheet due May 2 (one sheet for each group). Your video meeting should take place within 2 weeks of your turn leading your group.**

7. **Journal and Final Paper (25%):** Students will reflect on their experiences as a group member and a facilitator/leader in a 5-8 page final paper. Topics to address should include but are not limited to: personal strengths; examples of your perceived "mistakes" as a leader and what you learned from them; reflections on your tendencies and behaviors as both a group member and leader and thoughts about how these patterns of interaction might be influenced by your past group experiences; reflections on your emergent leadership style; and ideas for your further development. In addition, please explore your own values and biases as a leader and how they helped or hindered your leadership experience and influenced the group process. Your journal should be a form of research for this paper…a place for you to track your experiences and a source of information to consult for information on emerging themes, patterns, or tendencies. Your journal can include writing, art, collage, diagrams, etc. Use it in a way that makes sense to you. You may also use your journal to record thoughts about class and what you notice about the leadership being modeled by others. Although journals will not be formally graded they will be turned in with the final paper for review. **Due May 2.**

**Grading:**

1. Graduate level writing, style, and thinking are expected in all work. Questions about what constitutes graduate level writing or style are to be directed to either the *Publication Manual of the American Psychological Association* (2009, 6th Edition) or to *A Writer’s Reference* by Diana Hacker (1998). If you need individual support around graduate writing style and standards, you can contact the Naropa Writing Center at 303.245.4606 or
Work that is not graduate level will not be accepted and will be returned to you for revisions. Revised work will be considered late.

2. Assignments must be turned in by the end of class on the date due unless prior arrangements have been made with the instructor and a plan has been established to compensate for the delay. Exceptions to due dates are only granted in cases of emergency and are at the discretion of the instructor. Otherwise, late assignments will be marked down one grade (ex. from an “A” to an “A-”). **LATE PAPERS MUST BE TURNED IN TO THE INSTRUCTORS ELECTRONICALLY.**

3. A = 94-100 (Excellent)
   A- = 90-93 (Great)
   B+ = 87-89 (Very Good)
   B = 84-86 (Good)
   B- = 80-83 (Fair)
   C+ = 77-79 (Not Passing)
   C = 74-76 (Not Passing)
   C- = 73 and lower (Not Passing)

*Please see Rubric in student handbook for detailed criteria.*
-COURSE OUTLINE AND READING ASSIGNMENTS-
Please have readings completed by the day they are listed
Course Outline is subject to change.

Week 1: January 17
Introduction: Review syllabus; Course Overview and Requirements
Topic: Introduction to Group Work
  · What’s so special about group work? (definition, advantages)
  · Dynamics and Curative Forces of Group Work (goals)
  · Therapeutic Factors
  · Types of Groups
  · Somatic Psychotherapy and DMT groups (group as body)
Assignment: Who do you admire and what are their characteristics and qualities?
Come prepared to reflect on this in class with peers.

Week 2: January 24
Topic: The Group Leader
  · Qualities, Motivations, Values, Theoretical stance of the group leader
  · Relational issues as they pertain to Groups (therapist’s role, family of origin)
  · The art of leadership
Experiential: sculpt personal relationship to groups/leadership role
Readings due today:
  · Sourcebook: Heifetz & Linsky - Chapter 1: The Heart of Danger and Chapter 2: The Faces of Danger

Week 3: January 31
Topic: Understanding Group Dynamics
  · Interaction patterns
  · What to look for (proxemics, nonverbal behavior, silences)
  · Member roles
Experiential: group task
Video
Readings due today:
  · Kottler & Englar-Carlson – Learning Group Leadership, pp. 57 – 85 (CH 3: Understanding Group Dynamics and Systems)
  · Yalom – The theory and practice of group psychotherapy, pp. 1 - 18 (CH 1: The Therapeutic Factors)
  · Sourcebook: Heifetz & Linsky – Chapter 3: Get on the Balcony
**Week 4: February 7**

**Topic:** Overview of Stages of Group Development
- Forming a Group (homogenous vs. heterogenous, size, frequency and duration of meetings, length of group, place, open vs. closed)
- Stages of Group Evolution

**Experiential:** somatic warm-ups; vignettes

**Video**

**Readings due today:**
- Sourcebook: Schmais - *Understanding the dance/movement therapy group*

**Week 5: February 14**

**Topic:** Multicultural and Diversity Issues (guest speaker)
- Becoming a diversity-competent group counselor (values, working with diversity, recognition of privilege)
- Leadership and power
- Working with dynamics of shame and rage

**Experiential:** Flocking

**Readings due today:**
- Sourcebook: Chin & Sanchez-Hucles - *Diversity and Leadership*
- Handout: Topper – *DMT is Ripe for Moving Through Oppression*

**Assignment:** REFLECTION PAPER: Reflect on your relationship with personal power. How willing or unwilling are you to own your power as a group leader? To step into a leadership role? What things arise? What do you notice somatically? How might your experiences with power in relationships in the past impact your leadership style?

**Week 6: February 21**

**DUE:** Reflection Paper

**Topic:** Ethical Issues

**Experiential:** vignettes

**Readings due today:**
**Week 7: February 28**
**Topic:** Contemplative Dynamics in Groups

**Readings due today:**

**Week 8: March 7**
**Due:** Group Observation Form
**Topic:** Projection in Groups (guest speaker)

**Readings due today:**

**Week 9: March 14**
**Due:** Timeline and Reflection Paper
**Topic:** Working with Anger and Conflict in Groups
**Experiential:** studio time

**Readings due today:**
- Sourcebook: Clark - *Scapegoating: Dynamics and interventions in group counseling*
- Sourcebook: Conflict and conflict resolution handouts, Feedback handout

**Week 10: March 21**
**Topic:** Critical Incidents and Challenging Group Members
**Experiential:** vignettes

**Readings due today:**

**MARCH 28 – SPRING BREAK**

**Week 11: April 4**
**Topic:** Group Leadership in Non-therapeutic Settings (guest speaker)
**Video**

**Readings due today:**
Week 12: April 11
Topic: Working with Groups Creatively
Experiential: TBA
Readings due today:
  · Sourcebook: Sandel – *Imagery in dance therapy groups: A developmental approach*

Week 13: April 18
Topic: Co-leadership and Peer Supervision
Experiential: TBA
Video
Readings due today:
  · Kottler & Englar-Carlson – *Learning Group Leadership*, pp. 305 – 338 (CH 11: Co-leadership and Supervision)

Week 14: April 25
Topic: TBA
Assignment: Final Paper

Week 15: May 2
DUE: Final Paper and Journal
DUE: Group Led Tracking Sheet
Topic: Closure

Make up/snow day – May 9th, 11 to 1:50pm, do not leave town before this day.
NOTE: This course outline is flexible and may change as is deemed necessary or appropriate by the instructor, or as other relevant information and opportunities arise.

Accommodations for Disabilities:
Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Disability Services Coordinator, Alicia Weiss. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact her by phone at 303.245.4749 or by email at aweiss@naropa.edu.

Other Needs: If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please contact the instructor by the third week of class.
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