

COURSE #: MLRS2000 [REDACTED]

QUARTER/TERM OFFERED: Spring 2013

COURSE TITLE: Group Process [REDACTED]

#### INSTRUCTOR

Name: Kate T. Donohue

Phone Number: (optional) 415-695-1464

Email: kate@kate-donohue.com

Ways and times I prefer to be contacted: During the week, leaving times you are available and will schedule

(Co-instructor contact information)

#### OFFICE HOURS

Dates: by appointment only [REDACTED]

Times: [REDACTED]

#### TIME OF CLASS (Residential Programs only)

Day of week: cohort A, September 6, Friday ; 9-11:30 and 1-3:30 and cohort 1:  
Friday, September 13, , 9-11:30 and 1-3:30

Time: 9:00-11:30 AM and 1:30 -3:30

## INSTRUCTOR'S PHILOSOPHY OF TEACHING

Experience, relationship, image and reflection are the soil of my teaching philosophy. As a teacher I ask my students to open to the unknown to discover new aspects of themselves, new thoughts, new symbols and paradigms. Learning does not occur in isolation but in relationship to others, our community. We learn through co-creation in families and communities. Combining what is known with the unknown, we unlock rooms of learning that can be opened by new ideas, images and experiences that emerge from each member of the group. This defines my passion for group therapy, process and learning. Not only are we changed, but we contribute to the transformation of our communities. We learn best through direct experience followed by reflection, reading and communication of our own unique ideas. The arts and the body enable us to have deeper emotional and spiritual experiences and enhance group life. I bring my passion for the arts and culture to the group learning environment. My invitation to each student is to join on this exciting journey of learning by being fully present in mind, image, body and spirit as we co-create our group process. We can only achieve this if we all are on time for class, return from breaks on time, fully participate in the group experiences, read and complete all assignments outlined in the syllabus. I commit to being deeply present in our group and reflecting fully on your papers with my comments. My hope is this experience will contribute to your preparation for entering society as a whole person and professional.

## ONLINE LEARNING

If this course includes online components, please use the following link to access the Online Student Handbook and refer to the Online Learning section: [http://itp.angellearning.com/section/default.asp?id=Catalogs\\_Handbooks\\_and\\_Curricula&ts=1292846592](http://itp.angellearning.com/section/default.asp?id=Catalogs_Handbooks_and_Curricula&ts=1292846592)

## PREREQUISITES & PRIORITY REGISTRATION

The following courses are required in order to take this course:

No courses are required for this experience.

Priority Registration: Students in the following program will receive priority registration for this course (all others will be admitted if space allows):

Course is: Open  Closed X  Requires permission of Program Chair

Other course requirements: Full attendance of day long course and follow-up course. X

## FULFILLMENT OF PROGRAM REQUIREMENTS

This course fulfills requirements in other programs, as follows: (e.g., Elective in the Residential Ph.D. in Transpersonal Psychology, Requirement in Global M.A. in Transpersonal Psychology)

## COURSE DESCRIPTION

Through the direct experience of the student's own group process, students will learn about the concept of group process. This concept will be introduced by verbal and expressive arts experiences, didactic discussions and reflective readings and writings. This course engages students in a thoughtful study of group process and is structured to help them practice their group skills within the classroom. Students are encouraged to share their emotions, images and their understanding of spirit and to develop a basic understanding of being in a group and leadership in a group. The course will be didactic (30%), discussion (30%) and experiential (40%)

## CLASS ATTENDANCE/POSTING REQUIREMENTS

Students must attend the day long group over the weekend of March 22 or 23, 2013. This means students must come on time, return from break on time and fully participate in the full day experience. All written requirements are posted on the syllabus. Students must complete reflection and discussion paper as outlined in course requirements. (Instructor policy on class attendance or posting requirements)

## COURSE AIMS AND HOW THEY RELATE TO THE LEARNING OBJECTIVES\*

The aim of this course is to provide a group process experience to the students so they can learn about actual group process and dynamics. They will learn about themselves as an individual in the group, themselves and their culture in a group setting, the culture of this group, cross-cultural issues in a group setting and how

images, the arts and the body can enhance the group experience. The reading and reflection paper will help them learn about these concepts through the mind, body and spirit.

The learning objectives of this course are aimed to assist the student in learning:

1. The direct experience of group process and participation through mind body, spirit and creative expression and cultural identity as well as group identity.
2. Develop an appreciation for the transpersonal aspects of group life and how to apply them to group work.
3. Learn the power of the cultural complex in a group setting
4. Learn the power of an multi-arts approach in a group setting
5. Integration of this experience by reading and reflection
6. Completion of this reflection paper according to criteria listed in the syllabus

## EVIDENCE AND CRITERIA FOR EVALUATION\*

### PARTICIPATION:

In order fully learn group process, students must be fully present at the day long group. Presence means opening to one's internal process individually and culturally, opening to others experience, giving feedback and receiving it also, becoming aware of the culture of the group and your role in it. Full participation also means honoring the time requirements in starting and ending the class as well as breaks. Assessment of full participation is part of your final evaluation.

### ONE WRITTEN ASSIGNMENT

A five page paper is required to demonstrate your attention to the reading, your reflection on your experience and your ability to use the readings to deepen your

exploration of your experience. In this paper you will be asked to explore, your experience in the group through these aspects:

1. As you reconnect to your group process is in its final stages, what are the characteristics that are different for your group now ?
2. How has your capacity to be a member of a group changed ?
3. What would be different in the termination of your group if you were an on-going therapy group (use research and readings to address this as well as your experience in other groups)?
4. Based on your experience in this educational group process, how would you plan for termination issues if you were conducting the group?
5. What EXAT processes would you use in closing your group?

Please integrate readings into your discussion, using APA style for references in text and for the reference page (this page can be page 6 if needed). Use the 6<sup>th</sup> Edition of the APA Publication Manual and ITP/APA Writing Style Handbook (available on Angel). Any paper with more than five errors will be returned with our comment and a rewrite will be required. See Rubric at the end of syllabus for specific evaluation criteria

## COURSE READING

### REQUIRED READINGS ON ANGEL:

<http://www.agpa.org/guidelines/termination.html>

Bernard, H., Burlingame, G., Flores, P., Greene, L., Joyce, A., Kobos, J.C., Leszcz, M., MacNair-Semands, R.R., Piper, W.E., McEneaney, A.M., & Feirman, D. (2007). *Practice Guidelines for group psychotherapy: A cross-theoretical guide to developing and leading psychotherapy groups*. New York: American Group Psychotherapy Association (pp1-84). (to be downloaded from the American Group Psychotherapy Association website, in PDF format, at: <http://www.agpa.org/guidelines/index.html>.)

<http://www.gobookee.net/group-therapy-termination-activities/>

Rogers, N. (2011). The Creative Connection for Groups. Palo Alto, CA:Science & Behavior Books, Inc(chapter 9 and pp. 235-256 znc 339-353)

Yalom, I.(1970). *The Theory and Practice of Group Psychotherapy*, New York, New York: Basic Books. (chapters 11-13 and pp. 274-281)

Additional reading on Angel

Last semester equired Reading:

Longergan, E.C. (1989). *Group Intervention* .Northvale, New Jersey: JasopnAronson. (chapters5 and 9)

Riley, S. (2001).Group Process Made Visible Philadelphia, Pa.: Bruner and Routledge.

Chapters 1, 11 and 12

Rogers, N. (2011). The Creative Connection for Groups. Palo Alto, CA:Science & Behavior Books, Inc.

Required readings can be purchased online and are available on reserve in the library. There may be additional assigned readings, at the discretion of the instructor.

Previous Required Readings:

Berg, A. (2004) "Ubuntu-a contribution to the "civilization of the universe" in T. Singer and S.L. Kimbles (eds.) *The Cultural Complex: Contemporary Jungian Perspectives on Psyche and Society*, New York: Routledge Press.

Bernard, H., Burlingame, G., Flores, P., Greene, L., Joyce, A., Kobos, J.C., Leszcz, M., MacNair-Semands, R.R., Piper, W.E., McEneaney, A.M., & Feirman, D. (2007). *Practice Guidelines for group psychotherapy: A cross-theoretical guide to developing and leading psychotherapy groups*. New York: American Group Psychotherapy Association (pp1-84). (to be downloaded from the American Group Psychotherapy Association website, in PDF format, at: <http://www.agpa.org/guidelines/index.html>.)

Debiak, D. (2007). Attending to diversity in group psychotherapy: An ethical imperative. *International Journal of Group Psychotherapy*, 57(1) 1-12.

Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

Kimbles, S. (2000) "The Cultural Complex and the Myth of Invisibility" in T. Singer (ed.) *The Vision Thing: Myth, Politics and Psyche in the World*, New York: Routledge Press.

Waller, D. (2003) "Group Art Therapy: An Interactive Approach". In C.A. Malchiodi (ed.) *Handbook of Art Therapy*. New York: Guilford Press.

#### Recommended Readings:

Corey, G. (2003). *Theory and Practice of Group Counseling (7th Ed.)* Wadsworth Publishing.

Lonergan, E. (1989). *Group Intervention*. New York: Jason Aronson.

This text is out of print; however, a copy of it is on reserve in the library if you are interested. .

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy (5th Ed.)* New York: Basic Books.

Waller, D. (1993). *Group Interactive Art Therapy*. New York: Routledge.

#### METHOD OF INSTRUCTION (class format subject to change)

Didactic 30%

Discussion 30%

## Experiential 40%



### INCOMPLETES AND LATE PAPERS

Students will receive an incomplete if they do not attend the day long experience and do not complete the reflection paper. Late papers will only be accepted with prior instructor permission and a new date is decided. Only emergency situations will determine a new date of submission (Instructor policy here)

### CLASS OUTLINE

Class/Week Date Reading and Topic Due: Class will be held on the weekend of September 6 (cohort A), 2013 and September 13 (cohort 1). All readings are to be completed before submission of paper which is due November 1, 2013..

### CONFIDENTIALITY

Confidentiality of all case material and class discussions is to be respected and not shared outside of class unless you believe a person is potentially a danger to themselves or others, in which case you should speak to the instructor in accordance with ITP administrative policies.

### INDIVIDUAL AND CULTURAL DIFFERENCES

This course is intended to be inclusive of multiple viewpoints that reflect and honor the voices of people with a variety of individual and cultural differences,

including but not limited to differences related to gender, age, sexual orientation, religion/spirituality, physical/mental ability, socioeconomic status, and race/ethnicity. The instructor will honor and respect multiple viewpoints expressed within class discussions and included in a scholarly manner in course assignments. This course specifically incorporates individual and cultural differences in the following manner: selection of readings, assignments required and attention to this as part of the group process and class discussions. [REDACTED]

### ACCOMODATIONS FOR A DISABILITY

If you need accommodations for a disability, please speak to the instructor before the course begins, or by the end of the first class. In order to receive accommodations for a disability in any course, a student must have already made previous arrangements through the Office of the Dean of Students, who is ITP's disability officer. Students must contact the Dean of Student Services and have verification of disability on file prior to asking for special accommodations by the instructor.

All other information and materials related to the syllabus can be found on Angel under the General Syllabi Materials folder in the Syllabi group: [http://itp.angellearning.com/section/default.asp?id=Syllabi\\_&ts=1292873030](http://itp.angellearning.com/section/default.asp?id=Syllabi_&ts=1292873030)

This includes:

- 1- Academic Honesty/Integrity Statement
- 2- Information Literacy and Use of Library
- 3- Institutional Goals
- 4- Mid-Quarter Evaluation
- 5- Netiquette
- 6- Program Learning Objectives
- 7- [Self-Disclosure](#)

8- [Writing Requirements](#)

STANDARDS FOR COURSE ASSIGNMENT EVALUATION\*

**PARTICIPATION**

**Excellent**

**Attends full day-long class**

**Participates fully in class discussion and group process**

**Arrives on time for class and breaks**

**Satisfactory**

**Attends full day-long class**

**Gives advance notice for arriving late, leaving early or any difficulties with breaks**

**Consistently participates in class discussions and group process**

**Unsatisfactory**

**Seldom participates in class discussion and group process**

**Violates confidentiality of the group**

**Misses more than thirty minutes of the class**

**Arrives late to class and from breaks**

## **WRITTEN ASSIGNMENT**

### **Excellent**

**Submitted on April 15, 2013**

**All parts of the assignment are completed**

**Appropriately uses APA style**

**Integrates readings well**

**Demonstrates understanding of self, culture, group culture and process and images**

### **Satisfactory**

**First four aspects of the above, uses readings but does not integrate them well.**

### **Unsatisfactory**

**Assignment is submitted late without permission or not at all**

**Parts are missing**



**\*Changes made to these sections during the course require a resubmission of the syllabus to [program\\_services@itp.edu](mailto:program_services@itp.edu).**



