

## PT/CP 150 Concepts of Group Dynamics

Fall 2020 Dr. William Sharp

Tuesdays 6-830p, <https://zoom.us/j/92954039129>

**COURSE DESCRIPTION:** Using both the literature and the group dynamics in the classroom, students will study group dynamics and processes and learn methods for the leadership of groups. The class will pay particular attention to handling resistances and managing impulses in group interactions.

**OBJECTIVES:** Students will learn:

- To distinguish among different theories of group process, including different psychoanalytic models;
- To use different clinical and psychoeducational approaches to groups;
- To begin to handle and resolve individual and group resistances;
- To consider special treatment issues in group therapy;
- To reflect on 'group life', i.e. the arousal and handling of impulses the transference to the leader and to other group members; etc.

**REQUIREMENTS:** Students are expected to:

- attend and participate in class, demonstrating that you have completed the readings
- submit 14 class logs that integrate theory with the process of group dynamics
- present 1 paper in class on an approach to group work from the IJGP options in the folder on the library website for the class
- write a final paper comparing and contrasting different approaches to group work, focusing on leadership, resistances, & interventions- citing and analyzing the course literature and using process from the class experienced or observed.

### MEETINGS

ZOOM: <https://zoom.us/j/92954039129> Tuesdays 6-830p from Sept 8<sup>th</sup> to December 15<sup>th</sup> (excluding US Thanksgiving Week)

Please review Zoom etiquette and 'how to' here:

<https://youtu.be/O9gyfPDLnXs> - basics on Zoom

<https://youtu.be/yx8mLR76ukA> - how to change your name on zoom

[https://youtu.be/AQazq9fj\\_Qw](https://youtu.be/AQazq9fj_Qw) - how to upload a photo to your zoom

**GRADING:** Students may receive a Pass (P), Low Pass (LP), High Pass (HP), or No Credit (NC). Students are evaluated on the basis of attendance, class participation, submitted work and the ability to understand, integrate and communicate material from the readings and class discussions. Incompletes are given only at the discretion of the instructor, with agreement in advance of the end of semester.

### To earn a grade of Pass, the student

- Misses or is late no more than two class meetings.
- Demonstrates understanding of the course subject matter in class, including the class presentation.

- Submits 14 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.

**To receive a grade of Low Pass, the student**

- Misses no more than two class meetings.
- Submits 14 logs.
- Demonstrates one or more of the following:
  - Minimal participation in class
  - Problematic/disruptive participation in class
  - Minimal understanding of the course subject matter in class discussion or presentation.
  - All assignments are completed but some are submitted late but missing aspects.
  - Logs do not regularly address the two stated criteria

**To receive No Credit, the student**

- Does not submit acceptable work (logs, paper or presentation) *or*
- Regularly exhibits disruptive behavior that interferes with the functioning of the class *or*
- Misses/is late for more than two classes.

**ACADEMIC HONESTY:**

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, and/or suspension/expulsion.

**READINGS** will be on the library website. We will also be piloting the use of [CANVAS](#), a free version of a popular learning management system (LMS). Please watch for and accept the invitation.

**LOGS** are personal communications to the instructor. A good log will connect personal reactions to the readings and process from the class.

**PRESENTATION**

You will present for 10 minutes on one approach to group therapy. Choose a type of therapy from the readings in the IJGP folder on the library webpage. Talk about key points including:

- What's the focus? behaviors, feelings, thoughts.
- Is it short or long term—quick symptom relief or depth work oriented?
- What did you like and dislike about it?
- How did it apply to the [sample group we read about in week 1](#)
- Are there any cultural considerations.

Presentations will begin week 5 and you will be assigned a week to present.

**SYLLABUS:**

9/8/2020 Class 1:

Freud, S. (1921) Group psychology and the analysis of the ego. Standard Edition. 18:88-116.

Yalom, I. D. (2005). Chapter 1: The therapeutic factors *The theory and practice of group psychotherapy* (5th ed.) New York, NY: Basic Books. pp.1-18.

Shay, J. (2017). Contemporary Models of Group Therapy: Where Are We Today? *International Journal of Group Psychotherapy*, 67:sup1, S7-S12.

9/15/2020 Class 2:

Freud, S. (1921). Group psychology and the analysis of the ego. Standard Edition. 18:116-144.

Levine, R. (2017). A Modern Psychoanalytic Perspective on Group Therapy. *International Journal of Group Psychotherapy*, 67: S109–S120.

Rutan, J.S., Stone, W.N., Shay, J. Group Development. In *Psychodynamic Group Psychotherapy* (4<sup>th</sup> Edition), NY: Guilford. 8-32.

9/22/20 Class 3:

Brook, M. (2001). The evolution of modern group process: an overview. In *The Technique of Group Treatment: the Collected Papers of Louis R. Ormont*, L. B. Furgeri (Ed.). Madison, Connecticut: Psychosocial Press.

Ormont, L. (1992). Involving the players—the technique of bridging. The group therapy experience. New York: St. Martin's Press. pp.15-26.

Arlo, C. (2017). Group Therapy and Dialectical Behavior Therapy: An Integrative Response to a Clinical Case, *International Journal of Group Psychotherapy*, 67:sup1, S13-S23.

9/28/20 Class 4:

Rosenthal, L. (1987). Selection and Screening, Resolving Resistance in Group Psychotherapy. Northvale, NJ: Jason Aronson. pp. 159-179.

Ormont, L. (1968). Group resistance and the therapeutic contract. *International Journal of Group Psychotherapy*, 18 (2), (pp.147-154).

Leszcz, M. (2018). The Evidence-based group psychotherapist. *Psychoanalytic Inquiry*, 38(4): 285–298. <https://doi.org/10.1080/07351690.2018.1444853>

10/6/20 Class 5:

Rosenthal, L. (2005) Resistance in group therapy: The interrelationship of individual and group resistance, *Modern Psychoanalysis*, 30: 7-25.

Spotnitz, H. (1976) Resistance in Groups. *Psychotherapy of Preoedipal Conditions*, Northvale, NJ: Aronson, pp. 61-67.

10/13/20 Class 6:

Spotnitz, H. (1976) Resistance management in groups, *Psychotherapy of Preoedipal Conditions*, Northvale, NJ: Aronson,, pp. 77-90

Ormont, L. (1993). Resolving resistances to immediacy in the group setting. *International Journal of Group Psychotherapy*, 43 (4), pp.399-418.

10/20/20 Class 7:

Sharp, W. (2014). Sticks and Stones, But What About Words? *International Journal of Group Psychotherapy*. 64(3): 281-296.

Brown, N.W. (2011). Leading Psychoeducational Groups for Adults. *Psychoeducational groups: Process and Practice*. New York: Routledge, pp. 207- 220.

Dalal, F, (2002). Foulkesian Group Analysis. In *Race, Colour and the Process of Racialization*. Philadelphia, PA: Routledge

10/27/20 Class 8:

Rosenthal, L. (1976). The resolution of group-destructive resistances in modern group analysis. *Modern Psychoanalysis* 1(2):243-256.

Rosenthal, D. (1993). The prognostic intervention in group therapy: A tool for managing group-destructive resistance. *Modern Psychoanalysis*, 18 (1), (pp. 81-99).

11/3/20 Class 9:

Spotnitz, H. (1987) Transference and countertransference in group psychotherapy. *Modern Psychoanalysis* 12:25-34.

Spotnitz, H. & Meadow. P. (1976) Special resistances in group analysis. *Treatment of the Narcissistic Neuroses*. New York: Manhattan Center for Advanced Psychoanalytic Studies, pp. 245-262.

11/10/20 Class 10:

Ormont, L. (1984) The leader's role in dealing with aggression in groups. *IJGP* 34(4):553-572.

Spotnitz, H. (1976) Dealing with aggression in groups. *Psychotherapy of Preoedipal Conditions*. Northvale, NJ: Aronson.

11/17/20 Class 11:

Meadow, P.W. (2003) Creating psychic change in group analysis, *The New Psychoanalysis*, NY: Rowman Littlefield, pp. 97-107.

Rosenthal, L. (1971) Some dynamics of resistance and therapeutic management in adolescent group therapy. *Psychoanalytic Review* 58:354-366.

12/1/20 Class 12:

Liegner, Evelyn J. (1991) The hopeless group. *Modern Psychoanalysis*, Vol XVI, No. 2, pp. 161-167.

Spotnitz, H. (1987) Resistance of the non-communicating patient in the group. *Modern Psychoanalysis* 12(1):17-23.

12/8/20 Class 13:

Rosenthal, L. (2005) The new member “infanticide” in group psychotherapy, *Modern Psychoanalysis*, 30:54-63.

Spotnitz, H. (1980). Constructive emotional interchange in group psychotherapy. In Wolberg, L. and Aronson, M. (Eds.) *Group and Family Therapy* (pp. 94-101). New York: Bruner-Mazel.

12/15/20 Class 14:

Meadow, P. (1985) Breaking taboos in group analysis. *Modern Psychoanalysis* 10:137-163.

Sharp, W., Ahmed, K. (2016). *Talk and Action: Iatrogenic Effects and the Research Practitioner Balance*. *Group*. 40(3): 456--476.

**RECOMMENDED READINGS ON RACISM:**

Kendi, I. X. (2019). *How to be an antiracist*. First Edition. New York: One World.

Oluo, I. (2018). *So you want to talk about race*. New York, NY : Seal Press : Hachette Book Group.

Estes, N. (2020). *Our history is the future: Standing rock versus the Dakota access pipeline, and the long ... tradition of indigenous resistance*. New York : Verso.

**ADDITIONAL RECOMMENDED READINGS:**

Deutsch, H. (1967) Selected problems of adolescence with special emphasis on group formation. Monograph Series #3, *The Psychoanalytic Study of the Child*. Madison, CT:IUP, 69-92

Foulkes, S.H. (1957) Group-analytic dynamics with special reference to psychoanalytic concepts. *IJGP* 7:40-52

Grotjahn, M. (1947) Experience with group psychotherapy as a method of treatment for veterans. *Journal of Psychiatry* (103(5):637-643)

Horner, A. (1975) A characterological contraindication for group psychotherapy. *American Academy of Psychoanalysis* 3:301-305

Kubie, L. (1958) Some theoretical concepts underlying the relationship between individual and group psychotherapies. Discussion by S.H. Foulkes, M. Grotjahn, Slavson, et al. *IJGP* 8:3-43

Mann, J. (1955) Some theoretical concepts of the group process. *IJGP* 5:235- 241

Ormont, L.R. (1967) Acting in and the therapeutic contract in group psychoanalysis. *International Journal of Group Psychotherapy*. 19(4):420-431

Ormont, L. (1973) The treatment of pre-oedipal resistances in the group setting. *Psy. Review* 61:429-441

Ormont, L.R. (1995) A view of the rise of modern group analysis. *Modern Psychoanalysis* 20(1):31-42

Rabin, H.M. (1970) Preparing patients for group psychotherapy. *International Journal of Group Psychotherapy* 20(2):135-145

Rosenthal, L. (2005) A monograph of his writings on groups—anything he has written in addition to what has been assigned. Rosenthal, L. (1963) A study of resistance in a member of a therapeutic group. *IJGP* 13:351-326

\_\_\_\_\_ (1985) A modern analytic approach to group resistance. *Modern Psychoanalysis* 10(2):165-182

\_\_\_\_\_ (1991) The therapeutic effect of the group as preoedipal mother. *Modern Psychoanalysis* 16(2):141-149

\_\_\_\_\_ (1987) *Resolving Resistance in Group Psychotherapy*. Northvale, NJ: Jason Aronson.

Spotnitz, H. (1961) *The Couch and the Circle*. NY: Knopf

\_\_\_\_\_ (1968) Psychoanalytic therapy of aggression in groups. *Current Psychiatric Therapies* 13:149-155

\_\_\_\_\_ (1977) Group cohesion and cerebral synchronization. *Group Therapy 1977:An Overview*, Eds. L. Wolberg and M.L. Aronson. NY: Stratton International Medical Books, 94-102

\_\_\_\_\_ (1987) The application of group psychotherapy in the treatment of the psychoneurotic syndromes. *Modern Psychoanalysis* 12(1):5-16

Spotnitz, H. (1985) Large group analysis: Regression, progression, creativity. *Modern Psychoanalysis*. 10(2):119-136.

Welber, D. (1991) Growth and training of a modern group analyst. *Modern Psychoanalysis* 16(2):183-193

### **RECOMMENDED TEXTS:**

- Brown, N.W. (2011) *Psychoeducational Groups: Process and Practice* (Third edition). New York: Routledge.
- Ormont L. R. (1992) *Therapy Experience: From theory to practice*. New York: St. Martin's Press.
- Ormont, L. R. and Streaun, H.S. (1978) *The Practice of Conjoint Therapy*. New York: Human Science Press.
- Rosenthal, L. (1987) *Resolving Resistance in Group Psychotherapy*. New York: Jason Aronson. -Rosenthal, L. (2005) Monograph, *Modern Psychoanalysis*, v. 30.
- Slavson, S.R. (1964) *A Textbook in Analytic Group Psychotherapy*. New York: IUP
- Spotnitz, H. (1961) *The Couch and the Circle*. New York: Alfred Knopf.
- Spotnitz, H. (1976) *Psychotherapy of Preoedipal Conditions*. Northvale, NJ: Jason Aronson.
- Spotnitz, H. (1985) *Modern Psychoanalysis of the Schizophrenic Patient* (2nd ed.) New York: Human Sciences Press.
- Spotnitz, H. and Meadow, P.W. (1976) *Treatment of the Narcissistic Neuroses*. New York: Manhattan Center for Advancement Psychoanalytic Studies.
- Sharp (2016). *Talking helps: An evidence based approach to Psychoanalytic Counseling*. San Diego, CA: Cognella Publishing
- Yalom, I.D. (1975) *The Theory and Practice of Group Psychoanalysis*.

## FINAL PAPER

The final paper is designed as an opportunity for the student to integrate the knowledge, skills and understandings about group work, and to build further understanding of the values and opportunities for group approaches. The paper will be 10 to 15 pages excluding title and reference pages, typed, double spaced, 1” margins on all sides, include a cover page, and will follow APA writing guidelines. You must utilize a minimum of ten (10) references, including three (3) from literature sources not on the syllabus reading list (look at PEP, recommended readings, etc.)

You may choose the in-class group experience as the clinical data for this paper or an outside group or a group you currently lead. (If you are the leader or co-leader of the group you are describing, this paper should read from your perspective.)

If you are writing about a group that you observed, then include how you made sense of the group leaders interventions and of what you observed; and, include what you might have done differently in describing any clinical material that you observed. You will use the required readings from your course syllabus and readings from the literature to thoroughly explore the clinical aspects of this paper. The final paper is due **Class 14**, December 15<sup>th</sup>, 2020.

Your paper should describe in detail the following:

1. Identify and briefly describe the group and its structure and composition.
2. Examine and discuss the group’s process over time. Include a complete description of the stages of phases the group went through. What clinical issues and group dynamics are you noticing that are a result of stages of development (include specific clinical data that leads you to determine the group is in a particular stage)?
3. What are the group dynamics that are most salient in the group process at this time?
4. Give an example of the use of bridging v “individual analysis in a group setting”; “joining”, and other techniques that led to progressive communication.
5. Compare this to other types of groups you may have experienced or read about and note where they can be integrated and where they are vastly different in aim or goals.
6. What are the clinical challenges in this group? What kind of resistances do you note?
7. Select a critical incident to explore. A critical incident is a clinical interaction or event that you consider clinically significant for the group-as-a-whole and one or more group members. A critical incident is a practice situation that consolidates understanding or raises a complicated dilemma; it may resolve quickly or linger unresolved for a period of time. For each of these incidents, describe the following:
  - a. Describe the incident with specific clinical detail. Focus on the intervention of the leader. What was said? Offer specific verbatim process or as close to verbatim as possible
  - b. Describe what you think was happening in the process of the group (both latent and manifest) before the critical incident occurred.

- c. How did the group react? Be specific. Who said what to whom? Were subgroups involved?
  - d. What is your clinical understanding of the incident, and of the group's response to the incident. Be specific. What were you thinking? Experiencing internally? What technique/clinical intervention did you use in response to this incident?
  - e. Describe in some detail countertransference issues and your use of self as a group leader for this incident. Could you discern countertransference?
  - f. Assess your intervention in retrospect. Why that intervention and not another? Would you have done anything differently? What have you learned about social group work as a result of this incident?
8. What have you learned about clinical group work from the writing of this paper? What new questions have been raised for you?