**AGPA Connect 2023 Presenter Information**

**Course Code:** 60

**Course Title:** The Role of a Time-Limited Psychoeducational Group on Shame as a Feeder for Process Groups

**Course Times:** 2:00 PM - 4:30 PM

**Course Dates:** Saturday, March 11

**Instructors:** Carmen Burlingame

**Course Description:** This workshop will explore the way a 12-week curriculum (centered on the topic of shame) led to the foundation of on-going process groups. The presentation will identify ways to create psychoeducational groups that can be utilized as stand-alone content, or as feeders for long-term groups. This format is applicable in diverse practice settings, in-patient, out-patient, college counseling, agencies, and private practices; and has been facilitated successfully implemented both in-person and virtually.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎Explain the benefit of a time-limited, psychoeducational group.‎
2. ‎Identify how psychoeducational groups can be used as a tool to prepare for process groups.‎
3. ‎Discuss opportunities for implementing similar groups within their own agencies and practices.‎

**Significant Articles:**

1. Gary M. Burlingame & Jennifer L. Jensen (2017) Small Group Process and Outcome Research ‎Highlights: A 25-Year Perspective, International Journal of Group Psychotherapy, 67:sup1, S194-S218, ‎DOI: 10.1080/00207284.2016.1218287‎
2. Hillary L. McBride, Andrew J. Joseph, Peter G. Schmitt & Brett M. Holtz (2021) Clinical ‎recommendations for psychotherapists working during the coronavirus (COVID-19) pandemic through ‎the lens of AEDP (Accelerated Experiential Dynamic Psychotherapy), Counselling Psychology Quarterly, ‎‎34:3-4, 411-431, DOI: 10.1080/09515070.2020.1771283‎
3. Alexis L. Wilkerson & Tammi F. Dice (2021) Psychoeducational Groups for Adult Survivors of Child ‎Sexual Abuse Experiencing Post-Traumatic Stress Disorder, International Journal of Group ‎Psychotherapy, 71:4, 604-614, DOI: 10.1080/00207284.2021.1956824‎

**Agenda**

1. A Case for Psychoeducational Groups (0-15 Minutes) – Objective 1
2. Accelerated Experiential Dynamic Psychotherapy (AEDP) as Framework for Teaching Shame (15-30 Minutes) – Objective 1
3. Curriculum Overview (30-40 Minutes) – Objectives 1 and 2
4. Case Examples (40-50 Minutes) – Objectives 1 and 2
5. Data Collection from Pre- and Post-Tests (50-55 Minutes) – Objectives 1, 2, and 3
6. Questions (55-70 Minutes) – Objectives, 1, 2, and 3
7. Demonstration Group (70-115 Minutes) – Objectives 1, 2, and 3
8. Demo Group Debrief (115-125 Minutes) – Objectives 1, 2, 3
9. Implementation in Practice Settings Discussion (125-145 Minutes) – Objective 3
10. Participant Evaluations (145-150 Minutes)

**Assessment Questions:**

Question 1 (include possible answers)

\_\_\_\_\_ is the experience of feeling that you have done something bad/wrong. A) Guilt, B) Shame, C) Embarrassment, D) Humiliation

Correct Answer 1

A) Guilt

Question 2 (include possible answers)

\_\_\_\_\_ is the experience of feeling that there is something inherently wrong/bad about you. A) Guilt, B) Shame, C) Embarrassment, D) Humiliation

Correct Answer 2

B) Shame

Question 3 (include possible answers)

\_\_\_\_\_ is the experience of feeling badly in the moment, then recognizing that this is a common experience that may even be laughable in the future. A) Guilt, B) Shame, C) Embarrassment, D) Humiliation

Correct Answer 3

C) Embarrassment

Question 4 (include possible answers)

\_\_\_\_\_ is the experience of feeling badly, but knowing that your experience was due to the fault of another. A) Guilt, B) Shame, C) Embarrassment, D) Humiliation

Correct Answer 4

D) Humiliation

Question 5 (include possible answers)

What options does a group member have after completing a cycle of the psychoeducational content? A) Repeating the curriculum, B) Having a terminal experience, C) Going onto a process group, D) All of the Above

Correct Answer 5

D) All of the Above

Question 6 (include possible answers)

How is the content of psychoeducational groups provided in this context? A) Lecture, B) Discussion, C) Homework, D) All of the Above

Correct Answer 6

D) All of the Above

Question 7 (include possible answers)

Which of the following are examples of modalities in which psychoeducational groups can be presented? A) In-Perosn, B) Online, C) Both A and B

Correct Answer 7

C) Both A and B

Question 8 (include possible answers)

Psychoeducational groups can benefit clients who are: A) Well-Resourced and Experienced with Psychotherapy; B) Under-Resourced and New to Psychotherapy; C) Clients with diverse backgrounds and experiences of therapy

Correct Answer 8

C) Clients with diverse backgrounds and experiences of therapy

Question 9 (include possible answers)

True or False: Because psychoeducational groups aren't process groups, there is no need for a group contract.

Correct Answer 9

False

Question 10 (include possible answers)

Which of the following are appropriate tools for use in psychoeducational groups? A) Reading, B) Sandtray Miniatures, C) Art, D) Games, E) All of the above

Correct Answer 10

E) All of the Above