**AGPA Connect 2023 Presenter Information**

**Course Code:** C1

**Course Title:** Core Principles of Group Psychotherapy, Part II

**Course Times:** 10:00 AM - 12:30 PM & 2:30 – 5:00 PM

**Course Dates:** Thursday, March 9

**Instructors:** Mikhail (Misha) Bogomaz

 Karen Cone-Uemura

Annie Weiss

Tevya Zukor

**Course Description:** This course provides the experiential component (Part II) of the Principles of Group Psychotherapy course. Participants must have completed the didactic component (Part I) prior to attending. When combined with Part I, this course will complete the 15-hour course work required for CGP certification. Participants are expected to be familiar with the AGPA publication Core Principles of Group Psychotherapy: An Integrated Theory, Research, and Practice Training Manual. The course will bridge the gap between conceptual understanding and real life experiences.

**Learning Objectives**

The attendee will be able to:‎

1. Detect the impact of membership in a group on the understanding of group dynamics.‎
2. ‎Identify group dynamics, e.g. resistance, scapegoating and sub¬group formation, as they arise.‎
3. Discuss the creation of norms
4. Compare the stages of group development.‎
5. Discuss the role of the leader.‎
6. Discuss diversity impact on group dynamics and leadership.‎
7. Experience and start to understand Large Group dynamics.‎

**Significant Articles:**

1. American Group Psychotherapy Association, Inc. (2007). Practice Guidelines for Group Psychotherapy, ‎New York: AGPA.‎
2. Hescheles, & A.R. Price (Eds.), A guide to starting psychotherapy groups (pp. 71-79). San Diego, CA: ‎Academic press.‎
3. Kaklauskas F., Greene, L. (2019). Core Principles of Group Psychotherapy (1st Edition). Routledge.‎
4. Ribeiro, D., Michele (2020). Examining social identities and diversity issues in group therapy: knocking ‎at the boundaries. Routledge.‎
5. Rutan, J.S. & Alonso, A. (1999). Reprise: Some guidelines for group therapists. In J.R. Price, D.R.‎
6. Yalom, I., & Leszcz, M. (2020). The Theory and Practice of Group Psychotherapy. New York: Basic ‎Books.‎

**Agenda:**

Convocation by co-directors (15 min, obj 1-6, Dr. Bogomaz discussion)

A. Introduction

B. Explaining objectives

C. Learning format

Experiential Learning Large Group (60 min, obj 1-6, Dr. Bogomaz discussion, experiential)

 A. Stages of development

 B. Resistance

 C. Sub-group formation

 D. Group dynamics

 E. Group norms

 F. Scapegoating

 G. Boundaries

 H. Ethics

 I. Leader tasks/interventions

Transitions into Experiential Small Learning Groups 5 min

Experiential Learning Group #1 (80 min, obj 1-6, Drs Zukor, Cone-Uemura, Mrs. Weiss, discussion, experiential)

 A. Stages of development

 B. Resistance

 C. Sub-group formation

 D. Group dynamics

 E. Group norms

 F. Scapegoating

 G. Boundaries

 H. Ethics

 I. Leader tasks/interventions

Lunch

Experiential Learning Group #2 (100 min, obj 1-6, Drs Zukor, Cone-Uemura, Mrs. Weiss, discussion, experiential)

A. Stages of development

 B. Resistance

 C. Sub-group formation

 D. Group dynamics

 E. Group norms

 F. Scapegoating

 G. Boundaries

 H. Ethics

 I. Leader tasks/interventions

BREAK 10 minutes

Final Convocation (20 min, obj 1-6, Drs. Bogomaz discussion)

How was this for you?

What could be better?

Addressing questions and comments

Evaluations (10 min, Drs. Bogomaz)

**Assessment Questions:**

Question 1 (include possible answers)

Large group mimics our experience A. In a dyad B. In small groups C. In organizations D. None of the Above

Correct Answer 1

C

Question 2 (include possible answers)

As a facilitator, you need to attend to A. the content of discussion B. the task C. process D. All of the above

Correct Answer 2

D

Question 3 (include possible answers)

A group members who speaks first and lowers the anxiety typically assumes the following role: A. Leader B. Scapegoat C. Observer D. None of the above

Correct Answer 3

A

Question 4 (include possible answers)

What is the least impactful therapy factor: A. instillation of hope B. providing information C. cohesiveness D. altruism

Correct Answer 4

B

Question 5 (include possible answers)

When introducing a new member to the group, the facilitator should do the following: A. Group orientation with a prospective member B. Letting the group know when a prospective member joins C. Both A and B (C) D. None of the above

Correct Answer 5

C

Question 6 (include possible answers)

Teaching coping skills to anxiety is more appropriate for which group? A. Psychoeducational B. Process C. None of the above

Correct Answer 6

A

Question 7 (include possible answers)

What are effective ways of improving multicultural competency? a. Receiving training on diversity and inclusion b. Reading about specific cultures and diversity c. Working with diverse populations of clients d. All of the above

Correct Answer 7

D

Question 8 (include possible answers)

Which of the following is NOT one of Wilfred Bion's Basic Assumptions about Group? (B) a. Dependency b. Mitigation c. Fight-Flight d. Pairing

Correct Answer 8

B

Question 9 (include possible answers)

Group agreements (or the group contract) should do which of the following: a. Help members know what to expect and what is expected of them in the group. b. Provide e-mail and contact information for other group members c. Explain the explicit differences between individual and group psychotherapy d. None of the above

Correct Answer 9

A

Question 10 (include possible answers)

(T/F) Group developmental models help leaders formulate interventions that are most useful at any particular moment in the life of the group.

Correct Answer 10

True