

GENERAL PROCESS GROUP SECTIONS CONTINUING EDUCATION CURRICULUM

The instructor should clarify the focus of the Institute group in their introductory remarks, including the educational objectives, session outline, and the expectations outlined in the **participant agreement**. This includes affirming the commitment to creating a **safe and respectful learning environment** and an **affirming group experience** for all participants. The instructor should stimulate and guide discussion throughout the session in a way that models these values. Review of assessment questions and article references should occur at the conclusion of the Institute (unless there is a didactic reason to do so earlier) to assess learning and encourage further study and research in the topic area. Institute evaluation forms are provided to each registrant.

I. OBJECTIVES

The process group experience sections will stress the basic elements of group functioning and development, focus on here-and-now group process, and examine both the dynamics and process of group psychotherapy. The Institute is structured to maximize learning about group formation and the role of leaders and participants in establishing group roles, boundaries, norms, and structure. Psychodynamic concepts, including transference, individual and group resistance, and defense mechanisms, will be examined as they emerge in the group process.

Visible and invisible individual differences among group members—including but not limited to class, race, gender, culture, religion, physical ability, and age—will be explored with the goal of **promoting and maintaining a safe and affirming environment for all participants**. The contribution of the leader to the development of a cohesive and functional group and to the creation of an environment safe enough to support open learning and meaningful participation will be examined.

II. OUTLINE

- A. Beginning group dynamics
 - 1. Development of group agreements
 - 2. Group structure
 - 3. Group norms
 - 4. Roles
 - 5. Working agreements in the here-and-now
- B. Psychodynamic Concepts
 - 1. Transference
 - 2. Resistance
 - 3. Working through
- C. Review of whole group dynamics
- D. Termination - review of termination processes

III. LEARNING OBJECTIVES

The attendee will be able to:

1. Identify phases of group development and the leader's role in each phase.
2. Identify one's role in the group and those of others.
3. Define and apply such concepts as transference, resistance, content versus process and termination.
4. Describe key process interactions in the group.
5. Identify the existence and impact of visible and invisible differences, including but not limited to class, race, gender, culture, religion, physical ability and age.
6. Recognize leader behaviors that facilitate the group process and the development of a safe-enough environment.
7. Identify approaches to addressing termination.

IV. ASSESSMENT QUESTIONS

1. The group agreement promotes formation of a working group because it:
 - a. Discourages outside contact among members
 - b. Offers a clear structure for group members
 - c. Creates an atmosphere for examination of breakdown in the agreement
 - d. All of the above*
2. Group norms to promote might include:
 - a. Notifying the leader in advance when one is going to be absent
 - b. Starting the group on time each session
 - c. Avoiding focus on only one group member per session
 - d. All of the above*
3. When approaching the topic of individual differences among members, the group leader should:
 - a. Always emphasize similarities between members.
 - b. Prioritize the safety of those who feel attacked or criticized.*
 - c. Ensure that group members isolate any member who attacks them for calling attention to differences.
 - d. Make clear that individual differences should never be addressed in the initial phase of group development.
4. Group leaders are best when they
 - a. Work primarily within their theory*
 - b. Use any interventions that come to mind during the session
 - c. Attend mostly to individuals' issues in the group and encouraging other members to watch and learn from that work
 - d. Encourage group members to stop the group process to talk about their family of origin
5. A good group leader promotes cohesion by:
 - a. Teaching group members about principles of human behavior
 - b. Encouraging member interaction and utilizing the principle of universality
 - c. Providing himself/herself as a model for identification
 - d. All of the above*

6. In a group, content material:
 - a. Is significantly more important than process material
 - b. Is an important way to assess whether or not the group is going well
 - c. Is the primary indicator of leadership competence
 - d. Can be very relevant to process material*
7. Process does not include the leader's:
 - a. Noting and working with the nonverbal material that is presented in the room
 - b. Addressing a member's frequent lateness to the session
 - c. Commenting on interactions between group members
 - d. Reviewing everyone's weekly activities*
8. Elements of resistance include:
 - a. Finding fault with the leader
 - b. Vying for leadership
 - c. Keeping focus on just one person
 - d. All of the above*
9. Elements of the working stage include:
 - a. Members giving feedback to one another
 - b. Members describing important emotional elements of one's life
 - c. Members paying close attention to what others are sharing and identifying with their experiences
 - d. All of the above*
10. Termination is best addressed by:
 - a. Encouraging members to stay in touch after the group has ended
 - b. Having the group proceed as usual on the last session
 - c. Noting the ending and asking them what work needs to be finished before they can comfortably end the group*
 - d. Finding a time for a reunion

ANSWERS: Noted by * after the correct response

V. REFERENCES

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