Instructors:
Wendy Allen, MA, LPC, BC-DMT  
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Phone: 303.245.4844  
Office Hours: Mondays 1:30-2:30 pm; Thursdays 2-3 pm; or by appointment.

Diane Israel, MA  
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Cell: 720.244.7216  
Office Hours: By appointment.

Class Time/ Location:  
Classes are held on Thursdays from 11am - 1:50pm beginning January 16, 2014 and ending May 1, 2014. Make up day if needed is May 8th. Classes are held on Paramita Campus in VIRYA and DANA.

ERES Password: InItTogether

Methods of Instruction:  
Lecture/ Discussion – 45%  
Experiential – 30%  
Media – 25%

Course Requirements:  
Pre-Requisite(s):  
• Somatic Psychology students only (Dance/Movement Therapy and Body Psychotherapy) or instructor’s approval

Course Description:  
This course introduces beginning Dance/Movement Therapists and Body Psychotherapists to the skills they will need to lead clinically focused therapy groups. These skills include an understanding of: group formation, the developmental stages of groups, group norms, multicultural issues in groups, methods for soliciting and integrating minority member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experientials and student-led group facilitations.
**Graduate School of Psychology Licensure Statement:**
Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate’s application for licensure. It is important that learners are aware of their responsibilities regarding licensure and certification. Advisors are available to discuss professional and career matters with learners and graduates.

**Accommodations for Qualified Students with Disabilities:**
Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Disability Services Coordinator. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact her by phone at 303.245.4749 or by email at jchavarria@naropa.edu.

**Course Goals and Student Learning Outcomes:**

**Student Learning Outcome 1:** Students will understand and articulate theories central to group psychotherapy, as well as theories and research specific to group work in dance therapy and body psychotherapy.
- Students will be able to describe major theories of group dynamics, group leadership and group development and be able to apply these to the leading of dance/movement therapy groups and/or body psychotherapy groups.
- Students will be able to identify and articulate models for Dance/Movement Therapy and Body Psychotherapy in groups as evidenced by classroom discussion and experientials.

**Student Learning Outcome 2:** Students will consistently demonstrate the necessary clinical skills to pursue a career in counseling and dance/movement therapy or body psychotherapy.
- Students will be able to effectively lead an ongoing group in either the body psychology or dance therapy fields.
- Students will be able to identify appropriate clinical interventions and facilitation skills reflective of effective group leadership as evidenced by classroom discussion and successful completion of papers.
- Students will be able to identify group themes in terms of task, process, and psychodynamics as evidenced by classroom discussion and successful completion of papers.

**Student Learning Outcome 3:** Students will learn and manifest the standards of ethical and professional practice for the fields of counseling and either dance/movement therapy or body psychotherapy.
- Students will demonstrate the knowledge of and ability to practice the professional ethics and standards for body psychotherapists, dance/movement therapists and professional counselors.
• Students will practice ethical guidelines in class as evidenced by creation of and adherence to group agreements.

• Students will understand the basic ethical requirements of group psychotherapy such as: screening and selection of group members; preparing people for group; establishing safety through group norms, boundaries, and confidentiality; referrals; and termination. Knowledge will be demonstrated through classroom discussion and successful completion of papers.

**Student Learning Outcome 4:** Students will internalize and manifest pluralism and multicultural competency as an integral part of clinical and professional practice, and will be prepared to be of service to the under-served and disadvantaged members of their community and society.

• Students will possess a basic understanding of and ability to practice multicultural counseling skills, as well as skills with clients of difference including but not limited to: class, race, gender, religion, ethnicity, political affiliation, ability, age, sexual orientation, and gender expression.

• Students will show awareness of privilege and diversity issues in classroom discussions, experientials and papers.

• Students will demonstrate awareness of personal motives and obstacles through classroom discussion, experientials, and papers.

• Students will be able to identify qualities of an effective leadership style/treatment philosophy for each of the populations discussed in class.

• Students will be able to identify specific considerations to regard when working with diverse populations as evidenced by classroom discussion and successful completion of assigned readings.

**Required Text Books and Readings:**


**E-Reserves** To access online: [www.naropa.edu](http://www.naropa.edu) -> Inside Naropa -> Allen Ginsberg Library -> Online Sourcebooks/ Electronic Reserves -> Search by course #, course title, or instructor’s name, password: *InItTogether*


**Recommended Text Books and Readings:**


Course Requirements and Grading Policy:

1. Attendance Policy: Attendance will be taken at the beginning of each class. Three tardies equals one absence. More than one absence will lower your grade. If you observe a spiritual or religious holiday that falls on a day when class is scheduled, you will receive an excused absence if you inform the instructor by the third week of class. Students are responsible for all material covered in the course, regardless of absences.

2. Participation (5%): Evidenced by involvement in experiential exercises, engagement in class discussions, and contribution of relevant and/or original thinking. Completion of reading assignments will be evidenced by active participation in discussions; i.e. asking questions, drawing connections, disagreeing, critical thinking, etc. All relevant reading assignments must be read prior to coming to class.

3. Reflection Paper (10%): Integrating class concepts with experiential exercises and readings. 2-3 pages, addressing assigned questions (see course content). Please integrate relevant readings into this paper. Due February 20.

4. Group Timeline and Relational Meeting Reflection Paper (25%): This assignment has three parts: a timeline, a relational meeting, and a reflection paper. Using an arts-based approach (art materials/mediums, creativity) create a timeline of your experiences with groups. This timeline should include all significant group experiences (groups that you were a member of as well as groups that you facilitated). After reviewing and reflecting on your timeline write a 2-page reflection paper that explores the emerging patterns or themes that you notice. How might your past experiences in groups influence your perception of them now? How might they influence your choice of a practicum site? For the second part of this assignment have a relational meeting with a mental health professional who is doing the kind of group work you might be interested in doing. Write a 1-page reflection on the meeting including what you learned and what was most valuable about the conversation. Timeline and Reflection Paper due March 13.

5. Group Lead (35%): Students will work in groups of 5 to 6 people, to practice, outside of class, the group leadership skills covered in class. Each group will have six 60-minute meetings (one meeting per group member…if your group has 5 members, then you will meet 5 times). The meetings will be facilitated by a different person each time and should address the group’s developmental and emotional needs. Following each 50-minute lead, the group will have 10 minutes to debrief. Please use a journal to record reflections about your own lead as well as notes about what you are learning from your
peers and their leads. Each group must turn in a tracking sheet recording their meetings. (Attached at end of syllabus.) In addition, each student is responsible for videoing the group session that they lead. Following the session, the student will review the video and choose a 15-minute segment of the video to share with the instructor during a 30-minute meeting. Students are responsible for scheduling the meeting with the instructor and should arrive with specific questions or requests for feedback related to the segment of video they have chosen to share. Missed meetings will count as an absence. Tracking sheet due May 1 (one sheet for each group). Your video meeting should take place within 2 weeks of your turn leading your group.

6. Journal and Final Paper (25%): Students will reflect on their experiences as a group member and a facilitator/leader in a 5-8 page final paper. Although this paper is reflective, it should refer to the theories and topics covered in class and must have at least three references. Topics to address should include but are not limited to: personal strengths; examples of your perceived "mistakes" as a leader and what you learned from them; reflections on your tendencies and behaviors as both a group member and leader and thoughts about how these patterns of interaction might be influenced by your past group experiences; reflections on your emergent leadership style; and ideas for your further development. In addition, please explore your own values and biases as a leader and how they helped or hindered your leadership experience and influenced the group process. Your journal should be a form of research for this paper…a place for you to track your experiences and a source of information to consult for information on emerging themes, patterns, or tendencies. Your journal can include writing, art, collage, diagrams, etc. Use it in a way that makes sense to you. You may also use your journal to record thoughts about class and what you notice about the leadership being modeled by others. Although journals will not be formally graded they will be turned in with the final paper for review. Due May 1.

Grading:

1. Graduate level writing, style, and thinking are expected in all work. Questions about what constitutes graduate level writing or style are to be directed to either the Publication Manual of the American Psychological Association (2009, 6th Edition) or to A Writer's Reference by Diana Hacker (1998). If you need individual support around graduate writing style and standards, you can contact the Naropa Writing Center at 303.245.4606 or nwc@naropa.edu. Work that is not graduate level will not be accepted and will be returned to you for revisions. Revised work will be considered late.

2. Assignments must be turned in by the end of class on the date due unless prior arrangements have been made with the instructor and a plan has been established to compensate for the delay. Exceptions to due dates are only granted in cases of emergency and are at the discretion of the instructor. Otherwise, late assignments will be marked down one grade (ex. from an “A” to an “A-”).
**LATE PAPERS MUST BE TURNED IN ELECTRONICALLY.**
Submission of papers online: Please follow the format below when submitting papers electronically:

- The name of the file should be: your last name, GPD, assignment name, Spring 2014 (example: Allen_GPD_Reflectl_SP14)
- Submit it to wallen@naropa.edu. I will send you a confirming email that says Got it!. If you do not receive this email within 48 hours of sending your paper, please contact me to assure that I have received your paper.
- The file should be in a Word format (doc or docx). DO NOT SEND PDF’s.

3.  
   A = 94-100 (Excellent)  
   A- = 90-93 (Great)  
   B+ = 87-89 (Very Good)  
   B = 84-86 (Good)  
   B- = 80-83 (Fair)  
   C+ = 77-79 (Not Passing)  
   C = 74-76 (Not Passing)  
   C- = 73 and lower (Not Passing)  
   *Please see Rubric in student handbook for detailed criteria.*
-COURSE OUTLINE AND READING ASSIGNMENTS-
Please have readings completed by the day they are listed

Course Outline is subject to change.

**Week 1: January 16**
**Introduction:** Review syllabus; Course Overview and Requirements
**Topic:** Introduction to Group Work
  - What’s so special about group work? (definition, advantages)
  - Dynamics and Curative Forces of Group Work (goals)
  - Therapeutic Factors
  - Types of Groups
  - Somatic Psychotherapy and DMT groups (group as body)
**Assignment:** Who do you admire and what are their characteristics and qualities?
Come prepared to reflect on this in class with peers.

**Week 2: January 23**
**Topic:** The Group Leader
  - Qualities, Motivations, Values, Theoretical stance of the group leader
  - Relational issues as they pertain to Groups (therapist’s role, family of origin)
  - The art of leadership
**Experiential:** sculpt personal relationship to groups/ leadership role
**Readings due today:**
  - ERES: Heifetz & Linsky - *Chapter 1: The Heart of Danger* and *Chapter 2: The Faces of Danger*

**Week 3: January 30**
**Topic:** Understanding Group Dynamics
  - Interaction patterns
  - What to look for (proxemics, nonverbal behavior, silences)
  - Member roles
**Experiential:** group task
**Video**
**Readings due today:**
  - Yalom – *The theory and practice of group psychotherapy*, pp. 1 - 18 (CH 1: The Therapeutic Factors)
  - ERES: Heifetz & Linsky – *Chapter 3: Get on the Balcony*
**Week 4: February 6**

**Topic:** Overview of Stages of Group Development  
- Forming a Group (homogenous vs. heterogenous, size, frequency and duration of meetings, length of group, place, open vs. closed)  
- Stages of Group Evolution

**Experiential:** somatic warm-ups; vignettes

**Video**

**Readings due today:**
- ERES: Schmais - *Understanding the dance/movement therapy group*

**Week 5: February 13**

**Topic:** Multicultural and Diversity Issues (guest speaker)  
- Becoming a diversity-competent group counselor (values, working with diversity, recognition of privilege)  
- Leadership and power  
- Working with dynamics of shame and rage

**Experiential:** TBA

**Readings due today:**
- ERES: Chin & Sanchez-Hucles - *Diversity and Leadership*  
- Handout: Topper – *DMT is Ripe for Moving Through Oppression*

**Assignment:** REFLECTION PAPER: Reflect on your relationship with personal power. How willing or unwilling are you to own your power as a group leader? To step into a leadership role? What things arise? What do you notice somatically? How might your experiences with power in relationships in the past impact your leadership style?

**Week 6: February 20**

**DUE:** Reflection Paper

**Topic:** Ethical Issues

**Experiential:** vignettes

**Readings due today:**
Week 7: February 27
Topic: Contemplative Dynamics in Groups
Readings due today:
· ERES: Ladden, L. J. – *Contemplative Group Dynamics: Who are we?*

Week 8: March 6
Topic: Projection in Groups (guest speaker)
Readings due today:
· Kottler & Englar-Carlson – *Learning Group Leadership*, pp. 235 - 266 (CH 9: When to Intervene in Groups)

Week 9: March 13
DUE: Timeline and Reflection Paper
Topic: Working with Anger and Conflict in Groups
Experiential: studio time
Readings due today:
· Yalom - *The theory and practice of group psychotherapy*, pp. 345 – 390 (CH 12: The Advanced Group)
· ERES: Clark - *Scapegoating: Dynamics and interventions in group counseling*
· ERES: Conflict and conflict resolution handouts, Feedback handout

Week 10: March 20
Topic: Critical Incidents and Challenging Group Members
Experiential: vignettes
Readings due today:

MARCH 27 – SPRING BREAK

Week 11: April 3
Topic: Somatic Dynamics in Groups
Readings due today:
· ERES: Schmais - *Healing processes in group dance therapy*
· ERES: Schmais - *Group development and group formation in dance therapy*
· ERES: Cohen – *Coming to our senses: The application of somatic psychology to group psychotherapy*
**Week 12: April 10**

**Topic:** Working with Groups Creatively

**Experiential:** TBA

**Readings due today:**
- ERES: Sandel – *Imagery in dance therapy groups: A developmental approach*

**Week 13: April 17**

**Topic:** Co-leadership and Peer Supervision

**Experiential:** TBA

**Video**

**Readings due today:**

**Week 14: April 24**

**Topic:** TBA

**Assignment:** Final Paper

**Week 15: May 1**

**DUE:** Final Paper and Journal

**DUE:** Group Led Tracking Sheet

**Topic:** Closure

Make up/snow day – May 8th, 11 to 1:50pm, do not leave town before this day.

**NOTE:** This course outline is flexible and may change as is deemed necessary or appropriate by the instructor, or as other relevant information and opportunities arise.
Practice Group Tracking Sheet – due last class

Members of this group:
1) 
2) 
3) 
4) 
5) 
6) 
7) 
8) 

Each person should be a “therapist” one time for 50 minutes. After each “session” the group should provide 10 minutes of feedback to the “therapist.”

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